

**TOWARDS INTERCULTURAL AWARENESS**

**Teaching Material for an Optional English Course  
in the Comprehensive School**

**A Pro Gradu Thesis**

**by**

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Modernien kielenoppimis- ja opetusteorioiden mukaan kulttuuri on olennainen osa kielenoppimista. Myös nykyinen opetussuunnitelma tunnustaa kulttuurinopetuksen tärkeyden, mutta tavoitteissa on annettu vain yleislinjat kielen- ja kulttuurinopetuksen toteuttamisesta. Vastuu kielen- ja kulttuurinopetuksen toteuttamisesta jää yksittäisille kouluille ja opettajille. Kielten opetuksessa kulttuuri on usein vain välipala muun opiskelun ohessa. Kulttuurin aliarvostus näkyy myös oppikirjoissa, joiden tarjoama kuva kohdekulttuurista on usein pinnallinen ja stereotyyppinen. Tarvitaan oppimateriaalia, jossa faktatiedon lisäksi tarkastellaan kohdekulttuuria pintaa syvemmmältä. Autenttisen materiaalin osuutta olisi lisättävä. Opettajien tulisi yhteistyössä oppilaiden kanssa valita, mitä kohdekulttuurin osa-alueita tarkastellaan.

Tämä oppimateriaali on suunniteltu englannin kielen opettajille käytettäväksi yläasteen 8. ja 9.-luokkien valinnaisella kulttuurikurssilla tai integroituna muuhun opetukseen. Lisäksi oppimateriaalia voi soveltaa muilla kouluasteilla vaihtelemalla harjoitusten vaikeustasoa. Oppimateriaalia on osittain testattu ja kehitetty Jyväskylän Normaalikoulussa keväällä 1998. Oppimateriaalin lähtökohtana on kehittää oppilaiden kulttuurienvälistä ymmärtämystä vertailevan lähestymistavan avulla. Yhteinen teema harjoituksille on lähestyä brittiläistä kulttuuria suomalaisen kulttuurin näkökulmasta ja tarkastella näiden kulttuurien välisiä eroja ja yhtäläisyyksiä.

Oppimateriaali on jaettu neljään vaiheeseen. Ensimmäisessä vaiheessa (sensitising) oppilaita herkistetään kohdekulttuurin ilmiöille positiivisessa oppimisympäristössä. Toisessa vaiheessa (information collecting) oppilaat keräävät kulttuuritieto-taitoa kohdekulttuurin eri osa-alueista. Kolmannessa vaiheessa (experiencing) oppilaat soveltavat hankkimiaan tietoja käytäntöön. Neljännessä vaiheessa (investigating) oppilaat refleктоivat omaa oppimisprosessiaan ja arvioivat kulttuurikuvansa kehittymistä. Harjoituksiin sisältyy sähköpostikirjeenvaihto brittiläisen koulun kanssa ja oman oppimisen arviointi oppimispäiväkirjan avulla.

Asiasanat: intercultural language learning. communicative competence. intercultural competence. cultural awareness. experiential learning. teaching material.

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## 1 INTRODUCTION

”There is no way to avoid teaching culture when teaching language; they go together like Sears & Roebuck - or Marks & Spencer, as the case may be.” (Valdes 1990: 20). The idea expressed in the citation above should in our opinion be the foundation for foreign language teaching in classroom contexts. The present theories of foreign language learning and teaching consider culture as an integral part of language learning (Byram 1989, 1997; Byram and Esarte-Sarriers 1991; Byram et al. 1994; Kaikkonen 1995a, 1995b; Kramsch 1993, 1995; Seelye 1993). The Framework curriculum for the comprehensive school in Finland (*Peruskoulun opetussuunnitelman perusteet* 1994) includes international education as its general aim. Although the curriculum recognizes the need for cultural education, its objectives are defined only in broad outline. The present curriculum leaves the choice to individual schools and teachers. Thus schools themselves have the responsibility for deciding on the priorities of language teaching. The fact is that it is up to individual language teachers whether they include culture teaching in their work.

Although the researchers mentioned above acknowledge the need for *integrated language and culture learning* (Byram 1989), there is no comprehensive theory or effective methodology available in this area. It is often assumed that cultural knowledge will develop as a result of learning the language of the target culture (Wright 1996: 36). Clearly there has been considerable improvement in TESOL materials from the point of view of the degree of cultural awareness in terms of gender, class, race, regional identity and dialect (Clarke and Clarke 1990: 33). However, traditional textbooks still contain superficial, even stereotypical, information about target cultures (Brown 1990; Heusinkveld 1985). Kohonen (1988: 222-223) points out that one of the problems in textbook texts is that they are often too brief and have a limited lexical and topical content. As a consequence, Kohonen (1988) suggests that the number of texts should be diminished and more time should be devoted to working with authentic material, discussions and drama. We find Kohonen’s (1988) suggestions important but in relation to developing cultural awareness they are not sufficient in their own right.

Clarke and Clarke's (1990: 35) findings concerning the shortcomings of textbooks and their cultural content reveal the very basic question for textbook writers to be decided on: "*which aspects* of the target culture will be represented"

Our aim is to develop teaching material for teachers to be used in an optional English course for eighth and ninth graders in the comprehensive school. We consider learners' own culture and analytic comparison of Finnish and British cultures as the basis for this material. In practice, we consider Byram's (1989) suggestion for guiding learners to become *ethnographers* of their own and the target culture as a suitable basis for designing teaching material for intercultural learning. We intend to design and develop a set of versatile, functional teaching material for integrated culture and language teaching. In addition, we will test a part of the material in practice in the course mentioned above. When testing the material, necessary modifications to the structure and content of the activities will be made on the basis of feedback from pupils.

We want to stress the role of learners as active "doers" in the process which aims at developing their awareness of self and others (Kaikkonen 1995a; Kohonen 1988). The teaching material is designed to be used on different levels of language education. It is based on theories of language and culture learning, learner-centered learning and process-oriented classroom learning (Byram 1989, 1997; Byram and Esarte-Sarriers 1991; Byram et al. 1994; Legutke and Thomas 1993; Seelye 1993). More specifically, we have designed this teaching material, on the one hand, to meet the requirements expressed in Byram's (1989, 1997) notion of conceptual culture and language learning. On the other hand, our goal is to organize the activities in this teaching material on the basis of the practical guidelines offered by Seelye (1993).

On the basis of suggestions by Byram et al. (1994: 51-55) for minimum content areas for culture learning, we have designed and modified a questionnaire that includes possible themes to be dealt with in a cultural awareness course. The questionnaire was administered with a group of 15-year-old pupils in Jyväskylä

Normaalikoulu in November 1997. The idea of this questionnaire was, firstly, to inform us about the expectations and interests of the pupils and, secondly, to give them a chance to prioritize the content areas offered on the basis of their own interests. By making use of the questionnaire and the theories mentioned above we hope to be able to choose those aspects of culture learning crucial for developing cultural awareness in learners. We consider involving the pupils into the process of designing the material as an essential element. Even the Framework curriculum for the comprehensive school (1994: 14) recommends that teachers should plan courses so that they meet the learners' expectations, even though this aspect is expressed a bit vaguely.

The Communicative Approach to language teaching provides working methods for realizing the objectives of our teaching material. More specifically, we aim at developing pupils' cultural awareness skills based on the principles of the contemporary notion of communicative competence as defined by Legutke and Thomas (1993: 265). The activities in the material make use of learner-centered, cooperative and experiential ways of learning in a process-oriented classroom. To sum up, the purpose is to activate pupils, to acquaint them with learner-centered working methods for example during an email exchange project with a British link school.

All in all, this teaching material consists, firstly, of a theoretical background in which the central concepts related to language and culture teaching are introduced. Secondly, the conceptual framework for the activities is depicted. Next, the testing and developing of the teaching material is explained. In addition, we offer practical instructions in implementing the ideas in the classroom context. Finally, we make suggestions for future research. Furthermore, the material includes the actual activities on selected themes. By selected themes we refer to those content areas chosen by pupils. The activities are divided into four phases of intercultural teaching, which we have adapted from Seelye (1993).

## 2 THE CONTEXT OF INTERCULTURAL LEARNING

Concepts such as 'international education', 'intercultural education' and 'multicultural education' all suggest a similarity of purpose (Cushner 1990: 112); that is to say, they all depict educational efforts that strive for broadening learners' worldview, providing them with an ability to communicate in different ways in the changing world. In designing the teaching material, we have taken into account the official guidelines administrative officials have suggested for intercultural learning in Finland. Since the official objectives today are rather flexible, teachers are able to realize their own pedagogical interests while designing their work. As Cushner (1990: 112) points out, schools have "the obligation as well as the opportunity...to influence change in people's knowledge, attitudes and behavior about others and their world."

The European Community Council argues in its Resolution on the European Dimension in Education (1988, act 88/ c177/ 02, as quoted by Yli-Renko 1997) strongly for increasing multiculturalism and cultural awareness in schools across Europe. Its objectives include helping students acquire a view of Europe as a multicultural, multilingual community, preparing young people for the challenge of participating in the economic and social development in Europe and taking into account the European Community's "interdependence among the rest of the countries of Europe, and with the rest of the world" (as quoted by Yli-Renko 1997: 50).

Yli-Renko (1997: 50) suggests that The European Dimension should be implemented in all levels of education - from preschool to secondary and university education. Furthermore, Yli-Renko (1997) argues that the Finnish educational system should support *a pluralistic curriculum*, which includes a multidimensional educational approach. In Yli-Renko's (1997: 50) words, "It means multicultural national and international education which encompasses knowledge and understanding, linguistic, practical and social skills, and the development of positive attitudes".

In Finland, the present curriculum for comprehensive schools (1994: 9-12) clearly expresses the need to pay more attention to questions of internationalization and cultural plurality. Internationalization has set new, demanding challenges to the educational system. In other words, the contemporary school should be able to offer learners opportunities that could meet the needs of individual learners. More responsibility is given to individual schools, teachers and learners. It has become evident that schools are a part of the surrounding society and they should interrelate with each other. In practice, internationalization in schools is linked with questions of values and morals. Finally, it is suggested in the curriculum (1994: 9-12) that, besides preparing learners to meet the multiculturalized world, schools should aim at fostering the national cultural heritage in Finland.

To sum up, both the European Community Council (1988) and the present curriculum for comprehensive schools in Finland (1994) suggest new objectives to intercultural learning. What is needed is an intercultural approach that meets the needs of individual learners and provides them with an opportunity to observe the multicultural world in the light of their own culture as well as increase tolerance towards other cultures.

## 2.1 The curriculum framework for comprehensive school in Finland

Today the curriculum of comprehensive schools in Finland gives only the major outlines and aims for education. Thus the responsibility for deciding on the objectives and contents of teaching falls on local schools. Even individual teachers may now affect the way in which they organize and plan their work to respond to learners' needs. As Yli-Renko (1997: 53) states, the national framework curriculum is nowadays used as the basis for planning and making individual curricula for schools. Naturally, this sets new challenges for municipalities and schools alike.

The comprehensive school curriculum (CSC 1994: 13, CSC is an abbreviation used for the aforementioned curriculum) still emphasizes the role of the

comprehensive school as a mediator of general education. On the one hand, the school has its mission as an educator in general; in other words, it prepares young people to become responsible members of society. On the other hand, it offers young people skills to control their own lives; to find their personal characteristics and abilities. One of the basic educational values included in the comprehensive school curriculum (1994: 16) is *internationalization*. It is recognized that Finland is becoming a multicultural country which in its turn requires educators to pay more attention to issues related to cultural identity.

In the present curriculum (CSC 1994: 16) several recommendations for educators are introduced; schools are, for instance, encouraged to focus on increasing interaction between areas of culture and thus to increase tolerance towards different viewpoints and cultural backgrounds. Secondly, schools should make international education more effective and create a language program that is more diversified. As stated in the present curriculum (CSC 1994: 10), educators should not forget paying attention to the national cultural heritage. In other words, especially in foreign language teaching the emphasis should not only be on getting to know other ways of living and thinking, but also on acquainting learners with their own cultural background.

The present curriculum introduces *international education* as one of its intercurricular subject areas (CSC 1994: 37-38). With intercurricular subject areas the curriculum refers to "...themes which are interdisciplinary and of a topical nature." (CSC 1994: 37). Among these subject areas are, for example, consumer, family, health and communication education and information technology. These thematic topics can be utilized, on the one hand, to reflect changes in the surrounding society, and, on the other hand, to bring forward young people's experiences and current events in their lives. In addition, the thematic topics mentioned above can be used in integrated teaching, in other words, in crossing the traditional borderlines of school subjects.

In the present curriculum (CSC 1994: 37-38) international education is defined as:

...education and teaching which aims at increasing students' knowledge and understanding of different cultures, at guaranteeing human dignity and human rights for all, at establishing peace, at a just distribution of the world's resources, and at furthering sustainable development.

Moreover, in the curriculum (CSC 1994: 38) several *aims for international education* are mentioned. From the point of view of our teaching material, the goals that in our opinion could develop cultural awareness are, first of all, accepting the fact that people are all different. Secondly, learners should become prepared to engage in international interaction and cooperation and, finally, they should be ready for a personal contribution and participation in this international cooperation. Consequently, *the contents of international education* proposed in the curriculum (CSC 1994: 38) that support the aims mentioned above are: knowledge of different cultures, tolerance towards difference, elementary cultural literacy and becoming ready for global citizenship.

In addition to the goals set for international education, the *requirements for foreign language teaching* in comprehensive schools also underline the connection of language and culture. In the curriculum (CSC 1994: 73) language and culture are considered to be integrated; to be precise, studying foreign languages is thought to expand pupils' worldview and strengthen their cultural identity. It could be claimed that people are products of their own cultural environment. Understanding this should be a starting point for developing cultural awareness in learners. The general aims of foreign language teaching presented in the curriculum (1994: 74) that we find important considering *cultural awareness* are, firstly, becoming aware of the ways to communicate according to the characteristics of the target language and culture and, secondly, acquiring information about the culture and people of the target language in an open-minded way. Further, among the general aims of foreign language teaching we stress the importance of gaining skills in self-evaluation and striving towards independent learning.

## 2.2 Challenges for internationalization

The Ministry of Education (1997: 12) shares the objectives of both internationalization of education and teaching of foreign languages already mentioned in CSC 1994 (see section 2.1). In addition, the Ministry of Education (1997) sets in its report, Development Plan for Education and University Research in the Years 1995-2000 (*Suomi kansainvälistyy - kielten opetus vastaa haasteeseen, kielten opetuksen ja koulutuksen kansainvälistymisen strategiaohjelma 1997*, MER is used as an abbreviation for this report in the text below), goals for future language teaching. The general aims of the report (MER 1997: 10) include increasing Finns' knowledge of foreign languages and cultures and improving their vocational skills. Moreover, the purpose is to promote understanding and tolerance. Finally, the report emphasizes the idea of lifelong learning and recommends greater diversity in the choice of languages.

The report also contains *acknowledged weaknesses* in contemporary language teaching. We are of the opinion that among the present problems mentioned in the report (MER 1997: 12) two points are relevant from the point of view of our teaching material as well as language teaching in Finland. Firstly, in the report (MER 1997: 12) it is stated that there are "Weaknesses in cross-cultural communications: poor oral skills... superficial knowledge of foreign cultures" and, secondly, there is a "Lack of supplementary training for language teachers and teachers teaching other subjects in a foreign language" as well as "supplementary training abroad needed".

Furthermore, the report specifies *aims for the year 2000 in relation to language teaching* (MER 1997: 12). Perhaps due to the acknowledged weaknesses introduced above, one of these aims is striving for better results in the teaching of foreign languages and cultures. The report mentions a wider range of foreign languages spoken in Finland as an objective. Consequently, improvement in Finns' cross-cultural communication skills is considered essential.



There is one clear action to be taken mentioned in the report. The Ministry of Education (MER 1997: 13) puts forward a suggestion to integrate the teaching of foreign languages and cultures with Information Technology. During the years 1995-2000 The Ministry of Education, the National Board of Education and the schools and universities in Finland will increase and develop applying Information Technology and educational technology to language teaching. We, too, find applying technology to language teaching as a challenge to future language teaching. Given all the new dimensions technology may add to the learning process, we feel that language teachers should consider the possibilities of integrating some themes with Information Technology.

In conclusion, we feel that the problems mentioned above, in other words deficiencies in cross-cultural communication, in other words, poor oral skills and superficial knowledge of foreign cultures, as well as lack of suitable training for teachers, should be taken seriously. Language teachers should be encouraged to increase their own and learners' cross-cultural understanding. Furthermore, we suggest that in addition to the broader goals for teaching of foreign languages and cultures presented above (MER 1997), there should be a clear program as to how these goals could be achieved in practice.

### 2.3 The curriculum in Jyväskylän Normaalikoulu

The curriculum for Jyväskylän Normaalikoulu (*Jyväskylän Normaalikoulun opetussuunnitelma 1994*, CJN is used as an abbreviation for this curriculum in the text below) from the year 1994 is an example of a modern curriculum for both a comprehensive school and an upper secondary school ('lukio') in Finland, developed to match the objectives of that particular school. Since the purpose of our teaching material is to plan material for an optional English course for eighth and ninth graders in the upper level ('yläaste') of Jyväskylän Normaalikoulu, our aim is to find out how the objectives of intercultural and international learning are expressed in the school curriculum. *The major aims in education* expressed in this curriculum (CJN 1994: 4) follow the outlines of the comprehensive school

curriculum (CSC 1994) introduced before (see section 2.1). In other words, Jyväskylän Normaalikoulu aims at acquainting pupils with different parts of the world, their nature and culture. Moreover, pupils are instructed to cope with different peoples and to understand foreign cultures.

The curriculum for Jyväskylän Normaalikoulu (CJN 1994: 9) also includes some *general subject areas and themes* that vary from one year to another. The aim of these themes is to introduce and bring under discussion some important cross-curricular matters, either universal or essential to the local community. Each year there is a special theme common for all levels and grades in the school; in 1997-1998 the theme to be dealt with is *international education*. In addition, in the upper level of the comprehensive school there are *thematic weeks* organized around some general topic such as the culture of one's hometown or environmental education (CJN 1994: 9). It could be claimed that participating in these thematic weeks gives both teachers and learners an opportunity to discuss and study various essential topics more profoundly.

Considering teaching of English as a foreign language in the upper level of the comprehensive school, *intercultural learning* is integrated indirectly in the content areas of each level and course. Still, we argue that there are no clear descriptions as to how intercultural learning and teaching may be realized in practise. Judging from the course descriptions in Jyväskylän Normaalikoulu (CJN 1994: 123-126), there are no significant differences as to whether English is taught as an A1-language (language begun in the lower level of the comprehensive school) or as a B1-language (language begun in the upper level of the comprehensive school), either. However, those pupils that study English as an A1-language are offered a chance to acquaint themselves with a wider range of English-speaking countries during their language studies, whereas those who are learning English as a B1-language concentrate on culture in Britain and in the USA.

For the first thing, as stated in the curriculum (CJN 1994: 123), during the obligatory English courses (A1-language) in the seventh grade pupils are required to acquaint themselves with different aspects of British and American cultures. Integration with other subjects, such as geography, is also encouraged. Secondly, in the eighth grade general aims for English as A1-language include encouraging pupils towards international thinking by acquiring knowledge of both Finland and English-speaking countries and their cultures. In the eighth grade pupils' own living environment (e.g. school, hobbies, traditions) is observed while at the same time familiarizing pupils with the culture(s) of the target language. Finally, the curriculum (CJN 1994: 124-125) suggests that in the ninth grade English-speaking countries outside Europe and their cultures should be studied. Special emphasis is given on Australia, Canada and the USA.

Moreover, in the curriculum (CJN 1994: 145) it is stated that both learners of English as an A1-language and a B1-language have the opportunity to choose some *optional courses* in the upper level of the comprehensive school. The courses offered are the same for both groups, excluding the fact that pupils with a B1-language can choose three courses, while pupils with an A1-language may choose four courses at the most. A total of seven optional English courses are offered, two of which are directly linked with intercultural learning. One of them is a course called "*Growing into the international world*" ("*Kasvamme kansainväliseen maailmaan*") and the other is called "*Britain: past and present*" (CJN 1994: 146-147). Both the courses are directed for eighth and ninth graders alike.

The former course is the optional course our teaching material is developed for. Judging from the course descriptions this course is intended to deal with international understanding, cooperation, peace and human rights. Furthermore, the objectives of this course include conveying one's own culture to other nations. Naturally, the course for which we have planned our teaching material differs in its objectives in many ways, since our main concern is to enhance intercultural awareness by observing British and Finnish cultures.

In summary, intercultural issues and international education are contained in the curriculum (CJN 1994) both in the form of intercurricular theme areas and as optional courses in the English language. Naturally, the idea of language and culture learning is present in all obligatory English courses. Nevertheless, we feel that what is missing is clear objectives as to how learners' cultural awareness should be developed. In depicting the cultural aims for language courses the curriculum (CJN 1994) could be claimed to fail in giving an accurate picture of what is actually required of the pupil and what the objectives of intercultural learning are. Intercultural learning could be argued to take the position of information learning, with a clear emphasis on cultural facts, not cultural awareness.

#### 2.4 Suggestions for improving teacher education

As already mentioned above, schools - as well as individual teachers - are in a key position in influencing people's attitudes towards other cultures. However, Heusinkveld (1985: 321) claims that in language education teaching basic language skills is often put in a primary position when compared with teaching culture. As Dunnett et al. (1990: 156-157) point out, "language teachers are expected to help their students pass examinations and gain entrance into further education; as a result, they may feel that culture learning somehow interferes with basic language teaching". Cushner (1990: 117) suggests that one reason for the rather negative attitudes towards culture teaching may lay in strict time constraints. Teachers are expected to fit in an increasing amount of topics into the already short periods of teaching. Moreover, language and culture teaching has not perhaps gained enough attention among foreign language researchers. Consequently, teachers may still regard teaching culture as an additional element to basic language teaching.

The change in language teaching should in order to be effective begin from teacher training. Dunnett et al. (1990: 158) argue that during teacher training language teachers should acquire a thorough background knowledge in

comparative and contrastive analysis, cultural anthropology and intercultural training. However, the contemporary language teacher training in Finland could still be described as rather traditional. Teacher training programs offer future language teachers information on basic linguistic and pedagogical skills and opportunities to in-class practice teaching. They also promote the Communicative Approach to language teaching. Still, we would argue that culture teaching is put in a minor position in the objectives of the training program. As a consequence, we agree with Kramsch et al. (1996: 99) and Kaikkonen (1988: 169) in that teachers may feel that they do not have enough training to teach culture for instance when compared with the way in which they teach grammar and vocabulary.

Another challenge for teacher education lies in the possibilities educational technology and Information Technology have to offer. In Legutke and Thomas' (1993: 303) opinion, the modern views on communicative classrooms often contain the idea of language teacher possessing enough multi-media skills to be able to show learners how to utilize various technical equipment in their learning process (see section 2.2). Teachers of different subjects may cooperate and share their expertise in media skills. It would seem reasonable to claim that the basic skills in facilitating the use of technical equipment, such as computers, should be introduced in teacher education as early as possible. Later on instruction on media and technical skills could be offered in the form of supplementary courses.

To sum up, it could be argued that finding time for intercultural issues for example in the language teaching program is simply a matter of prioritizing the contents of language teaching differently. Moreover, teachers could integrate related themes in a logical way across the courses and, perhaps, reflect on their attitudes towards as well as knowledge of the subject area.

This teaching material is designed for a separate intercultural course in English and we agree with Dunnett et al. (1990: 157) when they argue that sometimes a special culture course is a good solution to various time constraints. We suggest

that since the Finnish schools are now given freedom of choice in designing their own curricula, they should perhaps integrate the teaching of culture with traditional language teaching or organize separate courses on topics dealing with intercultural issues. That could offer a solution to time constraints in language teaching.

On the other hand, we claim that developing traditional language teaching towards integrated language and culture teaching is a question of attitude change. Language teachers and future language teachers should start seeing culture teaching as important as basic language teaching. After all, teachers can be claimed to be the "*operants of change*" (Wright 1996: 37), who are in a central position when increasing learners' cultural awareness. As Wright (1996: 37) states, besides ability to teach intercultural issues in a language classroom, it is the teachers' willingness to encourage positive attitudes and sympathetic approaches to target culture that is crucial in successful intercultural teaching.

### 3 WHAT IS CULTURE?

Kramsch (1991: 217) describes culture as a concept which is difficult to define due to its unavoidable subjectivity and relativity. This teaching material approaches culture as a social, everyday phenomenon. Thus, we have limited the scope for observing this complex concept to a sociological point of view. We feel that, when teaching language and culture, one should approach the target culture from the point of view of the learners' own culture. All in all, it could be claimed that when teaching language and culture teachers should concentrate on everyday phenomena that have relevance to young people.

#### 3.1 Culture as a concept

Originally Lado (1957: 110) defined culture as "synonymous with the 'ways of a people' ". In Lado's (1957: 8) opinion, human personality has evolved a variety of ways to live, ways that we call culture. Brislin (1990: 11) also approaches 'culture' as a social phenomenon, something that is adopted in a society:

Culture refers to widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as "right" and "correct" by people who identify themselves as members of a society. That society is an entity larger than one's family with which people identify themselves as members and/ or that *others* use to categorize them as members.

Furthermore, Brislin (1990: 10) argues that adults bare the responsibility for transmitting the recurring behavioral patterns of a society to new generations. He points out that it is precisely adapting those established patterns of behavior that mark people as well-socialized individuals. As Brislin (1990: 10) states, "The term that best summarizes the recurring patterns of behaviors is *culture*."

Culture is often described ethnographically as *culture with capital C* and *culture with small c* ( Adaskou and Britten 1990; Kramsch 1991; Salo-Lee et al. 1996). It is generally thought that capital C refers to high culture, literary classics and other works of art (Kramsch 1991: 218). In the aesthetic sense, culture with capital C can refer to the media, the cinema and music (Adaskou and Britten

1990: 3). The notion of culture with small c includes a sociological aspect: "the organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs and institutions" (Adaskou and Britten 1990: 3). In addition, Kramsch (1991: 218) adds food, fairs and folklore as well as statistical facts to the characteristics of culture with small c. In short, culture with small c comprises the way of living in a society, the customs and traditions that give a group its identity.

In summary, we find the ethnographic, sociological approach to culture most appropriate from the point of view of language and culture learning in this teaching material. Thus, the main principle of this teaching material is to offer information on '*everyday culture*'; to adapt the teaching material to the needs and interests of pupils seen from their own point of view. We intend to provide pupils with 'an à la carte menu' with which we aim to acquaint pupils with British culture and topics of interest that appeal to 15-16-year-olds in general.

### 3.2 Approaches to studying culture

Salo-Lee (1996: 7) succeeds in pointing out the essence of 'culture' in a *behaviorist* and *functionalist* sense. In her words, culture is like an iceberg; only a part of it is *observable* on the surface (e.g. clothing, language, habits), but most of it is *not observable* (communication styles, values, norms and beliefs as well attitudes). Robinson (1988: 8) points out that "From the behaviorist point of view, culture consists of discrete behaviors or sets of behaviors, e.g., traditions, habits or customs, as in marriage or leisure. Culture is something which is shared and can be observed." All in all, behaviorists tend to focus on observable behavior rather than on trying to understand or explain the reasons behind a particular kind of behavior. On the other hand, a functionalist definition of culture goes beyond the surface and explores the unobservable behind people's behavior. It attempts to view culture as a social phenomenon and to make sense of the different patterns of behavior. In Robinson's (1988: 9) words, the main idea is to understand why people act the way they do.



Robinson (1988: 8) implies that foreign language teachers tend to approach culture from a behaviorist and/or a functionalist view. However, neither the behaviorist nor the functionalist perspective is adequate. Both the approaches concentrate on observing and interpreting the behavioral patterns of members of society empirically. Still, there are cultural phenomena that cannot be studied without paying attention to internal processes, for example "a way of perceiving, interpreting and creating meaning." (Robinson 1988: 10). Thus, in order to offer a comprehensive account of culture one must add a *cognitive* and *symbolic* aspect to the definition.

To go back to the metaphor of culture as an iceberg, the behaviorist and functionalist approaches do not succeed in revealing the inner layers of the iceberg, for example how individuals interpret and experience the world. The cognitive and symbolic definitions of culture in turn deal with cultural experiences that cannot be measured empirically (Robinson 1988: 10-12). As Robinson (1988: 11) states, the cognitive approach attempts to describe the way in which "people process information and structure their world". In other words, in the cognitivist point of view, "culture is not a material phenomenon" (Robinson 1988: 10), rather, it is related to an individual's world view.

The symbolic definition of culture aims at filling in the theoretical gap left by the three approaches mentioned above. Robinson (1988: 11) points out that "Symbolic anthropologists view culture as a system of symbols and meanings." When applied to the teaching of culture, Robinson (1988: 11-12) suggests that "cultural understanding is an ongoing, dynamic process, in which learners continually synthesize cultural inputs with their own past and present experiences in order to create meaning". However, Robinson (1988: 12) implies that this approach has not been applied to culture teaching in practice. It has been considered a theoretical framework for defining culture. Thus Robinson (1988: 13) suggests that in order to create a more effective approach to culture teaching one should try to combine the different definitions of culture.

### 3.3 Culture from a pedagogical point of view

In our opinion, culture should be seen as *a social phenomenon*; language cannot be separated from the study of culture and vice versa. Seelye (1993: 31) is one of those researchers who have applied this principle in practice by introducing six goals of intercultural teaching. The main goal is to solve contradictions between different cultures in a classroom context and to find a common universal ground of basic physical and emotional needs and behavior patterns to make the foreign culture *less threatening* to language learners. Seelye (1993) claims that in order to acquaint oneself with another culture one must understand what its people are saying and why they behave as they do. Furthermore, Seelye (1993: 45) points out that once inside the target culture, learners can see that even bizarre behavior may have a logical explanation when seen in the cultural context. To sum up, Seelye (1993) is of the opinion that we can avoid conflicts between different cultures by teaching the learners how to behave in cross-cultural contexts.

Kramsch (1993), however, emphasizes that we cannot teach directly how to resolve conflicts between cultures; however, we can talk about and try to *understand* the differences between the values of two cultures. More precisely Kramsch (1993: 228) points out that "what we should seek in cross-cultural education are less bridges than a deep understanding of the boundaries. We can teach the boundary, we cannot teach the bridge." Consequently, we agree with Kramsch (1993) in that rather than to tell learners how to behave in conflict situations a teacher should give learners space to make up their own meanings and help them interpret those meanings.

Moreover, Byram (1989) and Kramsch (1993) point out that to become aware of the behavioral patterns and values in another culture it is equally important that learners study culture from *the point of view of the their own culture*. Byram and Esarte-Sarriers (1991: 8-12) suggest that language teachers must prepare learners to reflect both on the target language, culture and social identity of foreign people, and learners' own culture and values in order to be able to understand another

culture. Thus the learner is seen as an *ethnographer* who seeks to produce his/her own account of the foreign culture by trying to understand others in their own terms.

Byram (1989) adds a further dimension to the study of language and culture in a language classroom. In his view, *teachers and learners become co-learners* who try to study the target culture comparatively, from the point of view of their own culture. As one of the possible methods to study the target culture more profoundly, Byram (1989) mentions personal contacts with speakers of the target language. Byram (1989: 145) considers this 'direct experience' as an integral contribution to the process of learning to understand and tolerate another culture (see section 4.4).

In summary, the main idea of intercultural learning should be to encourage learners acquaint themselves with another culture and to study its features in an open-minded way so that the other culture would seem less threatening and bizarre. Secondly, we feel that learners should be offered an opportunity to personal experience with another culture and to observe the features of everyday life from the point of view of an ordinary person. The direct experience of another culture should be paid attention to in the classroom context - not necessarily by organizing class trips to the target culture - but by utilizing the existing resources, for example email, the Internet and contacts with exchange students.

#### 4 INTERCULTURAL LANGUAGE LEARNING

Spitzberg and Cupach (1984: 11) claim that there still is no consensus regarding the nature of communicative competence or how we can identify an ability to communicate well. We would like to suggest that intercultural competence should be included in the notion of competence in communication. It would seem reasonable to assume that in order to communicate well, a person needs to be aware of the effects of culture in language use. We agree with Spitzberg and Cupach (1984: 66-67) in that one cannot communicate with people from other cultures without knowledge of the cultural context. In addition, it could be argued that teachers should be aware of the different components of communicative competence in order to be able to organize teaching which promotes cultural awareness.

##### 4.1 An introduction to the Intercultural Approach

When considering modern approaches to language teaching, the Communicative Approach has replaced more traditional approaches where target cultures are presented merely through a series of facts. In Flewelling's (1993: 340) words, teaching culture is nowadays seen as an integral part of any communicative approach to language teaching. In other words, it could be argued that whenever integrated language and culture teaching is realized, teachers should acquaint themselves with the principles of the Communicative Approach. The primary goal of this approach as defined by Larsen-Freeman (1986: 132), that is, *helping pupils become communicatively competent in various social contexts*, also supports the objectives of language and culture teaching.

Today, there are two versions of the Communicative Approach. It can be described either according to a "strong" or a "weak" *version of communicative language teaching*. The version generally emphasized nowadays is the strong one, because as Howatt (1984: 279 as quoted by Legutke and Thomas 1993: 12) describes, it entails "using English to learn it". The weak version in turn aims at

integrating the communicative component to the traditional language teaching. Furthermore, as Richards and Rogers (1995: 66) claim, another characteristics of the modern communicative language teaching is that it is considered:

As an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

By acknowledging the fact that communicative language teaching should be seen as an *approach*, an individual teacher may adapt the Communicative Approach to meet the needs of each learning group in various ways. There are no ready-made techniques or recipes for making language lessons communicative. Freedom of choosing from a variety of techniques sets demands for language teachers. In Larsen-Freeman's (1986: 131-135) opinion, *the main role of teachers* in the Communicative Approach is to facilitate communication among learners and between the class and the teacher. To be able to do that, teachers should initiate the activities and cooperate with the learners to create a positive learning environment where learners feel free to express their intentions in the target language.

In order to be able to realize the Communicative Approach, teachers must be aware of its central principles. Larsen-Freeman (1986: 128-130) enlists the essential principles of the Communicative Approach in classroom context. We have chosen those that we feel most appropriately describe the approach to language teaching and learning utilized in this teaching material. First of all, Larsen-Freeman (1986: 128-130) states that the Communicative Approach underlines the importance of introducing the target language in *a real context*, utilizing various social situations in communicative activities. Learners should also be given opportunities to express their ideas and opinions in the target language.

Secondly, Larsen-Freeman (1986: 129-130) notes that in the Communicative Approach learners are encouraged to work *in small groups* or *in pairs* so that they may maximize the amount of communicative practice, get feedback from other learners and negotiate their ideas. For example language games, problem-

solving tasks, strip stories and various role plays can be used to enhance exchange of ideas among learners. As Larsen-Freeman (1986: 129) claims, one of teachers' most important tasks is to create contexts where learners can communicate as in real-life situations. To sum up, learner-centredness as opposed to teacher-centredness and active learners instead of passive ones are emphasized.

The selection of *communicative activities* is unlimited. Nevertheless, Larsen-Freeman (1986: 132) states that the activities should fulfill the following requirements. First of all, communicative activities should contain an information gap. As a result, learners need to exchange information and negotiate in order to succeed in communication. Secondly, learners should have a chance to improvise, to choose the content of the activity by deciding what to say and how to say it. In discussing with others, learners may experience real communication through feedback.

When considering the activities in this teaching material, we have included communicative learning techniques such as *language games*, *picture strip stories* and *role plays* also introduced by Larsen-Freeman (1986: 136-138). The first two, that is, language games and picture strip stories may in Larsen-Freeman's (1986: 136-137) opinion be used as information gap activities. Both of these techniques can be designed so that learners have to work together to achieve a common goal. Role plays in turn, as Larsen-Freeman (1986: 137-138) states, give learners a chance to practice communication in various social situations and roles. In role plays learners also have to react as in real-life situations and provide immediate feedback to those with whom they are negotiating.

In conclusion, in our opinion the basic component of the Communicative Approach and a communicative classroom is *doing things with language*. In other words, it is more important to offer learners a variety of activities where they can communicate freely than to strive after grammatical correctness. However, grammatical rules should not be ignored even though they can come second to the ability to communicate in various intercultural situations. We also suggest that

since communicative language teaching is defined as an approach, not a method, individual teachers may adapt the principles of the Communicative Approach to match the principles of their own language teaching methodology.

#### 4.2 Origins of communicative competence

The notion of *communicative competence* was originally conceived by Hymes (as quoted by Gumperz 1972) as possessing knowledge of how a foreign language is used in particular settings. Gumperz and Hymes (as quoted by Gumperz 1972) argue that the main goal of language teaching is to teach language skills for social transactions, to teach "What a speaker needs to know to communicate effectively in culturally significant settings". Moreover, they point out that communicative competence refers especially to *the learner's ability to perform*. Thus, they feel that in learning communicative competence it is not that essential whether communication is grammatically correct; instead, appropriateness of communication and verbal messages in relation to the context forms the basis for acceptable interaction. In addition, Gumperz and Hymes (as quoted by Gumperz 1972) stress *the interdependence of language and society* by claiming that in the light of communicative competence speakers are seen as members of communities, affected in their language use by their social roles.

Widdowson (1989: 130) in turn sees the original definition of communicative competence by Hymes (1972) as adding totally new dimensions to this area of study. *As a reaction towards the idea of a grammar-centered competence*, Hymes (1972 as quoted by Widdowson 1989: 130) "includes knowledge of aspects of language other than grammar - of what is feasible, appropriate, actually performed. And he includes ability for use". In other words, Widdowson (1989: 130-131) feels that the communicative approach to language learning in the Hymesian sense develops out of the need to improve structure-based teaching which over-emphasizes grammatical correctness and underestimates the importance of pragmatically appropriate learning output.

Widdowson (1978: 67) depicts communicative competence as consisting of a combination of communicative abilities and linguistic skills that are both needed in successful communication. The notion of *communicative abilities* as defined by Widdowson (1978: 67) refers to "those skills which are defined with reference to the manner and mode in which the system is realized as use". In other words, a language learner needs communicative abilities to realize the target language system "as meaningful communicative behaviour" (Widdowson 1978: 3). On the other hand, a language learner needs *linguistic skills* which "refer to the way in which the language system is manifested, or recognized to be manifested, as usage" (Widdowson 1978: 67). Linguistic skills include knowledge of grammatical rules of the target language.

Moreover, Widdowson (1978: 3) makes a distinction between *language usage* and *language use*. In communication language learners must demonstrate their language usage, i.e. linguistic skills in understanding the language system, in order to succeed in using the target language and in actually taking part in a discourse. In Widdowson's (1978: 67) opinion, learning linguistic skills and acquiring a knowledge of a language system does not automatically lead to possessing communicative abilities in a language. Thus he suggests *an approach to language teaching* where the emphasis is on integrating learning of communicative abilities and linguistic skills in a communicative context. We are of the same opinion with Widdowson (1978: 17-18) in that an over-emphasis on language usage and linguistic skills, for example, in the form of drill exercises, conflicts with the experiences a learner has on language learning and with the way in which languages actually work. That is why we intend to stress the importance of active use of the target language in our teaching material.

#### 4.3 Communicative competence in the classroom context

Wardhaugh (1992: 248) offers an apt definition of communicative competence; in his words, "It is one thing to learn the language of the Subanum, but quite another to learn how to ask for a drink in Subanum. To do the first, you need a certain



linguistic competence; to do the latter you need communicative competence.” In our opinion the definition could well be applied to language teaching in a classroom context. All in all, we agree with Wardhaugh (1992) in that language teachers should pay more attention to the active use of language in real-life contexts.

Canale and Swain (1980) offer an instructive explication of communicative competence. Canale and Swain (1980: 29-30, Canale 1983 as quoted by Legutke and Thomas 1993: 265) claim that communicative competence consists of four components: *grammatical, socio-linguistic, discourse and strategic competence*. With grammatical competence Canale and Swain (1980: 29-30) refer to learners’ ability to master language as accurately as possible. As Canale and Swain (1980: 29) put it, ”This type of competence will be understood to include knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology”. Sociolinguistic competence is in turn concerned with appropriate language use, in other words, with the decisions learners have to make while using language in different contexts, in producing and understanding utterances appropriately. Canale and Swain (1980: 30) suggest that the contextual factors of communication situations include topic, role of participants, setting and norms of interaction.

Secondly, discourse competence includes learners’ ability to decode and encode written and/or spoken texts (Canale 1983 as quoted by Legutke and Thomas 1993: 265). Finally, strategic competence refers to the knowledge and ability learners need to acquire in order to be able to express their intended meanings in communication. Strategic competence also includes the ability to avoid and repair possible breakdowns in communication. Canale and Swain (1980: 30) state that strategic competence consists of both verbal and non-verbal communication strategies ”that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence”.

Legutke and Thomas (1993) introduce a modern view of communicative competence for a language classroom context. They have broadened the definition offered by Canale and Swain (1980) and Canale (1983) from the point of view of a project-oriented classroom. To sum up, Legutke and Thomas (1993: 265) suggest that two major changes are needed to broaden Canale and Swain's (1980) and Canale's (1983) views of communicative competence.

Firstly, Legutke and Thomas (1993: 264-265) point out that *intercultural competence* should be added as a fifth component to Canale's (1983) definition of communicative competence. In their opinion, language teaching in general tends to ignore the importance of cultural awareness. Legutke and Thomas (1993: 10) claim that cultural awareness in a classroom context "is not achieved when we learn only facts about the foreign culture. It is when we become aware of other equally possible ways of doing and seeing things, and when we begin to ask questions and try to explain, that intercultural understanding is achieved". Consequently, cultural awareness is an aspect of learners' intercultural competence.

Secondly, Legutke and Thomas (1993: 265) introduce a separate domain which relates to communicative competence. This domain is called *process competence*. It refers to learning language and culture through project work. More specifically, Legutke and Thomas (1993: 265) explain that process competence represents the ability to use knowledge about three areas, that is, knowledge about the individual, the group and the learning process. These three different areas interrelate with each other in a process-oriented classroom, for example in a project designed to develop and deepen learners intercultural awareness.

Legutke and Thomas (1993: 265) stress that process competence includes knowledge that is extremely valuable to a language learner: knowledge about oneself and one's way of learning, knowledge about group dynamics and learning cooperatively in a group as well as knowledge about the learning process itself, how an individual learner learns and manages his/her own learning. All in all,

process competence includes intrapersonal, interpersonal and project competence (see Figure 1 below):

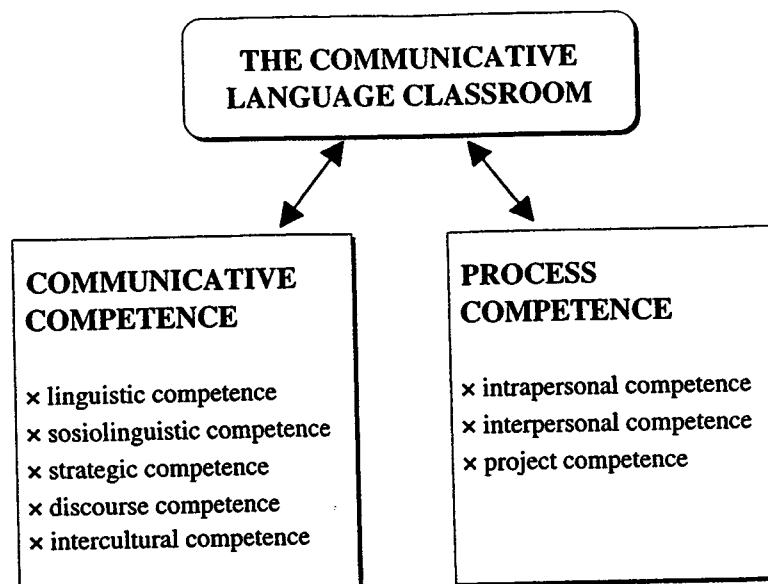


Figure 1. Communicative competence in a language classroom (Legutke and Thomas 1993: 265).

The role of process in language learning is crucial because it "represents the primary goal of the communicative approach: to facilitate the integration of all these types of competences for the learner" (Legutke and Thomas 1993: 266). In other words, process competence is a part of a learner's overall competence and it makes it easier to the learner to make the most of all the five components of communicative competence: to learn a language as effectively and profoundly as possible.

All in all, we feel that process competence is important particularly when language teaching focuses on language and culture teaching, which is theme-centred, learner-centred and cooperative in nature. We strongly agree with Legutke and Thomas's (1993) view of the importance of developing cultural awareness of language learners. In our opinion, too, intercultural competence is justified as a fifth component to the traditional categorization of communicative competence.

#### 4.4 Language and culture teaching- a cyclic approach

Byram (1989: 2) has developed a *model for integrated language and culture teaching* in order to improve current practices of language and culture teaching in ordinary foreign language classrooms. Byram's (1989: 3-4) view is based on treating culture as an integral and inseparable part of language teaching. Language and culture belong together, which means that foreign language teachers should, firstly, teach 'ways of knowing' about cultures and, secondly, offer learners means of experiencing their own cultural identities (Byram 1989: 6).

Byram (1989: 25-26) suggests that one should try to integrate multicultural education and foreign language teaching because together they help young people to deal with *otherness* in learners' own culture and in target cultures they are studying. Byram (1989: 25-26) emphasizes the fact that by creating tolerance and empathy towards other kinds of people, both in one's own culture and in a target culture, one also supports the development of learners' own identities.

The very nature of Byram's (1989) view lies in seeing language and culture teaching as *a cyclic process in time*. The model is primarily aimed at *modifying monocultural awareness* (Byram 1989: 137). The view involves four central areas: *language learning, language awareness, cultural awareness and cultural experience* (see Figure 2 below):

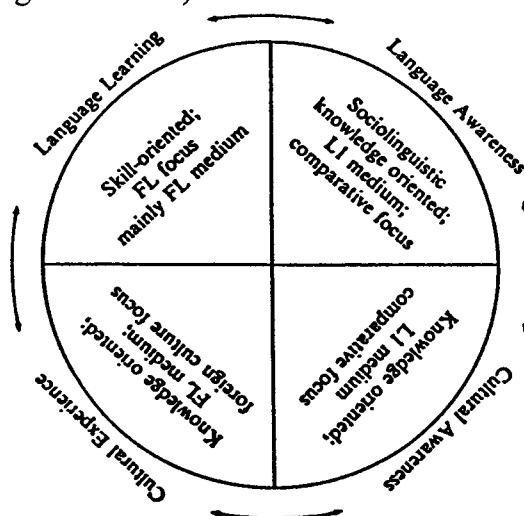


Figure 2. A model for language and culture teaching (Byram 1989: 138).

The difference in Byram's view in relation to other current practices is the fact that he stresses the importance of developing a methodology of culture teaching from a psychological theory (Byram 1989: 6). Byram (1989: 137) suggests that a learner's current stage of cultural competence is the basis for the modification and change of his/her cultural awareness. In order to be able to change a person's ethnocentric, monocultural awareness into intercultural awareness, a foreign language teacher should adapt his/her teaching methods to the level a learner has reached in his/her psychological development (Byram 1989: 137).

The principle behind *language learning* in Byram's (1989: 138-140) model is a strong trust in the current view of language learning *as skill-acquisition*. It is also considered essential to use authentic materials in order to introduce learners with language as 'social action'. In other words, learners should be trained in *recognizing the nature of language as a social and cultural phenomenon*. This aspect of language learning is called *language awareness* (Byram 1989: 138).

The third area of Byram's (1989) model, *cultural awareness*, will be realized by combining the study of language with the study of culture. The cultural awareness component represents a conceptual side of cultural experience. Byram (1989, 1997) does not offer a clear definition of cultural awareness from the point of view of language learning. Consequently, we have chosen Halinoja's (in Salo-Lee et al. 1996: 116-117) description of cultural awareness which in our opinion includes the major features of this concept. Halinoja argues that cultural awareness leads to a more objective way of observing other cultures. This requires from an individual learner *sensitivity to notice and recognize the unique features of another culture*. One should accept the fact that one's own culture is not superior in relation to other cultures; all cultures are equal in value. All in all, in order to be able to increase their cultural awareness, learners have to be motivated to break the boundaries between their own culture and foreign cultures.

The fourth area of the model, *cultural experience*, in turn includes the idea that cultural awareness can be developed best by offering learners opportunities to

have become an everyday phenomenon. We consider this the starting point for promoting an intercultural approach in language teaching.

Murphy (1988: 149) defines *the Intercultural Approach* in the following way: "The intercultural approach includes language within culture." The term has been used in situations when one focuses on two cultures present in a foreign language learning situation: C1 and C2; in other words, the learner's own culture and the target culture; the culture the foreign language represents (Kramsch 1993: 205, Murphy 1988: 149-150). In addition, Kramsch (1993: 205) emphasizes the fact that an intercultural approach requires comparing the target culture with one's own. Ultimately, the aim of the Intercultural Approach to language teaching is to have learners learn how to communicate with people who do not share their own cultural background (Seelye 1993: 20).

#### 4.5.1 Cultural awareness as a part of intercultural competence

As already stated, *cultural awareness* is the main component of a language learner's intercultural competence (see section 4.3). Pedersen (1988: 56-57) categorizes the following characteristics as prerequisites for cultural awareness, emphasizing that these prerequisites are all equally important:

- 1) interest in the other culture
- 2) sensitivity to non-verbal cues
- 3) awareness of linguistic differences
- 4) ability to recognize direct and indirect communication styles
- 5) sensitivity to the myths and stereotypes of this culture
- 6) concern for the welfare of these peoples
- 7) ability to articulate elements of the learner's own culture
- 8) appreciation of the importance of cross-cultural communication training
- 9) awareness of communication relationships between cultural groups
- 10) accurate and objective criteria for judgements of "good" or "bad" communication from the other culture's point of view.

What we find valuable in Pedersen's (1988: 54-55) categorization is that learners are considered to need *cultural skills* as well in order to be able to analyze various intercultural situations and to select appropriate responses to those situations, to use their cultural awareness and knowledge in communicating competently. Pedersen (1988: 51-52) argues that raising learners' cultural awareness *alone*,

without any knowledge as to how to adapt this cultural understanding into practice can be frustrating for learners. On the other hand, cultural awareness alone does not provide enough facilities to deal with cross-cultural situations. *Cultural awareness is a combination of awareness and knowledge of the target language and culture.* In the following section Byram's (1997) ideas about factors involved in developing cultural awareness and thus intercultural competence in classroom context will be introduced.

#### 4.5.2 Teaching intercultural competence

Byram (1997: 33-38) has developed a cyclic model of language and culture teaching (see section 4.4) by introducing five factors that are involved in intercultural communication. His model specifies the prerequisites for cultural awareness and intercultural competence. In Byram's opinion (1997: 33), the factors influencing intercultural communication and thus language and culture teaching are *knowledge, education, attitudes*, and skills of two kind, *skills of interpreting and relating* and *skills of discovery and interaction* (see Figure 3 below):

	<b>Skills</b> interpret and relate ( <i>savoir comprendre</i> )	
<b>Knowledge</b> of self and other; of interaction: individual and societal ( <i>savoirs</i> )	<b>Education</b> political education critical cultural awareness ( <i>savoir s'engager</i> )	<b>Attitudes</b> relativising self valuing other ( <i>savoir être</i> )
	<b>Skills</b> discover and/or interact ( <i>savoir apprendre/faire</i> )	

Figure 3. Five factors in intercultural communication (Byram 1997: 34)

Byram (1997) illustrates *how intercultural competence* and the most important component of it, *cultural awareness*, *can be developed in practice* in an ordinary classroom. Byram (1997: 32) calls a language learner an 'intercultural speaker'. The term refers to the *two-dimensional* nature of a language learner's *knowledge* in an interaction situation. A language learner brings both knowledge of the target culture and knowledge of his/her own culture into a situation involving

intercultural communication. The person representing the target culture also brings similar two-dimensional knowledge into the situation (Byram 1997: 32). In other words, both parties involved bring their social identities into the situation. Furthermore, the social identities differ from those intercultural speakers would have if they were in a communication situation with a person speaking the same language as they do.

Byram (1997) agrees with Pedersen (1988) in that in addition to *knowledge about both the social groups and their cultures*, language learners also need *skills in interacting* with a person from a different culture. These skills of knowing how to behave in different situations are in Byram's (1997: 36) view called *skills of interpreting and relating* and they are analytic in nature. Moreover, Byram (1997: 37) states that interpreting and relating pieces of information is an ability that is based on utilizing existing knowledge. The second group of skills in Byram's (1997: 38) conception, *skills of discovery and interaction*, refers to language learners' potential to *recognize significant phenomena* in the target culture that a learner can discover in social interaction.

In addition to knowledge and skills, Byram (1997: 33) finds *attitudes* towards the target culture and the representatives of it crucial factors influencing intercultural communication. In order to understand a person from a different culture, a language learner has to learn to *reflect and analyse* features of both the target culture and his/her own culture (Byram 1997: 35). In Byram's (1997: 34-35) terms, this ability of '*decentring*' means that foreign language teaching should encourage language learners to put themselves in the position of another person. Generally people may use their own culture and values attached to it as standard when making conclusions about people from different cultures. Such behaviour may be labelled *ethnocentric* (Brislin 1990: 18). Thus decentring means avoiding ethnocentric behaviour. Reflecting and analyzing interaction processes should develop critical cultural awareness in language learners (Byram 1997: 35).



## 5 WORKING METHODS OF THE TEACHING MATERIAL

The approach to language teaching and learning underlying the conceptual framework of this teaching material is, as we have already noted, first of all communicative. The teaching material consists of learner-centered activities that emphasize the learner's role in the teaching-learning process. The material is designed to be tested in a classroom where cross-cultural learning is supposed to take place in pairs or in small groups. The learners' own interests as to the content areas and themes of this teaching material have been taken into account when designing the activities (see section 6.2). Ultimately, our goal is to activate learners through this teaching material to experience intercultural learning as a cycle in which their own experiences, knowledge and reflection of this knowledge could lead to acquiring new perspectives and, finally, to applying their learning in real life.

### 5.1 The legacy of experiential learning

The theory of learning underlying the conceptual framework of this teaching material is *experiential learning*. Kohonen (1988: 184) defines experiential learning as learning which aims at activating learners in various ways: through feelings, experiences, images and fantasy. Experience is seen as an essential part of the learning process but it does not guarantee any learning results in its own right. Kohonen (1988: 184) argues that what is important in experiential learning is to observe different phenomena and try to understand them as well as conceptualize the phenomena with the help of some suitable theory or rule.

Kolb (1984) points out that the origins of experiential learning can be traced into three major traditions: the legacies of educational theorists John Dewey, Kurt Lewin and Jean Piaget. He continues by suggesting that what is common to all these three traditions of experiential learning is the fact that learners' self-direction is considered the organizing principle for education. Kolb (1984: 26-38) introduces six points characteristic of all these major traditions of experiential

learning. In the following those six propositions to the perspective of experiential learning are listed and described briefly.

Firstly, *learning is best conceived as a process - not in terms of outcomes* (Kolb 1984: 26). In other words, new concepts are continuously formed and re-formed through experience and the outcomes of learning in turn are not final. Secondly, *learning is a continuous process grounded in experience* (Kolb 1984: 27). This has some significant implications for education. Kolb (1984: 28) suggests that besides introducing new ideas to learners, teachers should "dispose of or modify old ones".

Next, Kolb (1984: 29) points out that in experiential learning *the process of learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world*. Thus, it is believed that learning is by nature a process of problem solving. Kolb (1984: 30) mentions four abilities that learners should possess to be able to learn effectively:

That is, they must be able to involve themselves fully, openly, and without bias in new experiences.... to reflect on and observe their experiences from many perspectives...to create concepts that integrate their observations into logically sound theories... and they must be able to use these theories to make decisions and solve problems.

The fourth point introduced by Kolb (1984: 31) is that *learning is a holistic process of adaptation to the world*. In other words, learners integrate their ways of thinking, feeling, perceiving and behaving in their learning process. Moreover, in Kolb's (1984: 32) opinion, learning is seen as a lifelong process which affects different stages in an individual's life. Furthermore, experiential *learning involves transactions between the person and the environment* (Kolb 1984: 34). To be more specific, Kolb (1984: 36) argues that learning is more than a personal, internal process occurring with the help of literature and teachers; it is a reciprocal transaction between the learner and the environment, that is, society, family, friends and the learner's experience of the world.

Finally, Kolb (1984: 36) mentions that the traditions of experiential learning describe *learning as the process of creating knowledge*. Kolb (1984: 36-37) makes a distinction between social knowledge and personal knowledge. The former, as he puts it, "is the civilized objective accumulation of previous human cultural experience" and the latter refers to "the accumulation of the individual person's subjective life experience." In conclusion, knowledge is believed to accumulate through interaction of these two kinds of experiences in the learning process.

As is clear from the points central to experiential learning, Kolb (1984: 38) claims that the emphasis in this approach to learning is in the arguments that learning is an adaptive and active process whereby knowledge is continuously created and recreated. Kohonen (1988: 187) also defines experiential learning as a cycle in which knowledge of phenomena is constantly developed and transformed. That is, previously acquired knowledge is learned again to achieve a more profound understanding and awareness of phenomena. We also think that learners' existing ideas, beliefs and experiences should form the basis for introducing new topics in the classroom. One could say that the aim is to learn and relearn.

## 5.2 Implications of experiential learning

The experiential learning supports the idea of learner-centered classroom and learner-centered, self-directed working methods. Kohonen (1988: 188-190) points out that learners are expected to take more responsibility for their learning process and teachers and learners alike are encouraged to cooperate in deciding on learning materials, methods and goals. Furthermore, he suggests that another major characteristic of experiential learning is *cooperative learning*, that is, learning together by helping each other and learning from each other to achieve common goals. In general, Johnson et al. (1993: 1:5) define *cooperation* as "working together to accomplish shared goals." *Cooperative learning* in turn is described as "the instructional use of small groups so that pupils work together to maximize their own and each other's learning"(Johnson et al. 1993: 1:5).

To begin with, Kohonen (1988: 190) describes some basic principles of experiential learning as opposed to those of more behavioristic approaches to learning. We find principles such as self-directed learning, learning by doing, cooperative learning, using learners' own experiences in learning and paying attention to the interests of learners relevant when considering the aims of this teaching material. As Kohonen (1988: 192-193) remarks, self-directed learning sets new challenges for both teachers and learners. He continues by arguing that teachers should assist learners in understanding their role in the learning process. Besides offering information, Kohonen (1988: 217) claims that teachers in an experiential classroom should instruct and support learners to become aware of their learning process and develop it.

Learners, in turn, are considered responsible not only for their own learning but also for helping each other to learn. In practice, Kohonen (1988: 193) and Legutke and Thomas (1993: 225) suggest that one of the experiential working methods is cooperative learning. Nevertheless, we agree with Kohonen (1988: 221) in that no single working method is sufficient in its own right in an experiential classroom, either. Kohonen continues by pointing out that teachers should choose appropriate working methods according to the aims of learning activities. As Kohonen (1988: 220) puts it, frontal teaching, cooperative learning in small groups as well as other working methods such as pair work and various projects can be used to organize experiential learning.

It could be claimed that simply assigning pupils to work in groups does not in itself lead to cooperative learning. We agree with Johnson et al. (1993: 1:6) in that teachers should be aware of the components that make cooperation work. The elements of successful cooperative learning in the classroom context that we find essential from the point of view of language learning in this teaching material are *positive interdependence* and *individual and group accountability* (Johnson et al. 1993: 1:7).

First of all, Johnson et al. (1993: 4:9) claim that *positive interdependence* creates the basis for cooperative learning in the classroom. When applied to the functioning of cooperative learning groups, positive interdependence refers to the fact that the efforts of each group member are needed for the group to succeed. Furthermore, each group member has an important contribution to make to the common learning task. Group members should realize that they are working for mutual benefit; each individual gains from the success of the group and vice versa. Johnson et al. (1993: 4:12) also argue that it is essential that both the teacher and the learners cooperate in deciding on the purpose of each learning task as well as the aims for learning right from the beginning. In practice, each group member is responsible for some task in the group's cooperation, for example for finding further resources.

As a result of positive interdependence in groups, *individual and group accountability* is required when organizing the work cooperatively. Johnson et al. (1993: 1:7) point out that the ultimate aim of cooperative learning groups is to "make each member a stronger individual in his or her right." Individual accountability is a way to ensure that each group member contributes to the shared learning goal and helps the others to learn as well (Johnson et al. 1993: 4:17). On the other hand, group accountability is needed when assessing the way in which a group has reached its goals. It is expected that the cooperative groups measure their success in achieving the shared goals. Finally, the performance of each group is compared against the results reached in the other groups (Johnson et al. 1993: 4:16).

On the basis of the elements of cooperative learning mentioned above, the concept of *cooperative learning groups* could be claimed to differ from the notion of *traditional learning groups* in several ways. We agree with Johnson et al. (1993) in that besides recognizing the basic elements of cooperative learning in classroom, teachers should also take into account the characteristics that distinguish cooperative group work from traditional group work.

Johnson et al. (1993: 4:5-4:6) list a number of principles in which cooperative learning groups differ from traditional ones. For example, whereas in traditional groups learners do not necessarily take responsibility for anyone's learning other than their own, learners in cooperative groups are all committed to shared learning goals. For the next thing, in traditional groups individual achievements of learners are awarded, not the results of the group as a whole. Finally, in cooperative groups individual and group accountability are interlinked so that the members of groups are evaluated not only on the basis of their individual achievements, but also on the basis of how they have completed their assigned tasks as a team.

To go back to this teaching material, one of our aims is to involve pupils in an email exchange with a British peer group. In order to succeed in their efforts throughout this exchange, pupils are assumed to be able to cooperate effectively in small groups towards a common goal. We find that applying cooperative learning also helps the learners to create a positive learning environment in which they can exchange ideas and perspectives in a collaborative way. After all, in increasing their cultural awareness the learners are expected to share and discuss their understandings of culture-related topics, which requires support from the teacher and learning groups alike.

## 6 FRAMEWORK FOR THE TEACHING MATERIAL

Seelye (1993: 29) claims that "Cultural instruction must be purposeful if it is to lead anywhere. It should be apparent - at least to the instructor - what the reason is for doing any given cultural activity". Furthermore, Legutke and Thomas (1993: 72) stress that it is particularly important to select and make activities to match with the theme of learning. We agree with Seelye (1993) and Legutke and Thomas (1993) in that there should always be a reason for the activities used in intercultural teaching - as in teaching in general. In our case the main idea is to increase learners' cultural awareness instead of offering them a number of culture-related facts for their own sake. Thus, we have modified criteria of our own for developing activities that step by step sensitise learners with intercultural matters.

### 6.1 Goals of the teaching material and the course

Seelye (1993: 31) has introduced six goals for intercultural instruction. We have utilized *four of those goals* in creating the phases for this teaching material. The goals presented by Seelye (1993) provide the basis for our *activities in four phases*. We have expanded the goals outlined by Seelye (1993) in order to meet the needs of developing cultural awareness. The six instructional goals presented by Seelye (1993: 31) are:

- Goal 1: *Interest*
- Goal 2: *Who*
- Goal 3: *What*
- Goal 4: *Where and When*
- Goal 5: *Why*
- Goal 6: *Exploration*.

Seelye (1993: 31) describes that the idea of the first goal, *Interest*, is to arouse learners' curiosity and empathy towards other cultures. The second goal, *Who*, is intended to familiarize learners with the fact that role expectations and social as well as ethnic variety affect people's behaviour and speech. The third goal, *What*, in its turn suggests that learners should be aware of the fact that in different cultural contexts people react to the surrounding world by following the rules of

their own culture. This awareness is needed when one tries to communicate with persons from different cultural backgrounds. Furthermore, the fourth goal, *Where and When*, aims at making learners familiar with situational variables, conventions and customs that determine people's behaviour in the target culture. In addition, the fifth goal, *Why*, describes the way in which a society influences the way people try to satisfy their basic physical and psychological needs. Finally, the sixth goal, *Exploration*, prepares learners to evaluate generalisations about the target culture on the basis of versatile information gathered from for example libraries, mass media and personal experience.

In what follows, a brief description is given of those Seelye's (1993: 31) goals that we have modified. To begin with, Seelye's first goal, *Interest*, outlines the general aim of culture teaching. That is, "The student shows curiosity about another culture and empathy toward its members" (Seelye 1993: 31). At the beginning, differences and contrastive patterns between the target culture and learners' own culture can be used to provoke learners' interest with the help of facts about the target culture. In other words, the aim is that each learner could develop *a positive attitude* towards people who come from the target culture. However, we feel that the main aim of intercultural learning in general should be to increase learners' *tolerance* towards the target culture.

Since this teaching material aims at utilizing cooperative, learner-centered working methods, a prerequisite for learning in our opinion should be *a positive learning climate*. We suggest that the first phase of learning should aim at, on the one hand, arousing learners' interest towards the learning theme, and, on the other hand, creating trust among learners in order to facilitate the learning process. Ideally, all the participants, including the teacher, take part in creating a flexible and positive learning environment.

Seelye's (1993: 31) second goal, *Who*, concentrates more on *awareness-raising*. In other words, as Seelye (1993: 31) put it, "The student recognizes the role expectations and other social variables such as age, sex, social class, religion,



ethnicity, and place of residence affect the way people speak and behave". In practice, classroom activities should be able to demonstrate the way in which language is affected by social variables. In language classrooms the dialectic as well as sociodialectic variations of the target language could be illustrated, for example, with the help of tape recordings, films or dialogues. In addition, we feel that learners should be made aware of the plurality of target society. Societies consist of several groups of individuals who represent different social classes, religions, ethnic background and so on.

Seelye's (1993: 31) third goal, *What*, in turn concentrates on increasing the learners' *self-awareness*. Seelye points out that, since we are all cultural beings, it is important that "The student realizes that effective communication requires discovering the culturally conditioned images that are evoked in the minds of people when they think, act, and react to the world around them"(Seelye 1993: 31). In short, learners should understand the fact that their cultural background as well as the culture in the target country affect the way in which they and people from the target culture associate certain objects and concepts with certain images.

Finally, Seelye's (1993: 31) sixth goal of intercultural instruction, *Exploration*, implies that "The student can evaluate a generalization about the target culture ... and has the skills needed to locate and organize information about the target culture from the library, the mass media, people, and personal observation". The challenge is to teach learners to make a distinction between those statements that are based on generalizations and statements that are based on empirical evidence.

In practice learners can be encouraged to develop guesses or hypotheses concerning the target culture, for example, on the basis of newspaper clippings and then be instructed to find more evidence to support or disprove their hypotheses. We agree with Seelye (1993: 144) in that what is important is "the ability to gather facts from a variety of sources - and then to do something with the facts!". After all, it could be claimed that information becomes knowledge only when it is applied in practice.

### 6.1.1 Activities in four phases

This teaching material is, as mentioned before, mainly based on Seelye's (1993) goals for intercultural instruction. To be more specific, we have utilized four of these goals (see section 6.1) and modified them. In the following we will present our model in four phases:

- *Phase 1: Sensitising*
- *Phase 2: Information collecting*
- *Phase 3: Experiencing*
- *Phase 4: Investigating*

The aim of the first phase, *Sensitising*, is to guide learners, firstly, to notice similarities and differences between British and Finnish cultures. Secondly, this phase attempts to guide learners to observe and discover the features of their own cultural background. More specifically, at this stage learners are encouraged to become ethnographers of their own and the other culture. Moreover, the purpose of this phase is to introduce a teacher and learners to each other in order to create a positive learning environment in the language classroom. Finally, the ultimate goal of this phase is to arouse learners' interest towards the target culture.

The main aim of the second phase, *Information collecting*, is to offer 'cultural know-how' to learners. In other words, the purpose is to provide learners with facts about the target culture as well as to utilize their current knowledge of the target culture. At this stage of a learning process learners collect information and construct the basis for cultural awareness. Learners should gather empirical information from different sources and form an understanding of their own concerning the target culture. Moreover, this phase includes becoming aware of the plurality of the target culture, for example, of the social and ethnic groups.

The third phase of our activities, *Experiencing*, is supposed to reflect the cultural knowledge learners have gathered. Principally, this phase realizes a learning by doing method through role-plays and problem-solving activities. The basic idea is that learners apply the knowledge they have gained into real life or realistic

situations in a classroom context. On a conceptual level, learners are familiarized with the values, beliefs and attitudes underlying the target society.

Finally, the last phase, *Investigating*, brings together the experiences gathered during the learning process. At this stage a teacher and learners draw conclusions on cultural reality. In practice, the idea is that by this time learners should have realized that they are all products of their own culture in the same way as the representatives of the target culture. In the end the purpose is to guide learners to evaluate their own learning process and help them synthesize the ideas they have acquired in the form of final tasks.

## 6.2 Content areas of the teaching material

Following the principles of cooperative learning which include taking learners as partners of a teaching-learning process we have administered a questionnaire (see Appendix 1). We wanted to find out about pupils' opinions and suggestions for contents of an intercultural language course. Those who participated in this questionnaire represented the eighth graders in Jyväskylän Normaalikoulu.

First of all, we administered a pilot questionnaire with three girls and two boys. As a result of feedback concerning the questionnaire, we altered the name of our topic area number four, originally called *an individual's life circle*, to *different stages in an individual's life* because the participants found the original name a bit vague. Unfortunately, we forgot to alter the name of topic area number four in the seventh question in the questionnaire (see Appendix 1). The results of the pilot questionnaire were included in the results of the actual questionnaire, since the form of the questionnaire had remained the same. The participants of the actual questionnaire included seven boys and eight girls. A total of 17 pupils took part in this questionnaire, nine of whom were boys and eight girls. Three participants had to be disqualified because of incomplete answers.

We found the categorization for areas of study for language and culture learning presented by Byram et al. (1994: 51-52) the most appropriate for developing a structure for our questionnaire. More specifically, Byram et al. (1994: 51-52) enlist nine areas of study for the content of culture learning:

- 1) social identity and social groups
- 2) social interaction
- 3) belief and behaviour
- 4) socio-political institutions
- 5) socialisation and the life-cycle
- 6) national history
- 7) national geography
- 8) national cultural heritage
- 9) stereotypes and national identity

However, we modified these areas of study in order to be able to design the questionnaire. To begin with, we excluded *national history* and *geography* from the selection of possible themes to be dealt with in this teaching material. The reason for this decision is that in our opinion teaching of geography and history follow the *Landeskunde* tradition of teaching culture, which we find insufficient in its own right.

Byram (1989: 58) points out that there are different views on cultural studies in language teaching traditions of different countries. The Germans have the longest history of teaching culture at school. The German tradition of teaching culture is called *Landeskunde*, which Byram (1989: 58) defines as 'knowledge of the country'. In addition, Byram (1989: 58) introduces the traditional French, 'civilisation', and British, 'background/area studies', views on culture teaching as belonging to the same category with *Landeskunde*. Kramsch (1995: 86), in turn, argues that these three approaches have been separated from language instruction; she points out that in these approaches teaching of culture is "enclosed in textbooks within culture capsules, cultural notes, glossy photographs and more recently an array of so-called authentic texts."

These three approaches do not realize the principles of integrated language and culture teaching recommended among others by Byram (1989, 1997; Byram and Esarte-Sarriers 1991; Byram et al. 1994) and Kramsch (1993), which we have

tried to utilize in developing this teaching material. As opposed to the three approaches described above, we prefer the contemporary view on cultural studies that is popular in the United States. In Byram's (1989: 58) opinion, this approach deals with customs and behaviors associated with daily life of the target culture.

In the questionnaire we included six topic areas adapted from seven areas of study (areas of study 1, 2, 3, 4, 5, 8, 9, see the list above) presented by Byram (1989: 51-52). We defined the topic areas for the questionnaire in the following way:

- 1) social groups
- 2) customs and habits
- 3) social institutions
- 4) different stages in an individual's life
- 5) contemporary culture
- 6) stereotypes and beliefs.

First of all, we gave a brief explanation for each topic area in general. Then we offered several alternatives under each topic area. The pupils were asked to circle one or more alternatives they found interesting. In the end, the pupils were asked to prioritize the three most interesting topic areas. In addition, the pupils were offered an opportunity to express any further comments or wishes concerning the contents of an intercultural course. Furthermore, we asked the pupils to give their gender as background information in order to help us find out possible differences of opinion between boys and girls.

### 6.2.1 Pupils' choice of topic areas

The reason for asking pupils to prioritize the three most appealing topic areas was that we wanted to include the three most wanted topic areas in the contents of the teaching material. Our aim was to find out whether the boys' and girls' opinions concerning the priority of topic areas differed from each other. Figure 4 below shows the boys' and girls' choices of topic areas.

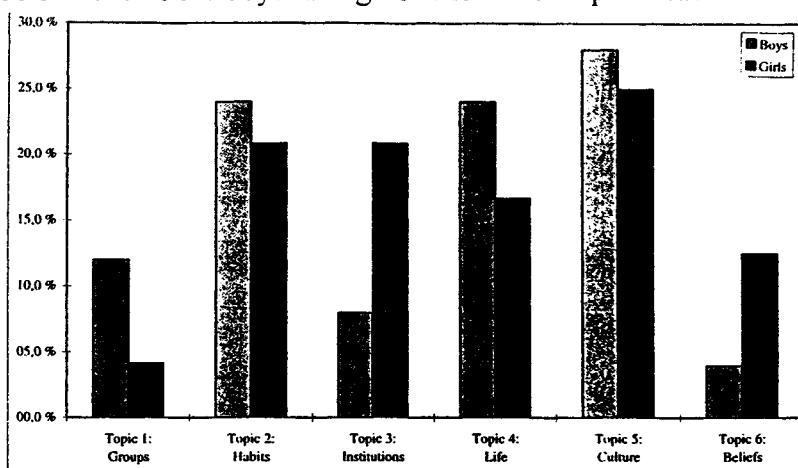


Figure 4. The boys' and girls' choices of topic areas.

*Contemporary culture* (topic 5) was considered most appealing by both the boys and the girls. However, the second and the third topics in order of preference were slightly different in the boys and the girls' opinion. Both genders chose *customs and habits* (topic 2) among the three most appealing topic areas. However, the third most interesting topic in the boys' opinion was *different stages in an individual's life* (topic 4), whereas the girls chose *social institutions* (topic 3) as their third most interesting topic area.

Because we did not detect any essential differences in preferences between the boys and the girls, we combined the three most interesting topic areas **for both genders**. To sum up, the top three topic areas were, firstly, *contemporary culture* 27% (topic 5), secondly, *customs and habits* 22,4% (topic 2), and, thirdly, *different stages in an individual's life* 20,4% (topic 4). Figure 5 shows the three most interesting topic areas among both genders:

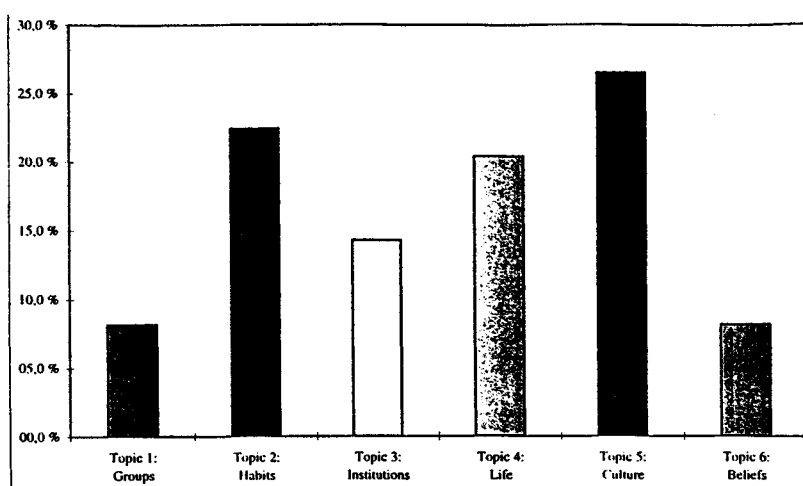


Figure 5. Both genders' choices of topic areas.

Next, the three most interesting alternatives per each of these three most popular topic areas are described in more detail. The percentages represent the share proportions counted from the total number of answers in each topic. More specifically, the three most appealing alternatives in topic area *contemporary culture* (topic 5) were: firstly, a) music (45,5%), secondly, b) TV, movies (30%), and, thirdly, c) literature (9,1%). For topic area *customs and habits* (topic 2) alternative c) cuisine (30%) was considered most interesting; alternative a) greetings (19%) came second and alternative f) behaviour in different cultural contexts, i.e. routines (18,8%) was put in the third position in order of preference. Finally, inside topic area *different stages in an individual's life* (topic 4) the three most interesting alternatives were as follows: alternative c) freetime (33,3%); alternative e) festivals (28%) and alternatives a) education, b) family and c) work, each of which got 10,3%.

In the teaching material we have attempted to include each of these three most wanted topic areas as well as the popular alternatives in each topic area as far as possible. Firstly, we have included the most popular topic area, *contemporary culture*, in the following activities. The activities concerned with music are *1.1 Englishman in New York, a task sheet*, *2.6.3 Another Day in Paradise, a task sheet*, *3.2.1 Snapshots of contemporary British music, examples of articles* and *3.2.2 Snapshots of contemporary British music, a task sheet*. Furthermore, the

activities concerned with TV and movies are 2.6.4 *Film sequences*, 2.6.4.1 *Film sequences, a transparency sheet* and 4.7.1 *Film review, a task sheet*. Finally, the activities containing literature are 2.5.1 *To Sir, With Love*, 2.5.2 *An analysis of a short-story, a task sheet*, 3.4.1 *A selection of Andy Capp comic strips* and 4.2.1 *A list of English proverbs*.

The second most appealing topic area, *customs and habits*, was included in the following activities. The activities containing cuisine are 2.7.1 *British cuisine, a task sheet* and 2.7.2.1 *Traditional British recipes, a task sheet*. The activities that deal with greetings are 3.5.1 *Problem-solving role-plays (task sheets 1-6)* and 3.8.1 *Solving critical incidents (task sheets 1-6)*. Finally, the activities revealing behaviour in different cultural contexts are 3.8.1 *Solving critical incidents (task sheets 1-6)*, 4.7.1 *Posters and gestures cards, a task sheet* and 4.7.3 *National characteristics, a task sheet*.

The third most interesting topic area, *different stages in an individual's life*, was taken into account in designing the following activities. Alternatives freetime and festivals were included in activities 1.4.1 *Starting email exchange, a task sheet*, 3.3 *National holidays and festivals*, 3.3.1 *National holidays and festivals, a transparency sheet* and 3.3.2 *National holidays and festivals, an information package*. Alternative education was realized in activities 2.3.1 *The Finnish educational system, a transparency sheet*, 2.3.2 *Mary's education, a task sheet*, 2.3.3 *First impressions on British education, extracts from reports* and 2.4.1 *The schoolsystem in Great Britain, an information package*. Besides different stages in an individual's life, activities dealing with education represented the topic area *social groups* as well. Finally, activities dealing with work are 1.7.1 *Culture memory*, 1.7.1 *Culture memory, an example sheet*, 1.8 *Word connotations* and 1.8.2 *Word connotations, an example sheet*.

All in all, the pupils seemed to be delighted because of the possibility to express their expectations about an intercultural course and to have an effect on the topic areas of the course. In section number eight in the questionnaire (see Appendix 1)



the pupils were given a chance to give comments on the questionnaire and the course. One of the pupils wrote that he was pleased about the fact that pupils' wishes are taken into account when designing the course. We would like to quote his words "oppilaiden toiveet otetaan huomioon" and conclude by saying that in our opinion it is important to involve pupils in the teaching-learning process from the very beginning.

In summary, as Legutke and Thomas (1993: 72) suggest, it is essential to select and design activities to match with the theme of learning. Thus we have utilized the areas of study for language and culture teaching introduced by Byram et al. (1994) in organizing the activities in this teaching material. They can in our opinion be used as a basis for planning one's own language and culture teaching. Moreover, we have attempted to modify the activities and themes to match the general objectives of the four phases in this teaching material. The topic areas chosen by the pupils offered a comprehensive selection of themes to be applied to activities. Nevertheless, we decided to add certain themes, for example social groups, stereotypes and beliefs as well as social institutions, to the topic areas chosen by the pupils because in our opinion they match the purposes of the four phases in this teaching material. We feel that when comparing British and Finnish cultures, it is necessary to pay attention to these themes if one wishes to offer pupils a thorough, realistic picture of the target culture.

## 7 FEEDBACK ON THE COURSE

The teaching material was in part tested and developed in an optional English course in Jyväskylän Normaalikoulu during March 3 - April 9, 1998. All in all 18 lessons were used to test and develop the teaching material. In other words, about half of the material was utilized since the material is designed for a whole course (30 lessons) in the upper level of the comprehensive school. The teaching material was improved in part after the course when we had received pupils' feedback on the course. Paula Parkkila, who acted as a teacher of the course, wrote down her experiences about how the activities adapted to classroom use and what a teacher should pay attention to when utilizing this teaching material.

### 7.1 The teacher's experiences on the course

We were able to test activities in Phase 1 and in Phase 2; all of the activities in Phase 1 and nearly all the activities in Phase 2, except for activities 2.8.4 *Inquiring about stereotypes* and 2.8.5 *British attitudes towards foreigners* during the course. Since the pupils hoped for more games and videos in their feedback during the course, we also utilized activity 4.5 *Culture Alias* and activity 3.2 *Snapshots of contemporary British music*. In addition, we had planned to test activity 4.6 *Film review*, but were not able to do that because the pupils were training for working life during the final week of the course. The reason for not testing activity 2.8.4 *Inquiring about stereotypes* was the fact that email exchange with the British link school did not work properly. There were some technical problems with connections to England that made the email exchange difficult to carry out. In future, we suggest that one should start an email exchange project with a link school that has participated in a project of this kind before. In other words, it might be reasonable to contact a school that has already experience on email exchange. Moreover, it is essential to find a teacher committed to cooperate as a contact person between British and Finnish pupils.

In general, we find testing and developing teaching material in practice a useful experience. Apparently, we have designed enough activities for a whole course since we were able to cover about half of the material during 18 lessons. Firstly, we noticed that it is important to try to adapt to pupils' individual learning styles by giving them enough time for the activities. Secondly, it is perhaps wise to give instructions to activities in Finnish in case pupils do not seem to understand them. After all, because of the purpose of this teaching material is to increase pupils' cultural awareness, we feel that it is acceptable to use both Finnish and English while doing the activities. Our aim is to encourage pupils to express themselves, either in Finnish or in English.

Furthermore, it might be a good idea to offer pupils ready-made files consisting of all the activities used during the course in the beginning of the course. We found that offering the pupils separate task sheets each lesson did not work in practice because they tended to throw them away. If the activities had been compiled in a file, the pupils could have gained a better understanding of the whole teaching material and its contents. In some cases, instead of copying word lists or task sheets for each pupil a teacher could make transparencies of them to avoid using too many task sheets, for example in activities 1.6.1 *Englishman in New York* and 2.6.2 *Another Day in Paradise* the wordlists can be used as transparencies.

In testing Phase 2, Information collecting, we realized that the activities in this phase are perhaps somewhat one-sided, concentrating mainly on written texts. We suggest that, in order to avoid frustration among pupils, a teacher could combine Phase 2 and Phase 3. For example, one could add variety to a lesson dealing with the British school system, e.g. 2.3 *Going to school in Britain and in Finland*, by offering pupils a chance to practice solving a critical incident in 3.8 *Solving critical incidents* connected to school life. Activity 4.5 *Culture Alias* is another good example of an activity that can be used with any other activity.

To sum up, from the teacher's point of view it was nice to teach in an optional course because during a course like this there is more time to discuss various themes with pupils than in an ordinary class. Testing the teaching material gave us useful feedback for improving the activities. We have received more specific feedback concerning the contents of activities 2.5 *A short-story analysis* and 4.5 *Culture alias*. Thus we have made the changes suggested to these activities based on the pupils' wishes: we left out a question in 2.5 and changed the rules for the game in 4.5. In addition, we have tried to find a solution to activities that some of the pupils found difficult by offering them an opportunity to choose from several alternatives. For example in activity 2.8.5 *British attitudes towards foreigners* a teacher can select only one or two extracts as a basis for discussion with pupils; in that case pupils do not have to read through all the extracts individually. We recommend that a teacher using this teaching material gives pupils freedom of choice with alternative activities, for example in 2.7 *British cuisine* pupils could choose either the text and questions (2.7.1) or the recipes (2.7.2).

## 7.2 Pupils' feedback on the teaching material

When testing and developing the material, we asked the pupils to give feedback concerning the activities twice. Firstly, they were asked to evaluate the activities in Phase 1 and their own learning process by filling in a questionnaire-type activity, 2.1 *Learner diary A*. Secondly, they were asked to do the same thing with Phase 2 in activity 3.1 *Learner diary B*.

Because Phase 1 is designed to be an introduction to the teaching material the pupils gave rather little feedback concerning the activities. In general, they found the activities fairly interesting, although they reported not having learnt much new about Britain. The most appealing part of Phase 1 in their opinion was the starting of email exchange. Moreover, the pupils wished to be able to have more time for using computers and watching videos. Some pupils would have wanted to work in pairs all the time.

Phase 2 is designed to be an information collecting phase which will take about 30 % of the course schedule. Because we used about 12 lessons to do the activities in Phase 2 the pupils naturally gave more feedback concerning this phase. All in all, the pupils admitted having received quite a lot new information about Britain. Nevertheless, they complained about the amount of task sheets and reading activities. In their opinion, the task sheets were too much alike since we had not paid attention to visualizing. We admit that we could have paid more attention to pupils' learning styles by making the handouts visually more appealing. The pupils were also frustrated about the problems with email exchange; they were very active in sending their messages to England, but unfortunately one cannot say the same about their British partners.

The pupils wished for more time to do the activities since some of them were rather difficult and contained challenging language, as for example 2.8.3 *Brits' stereotypical attitudes towards foreigners*. They also wished to have more games and videos through which they could easily gain new information. Activity 4.5 *Culture alias* was very popular among the pupils. Still, a couple of them found it threatening to speak English during the activity in front of the class. The pupils' seemed to find Phase 2 too information-oriented and thus heavy. Consequently, we suggest that it might be reasonable to integrate Phases 2 and 3 together when applying this teaching material in practice (see A TEACHER'S GUIDE - OPETTAJAN OPAS).

## 8 CONCLUSION

Our purpose was to design and develop teaching material for English teachers to be used in an optional course in the upper level of the comprehensive school. We wanted to promote pupils' intercultural awareness by analytic comparison of British and Finnish cultures, and by observing differences and similarities between the two cultures. The teaching material was based on the objectives of intercultural learning presented in the Framework curriculum for the comprehensive school (1994) in Finland, in the curriculum for Jyväskylän Normaalikoulu (1994) and in the Development Plan for Education and University Research in the years 1995-2000. Secondly, the modern view of the Communicative Approach which includes intercultural competence as one of the competences a language learner should gain was used as a framework for this teaching material.

Nowadays language teachers have, on the one hand, freedom in designing the contents of courses, and, on the other hand, responsibility for deciding on how to teach language and culture. Traditional textbooks often fail to offer a set of versatile, functional material for culture and language teaching. Thus, we wanted to design teaching material which contains authentic, activating, problem-oriented activities that give pupils information about everyday phenomena in the target culture. This teaching material also makes use of pupils' own cultural experiences. As Byram (1989, 1997) suggests, pupils should be encouraged to become ethnographers of their own and the target culture. In other words, they should be able to observe the target culture objectively, without forgetting their own cultural background. Moreover, our aim was to develop teaching material which can be applied to separate language courses or integrated to English teaching in normal classroom contexts.

Testing and developing the teaching material in Jyväskylän Normaalikoulu convinced us about the possibilities of this material. The topic areas applied from Byram et al. (1994) which we selected on the basis of feedback from pupils

proved out to be motivating. We were able to test and develop only about half of the material in practice. As a result, absolute conclusions about the adaptability of the teaching material cannot be drawn. There were a number of practical problems that emerged during the course. Firstly, the email exchange with the British link school, which we considered an integral part of the material, failed in part. We suggest that if one wants to include email exchange in culture and language teaching, one should make sure that the link school is equally committed to the project as the Finnish school. Objectives for exchange should be clearly defined and the contact person in the link school should take responsibility for guiding pupils during the exchange. However, the pupils found email exchange exciting and rewarding. That is why we suggest that Information Technology, for example email, should be brought to language classrooms because it offers pupils personal contacts with native speakers and language use in everyday contexts.

Secondly, because of time constraints we were not able to fully utilize the principles of experiential and cooperative learning during the course. Thus we recommend that when teachers organize culture and language teaching aiming at realizing the working methods mentioned above, they should get prepared for a long-term schedule, for example during one course or term. In general, optional courses could be a solution to lack of time often mentioned as an excuse for not teaching culture in language classrooms. Provided that there were more time for realizing language and culture teaching, teachers could choose Byram's (1989, 1997) view of language and culture learning because it is based on long-term teaching-learning process.

This teaching material is designed for language teachers. However, designing teaching material for language learners could produce another kind of outcome. Learning material could be used as a preparatory course for example by pupils who plan to take part in a language course abroad or in an exchange program. A teacher's guidance would not be necessary. On the other hand, pupils could take part in a course which is based on self-directed learning and offers teachers' guidance through post, email or telephone. Moreover, the principles of this

teaching material can be applied to all foreign language teaching if teachers have the possibility of collecting and revising material that promotes characteristics of the target culture.

In conclusion, we would like to claim that the change in traditional language teaching should start from teacher training. Language and culture teaching is still in a secondary position in relation to the teaching of grammar, vocabulary, reading and writing. We feel that if assessing intercultural knowledge and awareness were included in the official objectives of language teaching, culture would become an integral part of foreign language programs. Furthermore, in order to be able to promote intercultural competence in pupils, foreign language teachers should have facilities for developing these abilities in pupils. In future, schools and teacher trainers should realize the intercultural objectives of language teaching in Finland by adding culture as a valuable component to language teaching.



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## APPENDIX 1: The questionnaire

Oppilaan kyselylomake  
Marraskuu 1997  
Janika Hautamäki ja Paula Parkkila

### KYSELYLOMAKE 8. JA 9. LUOKAN ENGLANNIN VALINNAIS- KURSSILLE

Hei!

Olemme tulevia englannin opettajia, valmistelemme lopputyönämme opetuspakettia (*Four Steps Towards Intercultural Awareness*) aiheesta kulttuuri: suomalainen kulttuuri verrattuna brittiläiseen kulttuuriin; minkälaisia eroja ja samankaltaisuuksia niiden kesken saattaisi olla. Opetuspaketti suunnitellaan 8. ja 9. luokan englannin valinnaiskurssia varten. Tavoitteenamme on antaa opetuspaketin käyttäjille valmiuksia kohdata erilainen kulttuuri ja erilaisia ihmisiä niin, että he pystyisivät paremmin käyttämään englantia arkipäivän tilanteissa.

Kyselyn tarkoituksena on kartoittaa teidän mielipiteitänne ja toivomuksianne kyseisen valinnaiskurssin sisällön suhteen. Olemme jaotelleet mielestämme keskeiset aihepiirit, joita kurssilla voitaisiin käsitellä. Haluamme kysyä teiltä, mitkä aihepiirit ovat mielestänne kiinnostavia mahdollista kurssia ajatellen. Olemme jättäneet lomakkeessa tilaa myös teidän omille ajatuksillenne ja ehdotuksillenne aiheista, joita ei ole lomakkeessa mainittu. Tarkoituksenamme on pyrkiä toteuttamaan toiveitänne opetuspakettia, eli kurssilla käytettävää materiaalia suunnitellessamme.

## TEEMOJA JA AIHEPIIREJÄ BRITTEILÄISESTÄ KULTTUURISTA JA ELÄMÄNTAVASTA

### 1) AIHEPIIRI 1: SOSIAALISET RYHMÄT

*Sosiaalisilla ryhmillä tarkoitetaan erilaisia yhteiskunnallisia ryhmiä, jotka määräävät ihmisen identiteetin muotoutumista (ikäryhmä, rotu, kansallisuus, ammatti ja koulutus, asema yhteiskunnallisessa hierarkiassa). Yksilö voi olla esimerkiksi suomalainen akateemisesti koulutettu keski-ikäinen mies tai nuori lontoolainen työväenluokkaa edustava musta nainen.*

Mitkä vaihtoehdot aihepiiristä 1 ovat mielestäsi mielenkiintoisia? Ympyröi yksi tai useampi vaihtoehto.

- a) ammatit
- b) alakulttuurit (esim. nuorisokulttuuri)
- c) alueelliset ryhmät (esim. skotit)
- d) etniset ryhmät (mustat, aasialaiset, intialaiset jne.)
- e) yhteiskunnalliset ryhmät (esim. keskiluokka)
- f) muu, mikä? \_\_\_\_\_

### 2) AIHEPIIRI 2: TAVAT JA TOTTUMUKSET

*Jokaisessa yhteiskunnassa on omat tavat ja tottumukset, joista on hyvä olla tietoinen, kun matkustaa vieraaseen maahan tai tutustuu eri kulttuureista oleviin ihmisiin. Näin voi välttyä monelta kiusalliselta tilanteelta.*

Mitkä vaihtoehdot aihepiiristä 2 ovat mielestäsi mielenkiintoisia? Ympyröi yksi tai useampi vaihtoehto.

- a) tervehdykset
- b) kielenkäyttö (viralliset ja epäviralliset tilanteet, teitittely, puhuttelu)
- c) ruokakulttuuri
- d) tasa-arvo; sukupuoliroolit
- e) tabut (uskonto, politiikka, raha)
- f) kulttuuri- ja tilannesidonnainen käyttäytyminen eli rutiinit (kuinka käytetään julkisia kulkuneuvoja, five o'clock tea)

g) muu, mikä? \_\_\_\_\_

### 3) AIHEPIIRI 3: YHTEISKUNNALLISET INSTITUUTIT

*Yhteiskunnalliset instituutit vaikuttavat ihmisten jokapäiväiseen elämään, ja jokaisella yhteiskunnalla on itselleen tyypilliset instituutit. Esimerkiksi Iso-Britannia on monarkia ja Suomi tasavalta historiallisista syistä, suomalainen ja brittiläinen koulujärjestelmä eroavat toisistaan.*

Mitkä vaihtoehdot aihepiiristä 3 ovat mielestäsi mielenkiintoisia? Ympyröi yksi tai useampi vaihtoehto.

- a) koulujärjestelmä
- b) hallitus/parlamentti
- c) monarkia
- d) terveydenhuolto ja sosiaaliturva
- e) laki, poliisi
- f) kirkko
- g) muu, mikä? \_\_\_\_\_

### 4) AIHEPIIRI 4: IHMISEN ELÄMÄN ERI VAIHEET

*Eri instituutit kuten koulu, koti ja kirkko vaikuttavat ihmisen elämäntapaan. Jokainen ihminen käy elämänsä aikana läpi erilaisia seremonioita (esim. kaste, häät, hautajaiset). Seremoniatkin ovat erilaisia eri kulttuureissa.*

Mitkä vaihtoehdot aihepiiristä 4 ovat mielestäsi mielenkiintoisia? Ympyröi yksi tai useampi vaihtoehto.

- a) koulutus (ammatillinen koulutus, yliopisto)
- b) perheen merkitys elämäntapaan eri vaiheissa
- c) vapaa-aika
- d) työ
- e) juhlat (seremoniat)
- f) muu, mikä? \_\_\_\_\_

### 5) AIHEPIIRI 5: NYKYKULTTUURI

*Nykykulttuuri kuvastaa yhteiskunnan senhetkisiä ilmiöitä eri taiteen alueilla, esim. musiikki, elokuvat ja kirjallisuus. Nykykulttuuri heijastaa tärkeitä ja keskeisiä yhteiskunnallisia arvoja sekä tuo esille epäkohtia.*

Mitkä vaihtoehdot aihepiiristä 5 ovat mielestäsi mielenkiintoisia? Ympyröi yksi tai useampi vaihtoehto.

- a) musiikki
- b) TV, elokuvat
- c) teatteri
- d) kirjallisuus
- e) kuvataide, valokuvaus
- f) muu, mikä? \_\_\_\_\_

### 6) AIHEPIIRI 6: STEREOTYPIAT JA USKOMUKSET

*Stereotypioilla tarkoitetaan ihmisten piintyneitä yleistyksiä tai uskomuksia toisista ihmisistä ja heidän tavoistaan. Esimerkiksi stereotypia tyypillisestä britistä kuvaa usein britin huoliteltuna, korrektina ja kohteliaana, mutta pidätyväisenä ihmisenä. Suomalaiset nähdään puolestaan juroina, ujoina, ehkä vähän tosikkoinakin, mutta rehellisinä ja ahkerina ihmisinä.*

Mitkä vaihtoehdot aihepiiristä 6 ovat mielestäsi mielenkiintoisia? Ympyröi yksi tai useampi vaihtoehto.

kansalliset stereotypiat :

- a) Suomi (suomalaiset ja suomalaisuus)
- b) Iso-Britannia (britit ja brittiläisyys, esim. walesilaiset, skotit jne.)
- c) muu, mikä? \_\_\_\_\_

7) Aseta numerojärjestykseen (1= mielestäsi mielenkiintoisin, 2= mielestäsi seuraavaksi mielenkiintoisin, 3= mielestäsi kolmanneksi mielenkiintoisin) mielestäsi kolme mielenkiintoisinta aihepiiriä. Merkitse numero valitsemasi aihepiirin perään viivalle.



Aihepiiri 1: sosiaaliset ryhmät \_\_

Aihepiiri 2: tavat ja tottumukset \_\_

Aihepiiri 3: yhteiskunnalliset instituutiot \_\_

Aihepiiri 4: ihmisen elämäntapa \_\_

Aihepiiri 5: nykykulttuuri \_\_

Aihepiiri 6: stereotypiat ja uskomukset \_\_

8) MUITA AJATUKSIA, TOIVEITA TAI EHDOTUKSIA KURSSIN  
SISÄLLÖSTÄ.

*Kirjoita vapaasti omin sanoin, jos mielestäsi jokin aihepiiri jäi puuttumaan  
kyselystämme. Muutkin kurssia koskevat kommentit ovat tervetulleita.*

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Vastaajan sukupuoli. Rengasta: a) tyttö

b) poika

**Kiitos avustasi!**

## **TEACHING MATERIAL**

## A TEACHER'S GUIDE - OPETTAJAN OPAS

**Towards Intercultural Awareness - Teaching Material for an Optional English Course in the Comprehensive School** on englannin kielen **opettajille suunnattu oppimateriaali**, jota voit käyttää peruskoulun 8. ja 9.-luokkalaisten valinnaiskurssilla tai integroituna muuhun englannin opetukseen. Oppimateriaali on myös sovellettavissa esimerkiksi lukion tai muiden toisen asteen oppilaitosten englannin opetukseen vaihtelemalla tehtävien vaikeustasoa.

Tämän oppimateriaalin peruslähtökohta on **brittiläisen ja suomalaisen kulttuurin vertaaminen**. Vierasta kulttuuria tarkastellaan siis oman kulttuurin näkökulmasta. Harjoitusten tavoitteena on lisätä oppilaiden kommunikatiivisia valmiuksia sekä kulttuuriherkkyyttä ja -tietoutta. Harjoituksiin sisältyy myös sähköpostikirjeenvaihtoa brittiläisen ystävyyskoulun kanssa, jolloin jokaisella oppilaalla on mahdollisuus henkilökohtaiseen kokemukseen brittiläisestä kulttuurista. Oppimateriaali perustuu moderniin käsitykseen kielenopetuksesta, jonka mukaan kulttuuri on erottamaton osa kielenopetusta. Oppimateriaalia on osittain testattu ja kehitetty käytännössä Jyväskylän Normaalikoulun 8. ja 9.-luokkalaisten englannin valinnaiskurssilla keväällä 1998.

### Miten oppimateriaali rakentuu?

Oppimateriaalin aihepiirit on suunniteltu yhteistyössä kahden Jyväskylän Normaalikoulun 8.-luokan englannin opetusryhmän oppilaiden kanssa. Marraskuussa 1997 teimme oppilaille kyselyn, jossa pyysimme heitä ilmaisemaan mielipiteitään ja toivomuksiaan englannin kulttuurikurssin sisällön suhteen. Byramin et al. (1994) ehdottamien kulttuuriopetuksen aihepiirien perusteella valitsimme oppilaiden kyselyyn kuusi aihepiiriä, 1) social groups (sosiaaliset ryhmät), 2) customs and habits (tavat ja tottumukset), 3) social institutions (yhteiskunnalliset instituutiot), 4) different stages in an individual's life (ihmisen elämän eri vaiheet), 5) contemporary culture (nykykulttuuri) ja 6) stereotypes and beliefs (stereotypiat ja uskomukset). Näistä aihepiireistä oppilaat valitsivat kolme mielenkiintoisinta:

- 1) **Contemporary culture** (Nykykulttuuri)
- 2) **Customs and habits** (Tavat ja tottumukset)
- 3) **Different stages in an individual's life** (Ihmisen elämän eri vaiheet)

Harjoituksia suunnitellessamme halusimme ottaa huomioon kohderyhmän toivomukset, joten rakensimme oppimateriaalimme teemat näitä kolmea mielenkiintoisinta aihepiiriä hyödyntäen.

Harjoitukset tässä oppimateriaalissa on jaettu neljään vaiheeseen:

- 1) **Sensitising** (Herkistämisvaihe)
- 2) **Information collecting** (Tiedonkeräysvaihe)
- 3) **Experiencing** (Elämysvaihe)

#### 4) Investigating (Tutkimusvaihe)

Vaiheet on sovellettu Seelyen (1993) kulttuurienvälisen opetuksen tavoitteista (Seelye, H. N. (1993). *Teaching culture. Strategies for intercultural communication*. 3rd edition. Illinois: Lincolnwood.) Jokaisen vaiheen ja niihin liittyvien harjoitusten johdanto selventää sinulle, mikä on kunkin vaiheen pedagoginen tavoite. Johdannon sekä vaiheitten pedagogiset tavoitteet löydät oppimateriaalista kunkin vaiheen alusta. Lisäksi jokaisessa harjoituksessa on tarkemmin selvitetty harjoituskohtainen tavoite. Seuraavassa oppimateriaalin neljä vaihetta esitellään lyhyesti.

Nimensä mukaisesti **ensimmäisen vaiheen** tavoitteena on herkistää oppilaita havainnoimaan brittiläisen kulttuurin piirteitä heidän oman suomalaisen kulttuuritaustansa näkökulmasta. Käytännössä ajatuksena on vertailla brittiläistä ja suomalaista kulttuuria erilaisissa harjoituksissa. Lisäksi ensimmäisen vaiheen tavoitteena on tutustuttaa oppilaat luokkatovereihinsa ja luoda luokkaan turvallinen ja avoin ilmapiiri.

**Toisen vaiheen** aikana tavoitteena on kerätä kulttuuri 'know-how': ta brittiläisen kulttuurin eri osa-alueista harjoitusten ja sähköpostikirjeenvaihdon avulla. Uuden tiedon omaksumisen lisäksi oppilaiden tulisi myös hyödyntää aikaisempia tietojaan ja kokemuksiaan sekä jakaa tietoa luokkatovereilleen. Tämän vaiheen aikana oppilaat aloittavat myös oman oppimisensa tarkastelun päiväkirjaharjoitusten avulla.

**Kolmannessa vaiheessa** oppilaat saavat soveltaa hankkimaansa kulttuuriknow-how: ta käytännön tilanteisiin luokkahuoneessa. Tekemällä oppiminen on tämän vaiheen motto. Tämän vaiheen aikana oppilaiden tulisi pohtia brittiläisen kulttuurin pinnan alla vaikuttavia asioita, kuten arvoja, uskomuksia ja asenteita.

**Neljäs vaihe** on tutkimusvaihe, jolloin oppilaat miettivät omaa oppimisprosessiaan ja sitä, ovatko heidän käsityksensä brittiläisestä kulttuurista muuttuneet. Tässä vaiheessa oppilaiden pitäisi jo pystyä luomaan omia käsityksiä toisesta kulttuurista erilaisten apuvälineiden avulla, kuten esimerkiksi mediat, elokuvat ja kirjat.

Käytännön kokemusten perusteella on suositeltavaa, että toisen ja kolmannen vaiheen harjoituksia tehdään integroidusti. Toinen vaihe sisältää paljon tietopainotteisia harjoituksia, joiden tekeminen kronologisessa järjestyksessä saattaa osoittautua oppilaille muuten liian raskaaksi. Voit ottaa mukaan kolmannelle vaiheelle käytännönläheisempiä harjoituksia, kuten roolipeliharjoituksia.

## Miten käytät oppimateriaalia?

Jokaisen vaiheen alussa on taulukko, josta voit seurata harjoitusten kulkua. Kunkin vaiheen harjoitukset on merkitty eri värillä, jotta voisit erottaa vaiheet helpommin. Oppimateriaali on rakennettu siten, että jokaisessa harjoituksessa on ensin ohjesivu, jossa on tiedot harjoituksen tavoitteesta, tarvittavista materiaaleista ja ajankäytöstä. Joissakin harjoituksissa on myös lisähuomautus opettajalle ('remark'). Lisäksi harjoituksiin kuuluu oppilaan tehtäväsiivu ('task sheet'), mahdolliset kalvopohjat ('transparency sheet'), tietopaketit ('information package') sekä raporttiotteet ('extracts from reports'). Ohjesivulta löytyvät myös vaiheittaiset ohjeet harjoituksen toteuttamiseksi käytännössä. Toisen vaiheen kohdat 2.6 ja 2.8 muodostavat suuremmat teemakokonaisuudet, joten niissä on erilliset yleisohjeet ennen varsinaisia ohjesivuja ja harjoituksia. Ohjesivun lopussa kohdassa **Acknowledgement** on mainittu, onko harjoitus sovellus jostakin aikaisemmasta harjoituksesta. Lisäksi lopussa kohdassa **Bibliography** on annettu lähdetiedot käytetystä materiaalista. Harjoitusten ohessa olevat sanalistat, jotka on merkitty fonttikoolla 14, voi käyttää kalvopohjina.

Oppimateriaalin yhtenä tavoitteena on auttaa oppilasta seuraamaan oman oppimisprosessinsa kehitystä. Tätä tarkoitusta varten olemme suunnitelleet harjoitukset **Learner diary A-D**. Oppimateriaalissa mukana olevat **raporttiotteet** olemme koonneet Jyväskylän yliopiston englannin opiskelijoiden kieliharjoitteluraporteista, jotka on kirjoitettu 1990-luvun alkupuolella. Emme ole korjanneet raporttiotteissa mahdollisesti esiintyviä kielivirheitä.

## Minkälaisia työmenetelmiä oppimateriaalissa käytetään?

Valtaosa harjoituksista on suunniteltu siten, että ne voidaan tehdä pareittain tai pienissä ryhmissä. Varsinkin ensimmäisessä vaiheessa panostetaan positiivisen ilmapiirin luomiseen ja totutetaan oppilaita yhteistyöhön, jotta oppilaat saisivat harjoituksista mahdollisimman suuren hyödyn ja kokisivat oppimisen iloisena asiana. Pari- ja ryhmätyöskentelyn avulla oppilaat voivat vapaasti vaihtaa kokemuksia ja harjoittaa kielitaitoaan. Yhtenä ryhmätyömuotona ovat brittiläis-suomalaiset sähköpostiryhmät, jotka vaihtavat keskenään kokemuksia ja tietoja.

## A PUPIL'S GUIDE - OPPILAAN OPAS

**Towards Intercultural Awareness- Teaching Material for an Optional English Course in the Comprehensive School** on englannin kielen oppimateriaali, joka on suunnattu peruskoulun yläasteen 8. ja 9.-luokkalaisten valinnaiselle englannin kurssille.

**Tämän oppimateriaalin perusidea on suomalaisen ja brittiläisen kulttuurin vertaaminen, niiden välisten erojen ja yhtäläisyyksien tarkasteleminen.** Tavoitteena on auttaa sinua tunnistamaan vieraan kulttuurin ominaisuuksia ja laajentamaan omaa näkökulmaasi suomalaisena, jotta voisit paremmin ymmärtää vieraan kulttuurin edustajia ja osaisit toimia luontevasti erilaisissa kulttuurienvälisissä viestintätilanteissa. Oppimateriaalin kuuluu myös sähköpostikirjeenvaihtoa brittiläisen ystävyyskoulun kanssa. Oppimateriaalin aihealueitten valitsemisessa olemme saaneet apua Jyväskylän Normaalikoulun 8. luokkalaisilta, joiden esittämien toiveitten perusteella olemme suunnitelleet käsiteltävät teemat. Aihealueitten, esimerkiksi **nykykulttuuri, tavat ja tottumukset ja ihmisen elämän eri vaiheet**, pitäisi siis olla lähellä nuorten arkimaailmaa.

Harjoitukset tässä oppimateriaalissa on jaettu neljään vaiheeseen:

- 1) **Sensitising** (Herkistämisvaihe)
- 2) **Information collecting** (Tiedonkeräysvaihe)
- 3) **Experiencing** (Elämysvaihe)
- 4) **Investigating** (Tutkimusvaihe)

Nimensä mukaisesti ensimmäisen vaiheen tavoitteena on herkistää sinut havainnoimaan brittiläisen kulttuurin piirteitä oman suomalaisen kulttuuritaustasi näkökulmasta. Käytännössä ajatuksena on vertailla brittiläistä ja suomalaista kulttuuria erilaisissa harjoituksissa. Lisäksi ensimmäisen vaiheen tavoitteena on tutustuttaa sinut luokkatovereihisi ja luoda luokkaan turvallinen ja avoin ilmapiiri.

**Ensimmäisen vaiheen** harjoitus 1.1 'Getting to know your classmates' tutustuttaa sinut luokkatovereihisi. Harjoituksessa 1.2 'Defining culture' mietitään, mitä kulttuuri on. Ensivaikutelmia brittiläisestä kulttuurista ja havaintoja suomalaisesta kulttuurista on sisällytetty harjoituksiin 1.3 'Our own culture', 1.4 'Starting email exchange', 1.5 'Holiday glimpses to Britain' ja 1.6 'Designing a culture collage'. Harjoituksessa 1.4 luodaan myös yhteys brittiläisiin kirjeenvaihtotovereihin sähköpostin kautta. Harjoitus 1.7 'Culture memory' rohkaisee sinua käyttämään englannin kieltä pelin avulla ja mittaa sinun tämänhetkistä "brittitietouttasi". Viimeisessä harjoituksessa, 1.8 'Word connotations', tutkiskellaan millaisia mielikuvia arkipäivän ilmiöt herättävät brittiläisissä ja suomalaisissa.

**Toisen vaiheen** aikana tavoitteena on kerätä kulttuuri 'know-how': ta brittiläisen kulttuurin eri osa-alueista harjoitusten ja sähköpostikirjeenvaihdon avulla. Uuden tiedon omaksumisen lisäksi sinun tulisi myös hyödyntää aikaisempia tietojasi ja kokemuksiäsi sekä jakaa tietoa luokkatovereillesi. Tämän vaiheen aikana sinä

aloitat myös oman oppimisesi tarkastelun päiväkirjan avulla.

Harjoitus 2.1 'Learner diary A' aloittaa oman oppimisesi tarkastelun. Harjoituksessa 2.2 'First impressions on British culture' tutkitaan brittiläistä kulttuuria ulkopuolisen silmin. Tehtävissä 2.3 'Going to school in Britain and in Finland' ja 2.4 'Getting information about school' tarjotaan tietoa brittiläisestä koulujärjestelmästä ja verrataan sitä suomalaiseen. Brittiläisen kulttuurin erilaisista etnisistä ja sosiaalisista ryhmistä saat tietoa harjoituksissa 2.5 'Analysis of a short-story' ja 2.6 'Social groups'. Brittiläisen keittiön saloihin sinut johdattelee 2.7 'British cuisine'. Lopuksi 2.8 'Attitudes and stereotypes' -harjoitus auttaa sinua pääsemään eroon stereotypisistä käsityksistä brittiläisyydestä.

Kolmannessa vaiheessa saat soveltaa hankkimaasi kulttuuriknow-how:ta käytännön tilanteisiin luokkahuoneessa. Tekemällä oppiminen on tämän vaiheen motto. Tämän vaiheen aikana sinun tulisi pohtia brittiläisen kulttuurin pinnan alla vaikuttavia asioita, kuten arvoja, uskomuksia ja asenteita.

**Kolmannen vaiheen** harjoitukset aloittaa 3.1 'Learner diary B', jossa taas mietitään oppimisprosessiasi. Harjoituksissa 3.2 'Snapshots of contemporary British music' ja 3.3 'National holidays and festivals' luot silmäyksen brittiläiseen arkeen ja juhlaan sekä musiikkiin. Juhlia ja perinteitä vertaillaan suomalaisiin perinteisiin. Sarjakuvahamo Andy Capp ('Lätsä') tutustuttaa sinut brittiläiseen arkipäivään harjoituksessa 3.4 'Pictures without context'. Harjoituksessa 3.5 'Role plays in everyday communication' ja 3.7 'Solving critical incidents' opit ratkaisemaan kulttuurienvälisiä ongelmatilanteita. Brittiläistä ja suomalaista mediaa saat verrata harjoituksessa 3.6 'Comparing the British and Finnish press', jossa saat myös ajankohtaistam tietoa Iso-Britanniasta. Lopuksi 3.8 'Euphemisms' perehdyttää sinut kiertoilmauksiin englannin kielessä. Tarkoituksena on saada selville brittiläisen kulttuurin asenteita ja arvoja.

**Neljäs vaihe** on tutkimusvaihe, jolloin mietit omaa oppimistasi ja sitä, ovatko käsityksesi brittiläisestä kulttuurista muuttuneet. Tässä vaiheessa sinun pitäisi jo pystyä luomaan omia käsityksiä toisesta kulttuurista erilaisten apuvälineiden avulla, kuten esimerkiksi mediat, elokuvat ja kirjat.

Oppimisprosessisi pohdinta jatkuu harjoituksessa 4.1 'Learner diary C'. Kolmannen vaiheen 3.8 harjoituksen teemaa 'arvot ja asenteet' jatketaan vertailemalla englantilaisia ja suomalaisia sananlaskuja harjoituksessa 4.2 'Comparing English proverbs'. Sinun ensimmäisiä näkökantojasi brittiläiseen kulttuuriin tarkastellaan kuvakollaasiharjoituksessa 4.3 'Reflecting on collages' ja sähköpostiharjoituksessa 4.4 'Investigating email exchange'. Harjoituksessa 4.5 'Culture alias' saat harjoitella englannin kieltä ja testata kulttuuritietouttasi pelin avulla. Kurssin aikana keräämääsi tietoa saat hyödyntää harjoituksessa 4.6 'Film review', jossa sinä analysoit brittiläistä yhteiskuntaa kuvaavaa elokuvaa. Elekielen tulkintaan ja käyttöön sinut opastaa harjoitus 4.7 'Body language and gestures'. Lopuksi harjoituksessa 4.8 'Learner diary D' saat kokoota havaintosi oppimisestasi kurssin aikana.

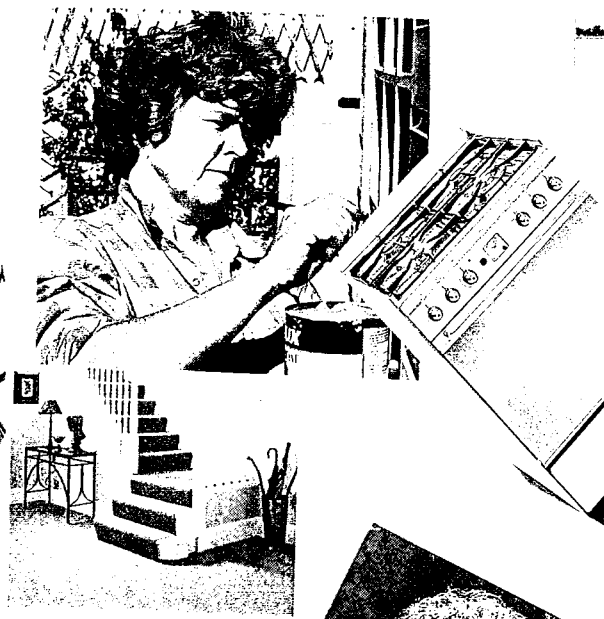
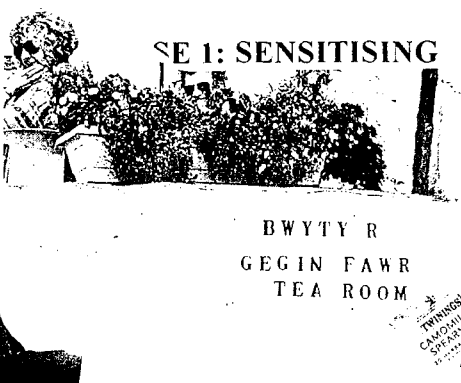
Harjoitukset on suunniteltu siten, että saat harjoitella englannin kieltä mahdollisimman vapaamuotoisesti parin tai pienryhmän kanssa. Voit myös esittää omia toiveitasi opettajalle harjoitusten toteuttamismuotojen tai -järjestyksen suhteen. Allaolevasta taulukosta voit seurata harjoitusten järjestystä ja kurssin etenemistä.

**We hope that you enjoy the activities and have fun during this course!**

<b>Activities</b>	<b>Phase 1: Sensitising</b>	<b>Phase 2: Information collecting</b>	<b>Phase 3: Experiencing</b>	<b>Phase 4: Investigating</b>
<b>Activity 1</b>	<b>1.1 Getting to know your classmates</b>	<b>2.1 Learner diary A</b>	<b>3.1 Learner diary B</b>	<b>4.1 Learner diary C</b>
<b>Activity 2</b>	<b>1.2 Defining culture</b>	<b>2.2 First impressions on British culture</b>	<b>3.2 Snapshots of contemporary British music</b>	<b>4.2 Comparing proverbs</b>
<b>Activity 3</b>	<b>1.3 Our own culture</b>	<b>2.3 Going to school in Britain and in Finland</b>	<b>3.3 National holidays and festivals</b>	<b>4.3 Reflecting on collages</b>
<b>Activity 4</b>	<b>1.4 Starting email exchange</b>	<b>2.4 Getting information about school</b>	<b>3.4 Pictures without context</b>	<b>4.4 Investigating email exchange</b>
<b>Activity 5</b>	<b>1.5 Holiday glimpses of Britain</b>	<b>2.5 Analysis of a short-story</b>	<b>3.5 Role plays in everyday communi- cation</b>	<b>4.5 Culture alias</b>
<b>Activity 6</b>	<b>1.6 Designing a culture collage</b>	<b>2.6 Social groups</b>	<b>3.6 Comparing the British and Finnish press</b>	<b>4.6. Film review</b>
<b>Activity 7</b>	<b>1.7 Culture memory</b>	<b>2.7 British cuisine</b>	<b>3.7 Euphemisms</b>	<b>4.7 Body language and gestures</b>
<b>Activity 8</b>	<b>1.8 Word connotations</b>	<b>2.8 Attitudes and stereotypes</b>	<b>3.8 Solving critical incidents</b>	<b>4.8 Learner diary</b>

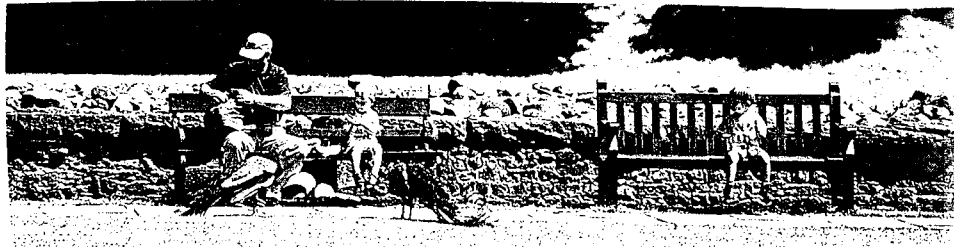
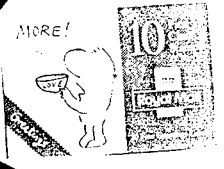


TWININGS



TESCO

TWININGS  
True Flavour  
CAMOMILE  
20 HERBAL TEABAGS



**PHASE 1: Sensitising**

<b>Activities</b>	<b>Phase 1: Sensitising</b>	<b>Phase 2: Information collecting</b>	<b>Phase 3: Experiencing</b>	<b>Phase 4: Investigating</b>
<b>Activity 1</b>	<b>1.1 Getting to know your classmates</b>	<b>2.1 Learner diary A</b>	<b>3.1 Learner diary B</b>	<b>4.1 Learner diary C</b>
<b>Activity 2</b>	<b>1.2 Defining culture</b>	<b>2.2 First impressions on British culture</b>	<b>3.2 Snapshots of contemporary British music</b>	<b>4.2 Comparing proverbs</b>
<b>Activity 3</b>	<b>1.3 Our own culture</b>	<b>2.3 Going to school in Britain and in Finland</b>	<b>3.3 National holidays and festivals</b>	<b>4.3 Reflecting on collages</b>
<b>Activity 4</b>	<b>1.4 Starting email exchange</b>	<b>2.4 Getting information about school</b>	<b>3.4 Pictures without context</b>	<b>4.4 Investigating email exchange</b>
<b>Activity 5</b>	<b>1.5 Holiday glimpses of Britain</b>	<b>2.5 Analysis of a short-story</b>	<b>3.5 Role plays in everyday communi- cation</b>	<b>4.5 Culture alias</b>
<b>Activity 6</b>	<b>1.6 Designing a culture collage</b>	<b>2.6 Social groups</b>	<b>3.6 Comparing the British and Finnish press</b>	<b>4.6. Film review</b>
<b>Activity 7</b>	<b>1.7 Culture memory</b>	<b>2.7 British cuisine</b>	<b>3.7 Euphemisms</b>	<b>4.7 Body language and gestures</b>
<b>Activity 8</b>	<b>1.8 Word connotations</b>	<b>2.8 Attitudes and stereotypes</b>	<b>3.8 Solving critical incidents</b>	<b>4.8 Learner diary</b>

Activities in four phases.

### **PHASE 1: Sensitising**

We live in a world of changes where countries are becoming more and more multicultural. Language teaching tries to serve the needs of people living in a multicultural world. Culture is thus seen as an integral part of foreign language teaching. However, it is not enough to provide learners with facts about the target culture. What we need is a new approach that not only offers factual information but also increases learners' awareness and tolerance of foreign people and their cultures.

The first phase of this teaching material functions as an ice breaker of the course. The primary aim of Phase 1 is to awaken learners interest in the target culture. The activities are designed to sensitise learners to observe the target culture, British culture, from the point of view of their own culture, i.e. Finnish culture. The idea is to compare the two cultures: to find similarities and differences between them (see section 6.1.1)

During Phase 1 a teacher and learners are to get to know each other and create a basis for a positive learning environment. Activity 1.1 'Getting to know your classmates' helps to build up a positive learning atmosphere. The comparison between British and Finnish cultures starts by thinking about the general nature of culture in activity 1.2 'Defining culture'. The first impressions about British culture and observations of Finnish culture can be developed with the help of activities 1.3 'Our own culture', 1.4 'Starting email exchange', 1.5 'Holiday glimpses to Britain' and 1.6 'Designing a culture collage'. Because this teaching material includes activities for email exchange between a British and a Finnish school it is important to create the first connections between them in the beginning of the course.

Activity 1.7 'Culture memory' encourages the use of the target language and measures learners' current knowledge of Britain. The last activity in this section 1.8 'Word connotations' is designed to help learners become ethnographers of their own and the target culture. In other words, learners are encouraged to study phenomena of everyday culture.

## 1.1 Getting to know your classmates

**AIM:** *To build up a positive learning atmosphere, to familiarize group members with each other. To create ground for cooperative learning.*

**MATERIALS:** *A task sheet for each pupil. English-Finnish dictionaries.*

**TIME:** *10-15 minutes*

- 1) Make enough copies of the task sheet to be handed out to each pupil.
- 2) Distribute the class into pairs or small groups of three.
- 3) Introduce the activity to pupils. Explain them that they are *to interview each other by taking turns*. In the beginning interviewers fill in interviewees' name and age in the task sheet. They can also draw their partners' pictures in the corner of the sheet. Next they ask their partners at least *four* of the ready-made questions in the task sheet. In addition, interviewers should try to make up *one or two* extra questions to be asked from their partners. Point out that interviewees should try to give reasons for their answers. When the first interview is finished, pairs or small groups take turns.
- 4) Hand out the task sheet for each pupil. Tell them that they can use about 10-15 minutes for the activity.
- 5) When pupils have finished the interviews, the task sheets can be circulated or hung up to a notice board in order to give the other group members an opportunity to get to know each other better.

### Acknowledgement

This activity is an adaptation from 'a trust-building activity' in Legutke, M. & H. Thomas (1993: 76-77). *Process and experience in the language classroom*. New York: Longman.

## 1.1 Getting to know your classmates, a task sheet

Ask your classmate at least *four* of the questions below. Write down the answers on the lines below. In addition, try to think of at least *two* things that you could ask from him/her. Write down the answers for them, too.

Name: \_\_\_\_\_

Age: \_\_\_\_\_

\*How would you describe your interests?

\*Name the *three* most important things in your life.

Give *reasons* for your choices!

\*What would you like to become when you are an adult? Why?

\*Have you got a dream which you wish to become true?

\*If you could choose, where would you travel? Why ?

\*If you could choose a person to meet, who could he/she be? Why?

\*What is/are your best characteristic/s?

\*What is/are your worst characteristic/s?

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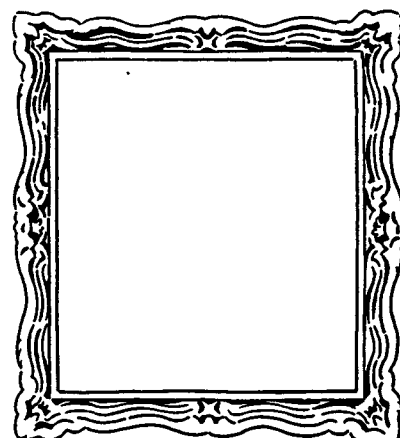
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## 1.2 Defining culture

**AIM:** *To understand that culture is a complex concept that can be defined in many ways. One can approach culture from various viewpoints.*

**MATERIALS:** *A piece of A4-paper for each group/ pair.*

**TIME:** *10-15 minutes*

- 1) Make a transparency copy of the instruction sheet.
- 2) Distribute the class into pairs or groups of three.
- 3) Introduce the activity to pupils. Explain that their task is to draw a person in three parts: the head and shoulders, the middle and below waist. Before starting to draw, they should fold a piece of A4 paper three times. The one who draws the head and shoulders should fold the drawing so that the next pupil will not see what has been drawn. The second and the third pupil draw their parts of the body separately as well. Remember to tell pupils not to show their parts of the drawing to other group members before the whole person is finished.
- 4) Hand out the pieces of paper for each pair/group. Tell them that they can use about 10-15 minutes for the activity.
- 5) Finally, pairs/ groups can show their ready-made drawings to each other.
- 6) In conclusion, the teacher explains the nature of culture with the help of the drawings. There is no right or wrong definition of culture. Every person has an individual view of culture, just like every pupil has an individual view of the human body.
- 7) The class makes a mindmap of their definition of culture with the help of the teacher. The mindmap can be drawn on the blackboard/on a transparency.

### 1.3 Our own culture

**AIM:** *Defining our own culture, discovering who we Finns are.*

**MATERIALS:** *A task sheet for each pupil, English-Finnish dictionaries.*

**TIME:** *15-20 minutes.*

- 1) Make enough copies of the task sheet for each pupil.
- 2) Introduce the activity to pupils. Explain them that the task sheet includes 30 persons/things/places describing Finland. Their task is to choose 10 to 15 items that best represent Finland in their opinion. In addition, ask the pupils to think about *five* items that they feel could be added to the list.
- 3) Hand out the task sheet for each pupil. Tell them that they can use about 10 minutes for the activity. They can circle their choices in the list and write down their own choices in the task sheet.
- 4) When pupils have finished choosing their items, ask them to form small groups of *three* to *five*. The groups' task is to discuss and compare their lists of items in order to form a general view about Finnish culture and being a Finn.

**Acknowledgement:**

This activity is an adaptation from an exercise in Heusinkveld, P. (1985). The foreign language classroom: a forum for understanding cultural stereotypes. *Foreign Language Annals* 18, 4, 321-325.

### 1.3.1 Our own culture, task sheet

Choose at least 10-15 items in the list below and circle them. In addition, try to think of at least *five* items that describe Finnish culture. Write them down on the lines below.

- sauna
- forest
- lake
- ice hockey
- Finnish baseball
- Lappland
- swan
- Father Christmas
- Sibelius
- Mannerheim
- Kekkonen
- Jari Kurri
- Karita Mattila
- Marimekko
- Arabia
- Kalevala
- wood industry
- Nokia
- Midsummer
- reindeer
- bun, 'pulla'
- milk
- agriculture
- Northern Lights
- snow
- shipping industry
- Seven Brothers
- Finnish 'sisu'
- Winter War
- nature



Nokia




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## 1.4 Starting email exchange

**AIM:** *To create a connection to the link school and begin cooperation by introducing pupils to each other.*

**MATERIALS:** *A task sheet for each pupil.*

**TIME:** *Preparation as homework. The actual sending of email will take 10-15 minutes.*

**REMARK:** *Remember to ask pupils to print their messages (both sent and received) for later use. Give each pupil a file for storing the messages.*

- 1) Make enough copies of the task sheet for each pupil.
- 2) Introduce the activity to pupils. Explain them that they should introduce themselves (age, family, hobbies), their school and their hometown in brief to the British link school. This introductory letter can be made as homework. The link school will be asked to reply to pupils' messages in the same way.
- 3) Give your pupils the website address of the link school. Advice them to have a look at the website in order to get some background information about the link school.
- 4) Ask pupils to send their messages and print them to be stored in the files.
- 5) When pupils receive their replies, ask them to print the messages.
- 6) Ask pupils to work in pairs/small groups and to write down some facts about the link school and town in their learner diaries.

### 1.4.1 Starting email exchange, a task sheet

**Introduce yourself to your British partner. Tell him/her something about your age, family and hobbies. Give also some information about your school and hometown. Make use of the words and phrases below. You can also take a look at the example letter below.**

\*My name is...

\*I am 15./I am 15 years old.

\*I live in a town/a village/a suburb...

\*My family consists of...

\*My hobby/hobbies is/ are...

\*I like/I don't like...

\*the upper level of the comprehensive school

\*grade, eg. in 8th grade

\*subject

\*club

Hello!

My name is Marja. I'm a 15-year-old girl from a town called Jyväskylä which is situated in Central Finland. I like my hometown. In the wintertime you can go skiing or ski jumping (if you dare!) or just admire the scenery and walk along the frozen lakes. In the summertime there are a lot of tourists here, you can enjoy the streetlife at the centre. All my hobbies have something to do with sports - I cycle, play squash and badminton. My family consists of mother, father and my big brother Petri who has just moved into a flat of his own.

I'm studying in the 8th grade in the upper level of the comprehensive school. My favourite subjects are geography, Physical Education and English. I also belong to a school club where we play drama once a week.

I'm looking forward to hearing from you.

Best wishes, Marja Haapanen

## 1.5 Holiday glimpses of Britain

**AIM:** *To create first impressions about Britain and the British way of living with the help of photos, pictures from magazines/travel brochures and video sequences.*

**MATERIALS:** *A selection of holiday photos from Britain and pictures from travel brochures and magazines. In addition a video sequence showing an overall picture of Britain, e.g BBC Essential English Guide to Britain. (1990). London: BBC English.*

**TIME:** *20 minutes.*

- 1) Introduce the activity to pupils. Select and show a few video sequences about Britain and explain pupils briefly what the sequences are about. *Discuss the feelings* the sequences may have arisen in pupils.
- 2) Ask pupils to form small groups of *three to five*.
- 3) Send around photos and pictures to each group. Ask the groups to pass them on.
- 4) Advise the groups *to discuss the photos and pictures* and share their first impressions.

## 1.6 Designing a culture collage

**AIM:** *To utilize pupils' current knowledge about Britain. To bring out possible stereotypical ideas.*

**MATERIALS:** *A selection of travel brochures, British magazines and newspapers, glue, scissors, crayons, felt-tip pens and a piece of cardboard for each pair. Prepare a culture collage of your own in advance as an example or use a ready-made collage, see the cover of Phase 1. A song by Sting called *Englishman in New York*.*

**TIME:** 35-40.

**REMARK:** *Collect pupils' culture collages and store them for further use in Phase 4 (4.2 Reflecting on culture collages).*

- 1) Make sure that there is enough material for making collages. Prepare a tape for the song.
- 2) Divide the class into pairs/small groups of three.
- 3) Introduce the activity to pupils. You can play 'Englishman in New York' as an ice breaker of the theme. Show an example of a collage to pupils to make them familiar with the idea of collage. Explain them that each pair/group should *design a collage describing their own conceptions of Britain and the Brits*. They should cut out interesting pictures and other items, e.g. advertisements and headlines, from the material available. They can also add drawings to collages if they want. Remember to point out that pupils should be prepared to *give reasons for their choices* and explain how their collages reflect the British way of living.
- 4) Start the project and remind pupils that they can use about 25-30 minutes for the activity.
- 5) When the collages are ready, the class can hang them up on a notice board for a 'culture exhibition'.
- 6) Finally, each pair/group can show their own collage to the rest of the class.

### 1.6.1 Englishman in New York, a task sheet

#### Englishman in New York

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

You 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.

Woah I'm an alien I'm a legal alien  
 I'm an Englishman in New York  
 Woah I'm an alien I'm a legal alien  
 I'm an Englishman in New York

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

Woah I'm an alien I'm a legal alien...

Modesty propriety can lead to notoriety  
 but 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 a 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.  
 he's the hero of the day  
 It takes a man to suffer ignorance and smile  
 Be yourself no matter what they say...

I'm an alien I'm a legal alien...

Sting (1988). *Nothing Like The Sun*, London: Wise.

WORD LIST for '*Englishman in New York*'

an accent = aksentti  
a walking cane = kävelykeppi  
an alien = muukalainen  
legal = laillinen  
if "manners maketh man" = jos tavat tekevät miehen  
a hero = sankari  
to suffer = kärsiä  
ignorance = tietämättömyys  
modesty = vaatimattomuus  
propriety = säädyllisyys  
notoriety = huono maine  
to end up = päätyä  
gentleness = hellyys, suopeus  
sobriety = maltillisuus  
rare = harvinainen  
a combat gear = taisteluvarusteet  
a licence = lupa  
to confront = kohdata

## 1.7 Culture memory

**AIM:** *To improve pupils' communicative abilities in an activity that measures pupils' general knowledge about Britain. In addition, the idea is to find corresponding phenomena in British and Finnish cultures.*

**MATERIALS:** *Culture memory cards, two per each pupil. One of a pair of cards represents British culture and the other Finnish culture, both cards in a pair describe the same item, e.g. a person, a company, a dish. See the examples in the following page and the list of possible culture matches in the example sheet.*

**TIME:** *15 minutes.*

**REMARK:** *Point out that pupils should use only English during this activity.*

- 1) Prepare enough cards for pupils.
- 2) Introduce the activity to pupils. If needed, explain the idea of a memory game to pupils. Tell them that *each pupil will receive one card*. They should think about *what/who does the card represent* and *find a match for their card*.
- 3) When pupils have received their cards, they can start to circulate in the classroom and try to find a match for their card by *asking each other questions in English*.
- 4) After pupils have found their match, the teacher can deliver new cards and the class can begin a new round of the game.
- 5) When the second round has been finished, pupils can form small groups of *three* or *four* to share information about their matches. They should explain each other what they know about the culture items on their cards.

### Acknowledgement

This activity is an adaptation from a 'culture match' exercise in Tomalin, B. & S. Stempleski (1993: 20). *Cultural awareness*. Oxford: Oxford University Press.

### **1.7.1 Culture memory, an example sheet**

The subjects for culture matches in this material:

Tony Blair - Paavo Lipponen

London - Helsinki

British Airways - Finnair

Royal Mail - Suomen Posti

Milkman - Valio's logo

A London bus - a local bus in Jyväskylä

A British nurse - a Finnish nurse

A bobby - a Finnish policeman

Queen Elisabeth - Martti Ahtisaari

Union Jack - Finnish flag

Cricket - Finnish baseball

Spice Girls - Nylon Beat

Marks & Spencer - Stockmann

Tea - coffee

British rye bread - Finnish rye bread

A kilt - a traditional costume in Finland

A terraced house - a traditional Finnish house

A British Rail ticket - A VR railway ticket

Colin McRae - Tommi Mäkinen

A British cinema ticket - a Finnish cinema ticket

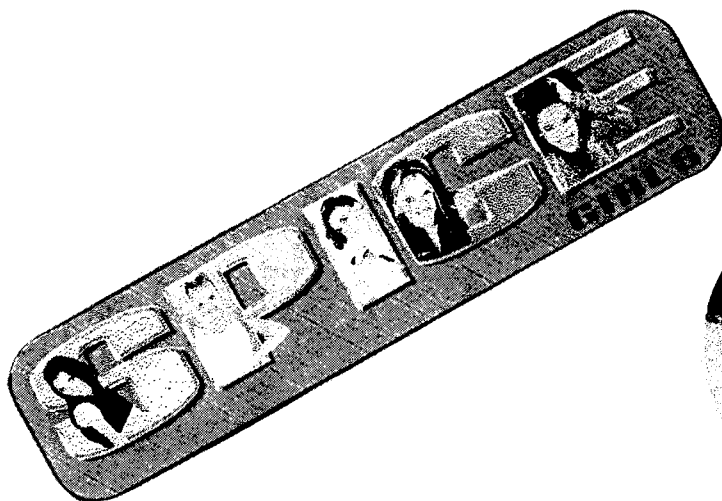
Winnie the Pooh - the Moomin family

Oxford campus - Jyväskylä campus

The cover of Hercule Poirot - the cover of Harjunpää



### 1.7.2 Culture matches, an example sheet



POST



## 1.8 Word connotations

**AIM:** *To become aware of the way in which culture affects images; after all, in different cultures words can awake different images.*

**MATERIALS:** *A collage showing examples of British women and their occupations, see the example sheet. A selection of recent British newspapers and magazines. A task sheet for each pupil.*

**TIME:** *25-35 minutes.*

- 1) Make enough copies of the task sheet for each pupil.
- 2) Introduce the activity to pupils by showing a collage of different occupations British women have. Ask pupils to think about those occupations that are traditionally associated with women in Finland. Draw a conclusion about differences and similarities between the two cultures.
- 3) Explain pupils that, *firstly*, their task is to choose an item in the list in the task sheet. *Secondly*, they should find evidence about what kind of associations this item has in British culture with the help of newspapers and magazines. *Thirdly*, they should think about differences in word connotations in relation to the item they have chosen between British and Finnish cultures. Advise pupils to write down their ideas in their note books.
- 4) Hand out the task sheet for each pupil and give the class a selection of newspapers and magazines. It might be good idea to form small workshops which can use the same material. Tell pupils that they can use about 30 minutes for the activity.
- 5) When pupils have finished the activity, ask them to introduce their word connotations to each other.

### Acknowledgement

This activity is an adaptation of a 'word image' exercise in Tomalin, B. & S. Stempleski (1993: 36). *Cultural awareness*. Oxford: Oxford University Press; and in Seelye, H. N. (1993: 100). *Teaching culture. Strategies for intercultural communication*. 3rd edition. Illinois: Lincolnwood.

### 1.8.1 Word connotations, a task sheet

**Choose an item in the list below and search for evidence. In other words: 1) find out how the item is represented in newspapers and magazines. 2) Think about the differences and similarities in images that this item brings out in British and Finnish cultures. 3) Write down your notes in your note book.**

man

church

door

bread

street

interior decoration = sisustaminen

woman

child

school

occupation = ammatti

transportation (cars, trains, boats...)

food

weather

sports

## 1.8.2 Word connotations, an example sheet



British women  
and  
their occupations



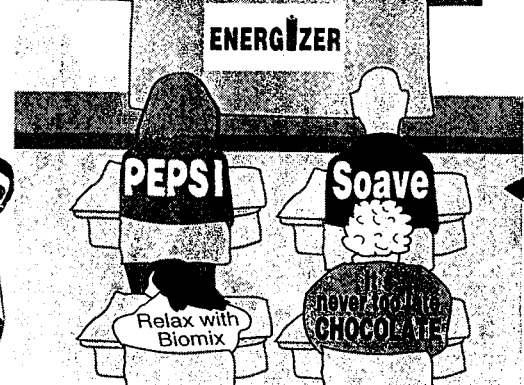
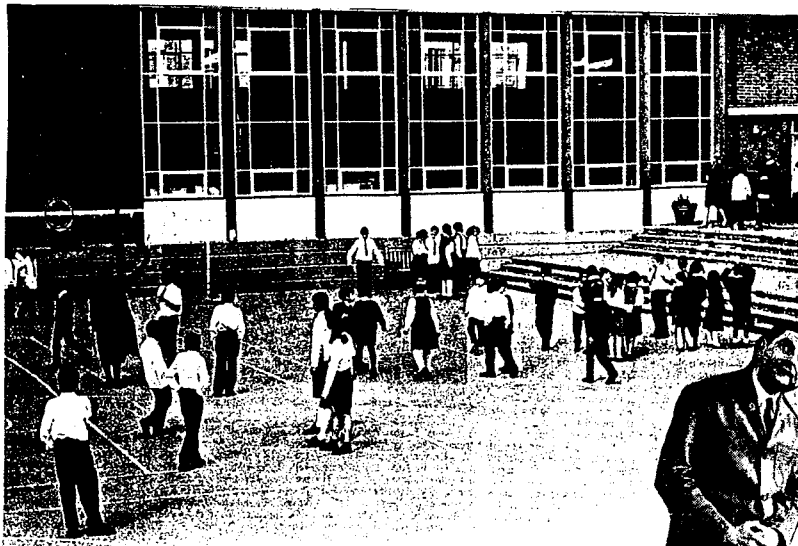
PHASE 2: INFORMATION COLLECTING



do uniforms  
improve behaviour?



THE  
RIDINGS  
SCHOOL



**PHASE 2: Information collecting**

Activities	Phase 1: Sensitising	Phase 2: Information collecting	Phase 3: Experiencing	Phase 4: Investigating
Activity 1	1.1 Getting to know your classmates	2.1 Learner diary A	3.1 Learner diary B	4.1 Learner diary C
Activity 2	1.2 Defining culture	2.2 First impressions on British culture	3.2 Snapshots of contemporary British music	4.2 Comparing proverbs
Activity 3	1.3 Our own culture	2.3 Going to school in Britain and in Finland	3.3 National holidays and festivals	4.3 Reflecting on collages
Activity 4	1.4 Starting email exchange	2.4 Getting information about school	3.4 Pictures without context	4.4 Investigating email exchange
Activity 5	1.5 Holiday glimpses of Britain	2.5 Analysis of a short-story	3.5 Role plays in everyday communi- cation	4.5 Culture alias
Activity 6	1.6 Designing a culture collage	2.6 Social groups	3.6 Comparing the British and Finnish press	4.6. Film review
Activity 7	1.7 Culture memory	2.7 British cuisine	3.7 Euphemisms	4.7 Body language and gestures
Activity 8	1.8 Word connotations	2.8 Attitudes and stereotypes	3.8 Solving critical incidents	4.8 Learner diary

Activities in four phases.

## **PHASE 2: Information collecting**

Nowadays people have access to limitless channels of information via media, the Internet, school, working environments and an increased number of contacts with foreigners. It is easy to get lost in this information highway unless one learns to gather and select information in a critical way. Because there is so much information of all kind, it is hard to find the most up-to-date and reliable facts. We need to teach our pupils how to search for information and gather empirical evidence from different sources.

Phase 2 is designed to be an information collecting stage in which the activities aim at offering 'cultural know-how' and providing pupils with opportunities to share information with each other. In addition to learning new facts about Britain, pupils are encouraged to utilize their current knowledge of the target culture. In the end, activities in Phase 2 should create a basis for intercultural awareness. (see section 6.1.1)

As an essential part of this teaching material we use learner diaries that are aimed at developing learners' self-evaluation skills. Activity 2.1 'Learner diary A' starts the process of self-evaluation. Another integral part of this teaching material is extracts from Finnish students' reports about their residence in Britain in the 1990s. In 2.2 'First impressions on British culture' pupils are given an initial perspective on the target culture. In integrated language and culture teaching teachers often offer information about institutions. We have chosen the school system in Britain and in Finland to represent institutions in this teaching material because the school play an important part in our pupils' lives. Activities 2.3 'Going to school in Britain and in Finland' and 2.4 'Getting information about school' compare the British and Finnish school systems.

Phase 2 also includes becoming aware of the plurality of the target culture, e.g. ethnic and social variety in Britain. Activities 2.5 'An analysis of a short-story' and 2.6 'Social groups' offer information about these aspects of British society. 2.7 'British cuisine' aims at familiarizing pupils with one quite unknown but essential part of British culture. The last activity in the second section, 2.8 'Attitudes and stereotypes', helps learners to become aware of generalisations and the ways in which they affect our thinking.

## 2.1 Learner diary A

**AIM:** *To reflect on the feelings pupils have experienced during Phase 1. Firstly, to find out which activities were considered useful and appropriate and which ones not. Secondly, to offer pupils an opportunity for self evaluation.*

**MATERIALS:** *A task sheet for each pupil. Notebooks for writing down feelings and ideas. A transparency of the contents of the course.*

**TIME:** *15-20 minutes. The activity can also be given as homework in order to let pupils take their time while reflecting on their experiences.*

- 1) Make enough copies of the task sheet to be handed out to each pupil.
- 2) Introduce the activity to pupils. Explain that they are to reflect on the experiences Phase 1 has aroused in them. Pupils should think back what they have been doing during the first phase of the course. It might be a good idea to show them the contents of the course on a transparency to refreshen their memory. Point out that the idea is *not only to evaluate the activities in Phase 1, but also to offer them an opportunity to self-evaluate their own learning*. In practise, this evaluation takes place by answering the questions in the task sheet.
- 3) Hand out the task sheet for each pupil. Tell them that they can use about 15-20 minutes for the activity. **Alternatively**, you could give the activity as homework.

### Acknowledgement

This activity is an adaptation from 'learner diaries' and 'unfinished sentences' by Hunt & Hitchin (1986) and Davies (1989) as quoted in Legutke, M. & H. Thomas (1993: 147-150). *Process and experience in the language classroom*. New York: Longman.



### 2.1.1 Learner diary A, a task sheet

**This activity is designed *a)* to evaluate the quality of activities in Phase 1 and *b)* to give you an opportunity to self-evaluate your learning. Complete the following sentences in your own words. Use the lines in the end for writing down any other feelings or ideas the first activities arouse in you.**

\* The most interesting thing I learnt was \_\_\_\_\_

\* What I found most difficult was \_\_\_\_\_

\* The best thing about the activities in Phase 1 was \_\_\_\_\_

\* What I did not like was \_\_\_\_\_

\* If I could start this course again I would \_\_\_\_\_

Use this space for any other comments you wish to make:

## 2.2 First impressions on British culture

**AIM:** *To provide pupils with an opportunity to discuss and analyze first impressions on British culture and, possibly, to compare these experiences to their own first impressions on the British way of living and on Britain in general.*

**MATERIALS:** *A task sheet for each pupil, extracts from Finnish students' reports. English-Finnish dictionaries.*

**TIME:** *20-25 minutes.*

- 1) Make enough copies of the task sheet to be handed out to each pupil. Copy the extracts from student reports for groups of *three* or *four*, one copy of the extracts per each group.
- 2) Divide the class into groups.
- 3) Introduce the activity to pupils. Explain that they should, *firstly*, read through the extracts and, *secondly*, discuss the first impressions on British culture presented in these extracts in groups. They should *try to sum up the main ideas in each extract and write them down in the task sheets*. Finally, pupils may share their own experiences and first impressions on British culture in groups.
- 4) Hand out the task sheet for each pupil and give extracts for each group. Tell them that they can use about 20-25 minutes for the activity.
- 5) When pupils have finished the activity, the teacher can conclude the discussion by summing up the main points presented in the extracts.

### **Bibliography**

Extracts from Finnish students reports from the beginning of the 1990s. Extracts are written by students of English at the university of Jyväskylä. The language used in the extracts has not been corrected.

## **2.2.1 First impressions on British culture: extracts from reports**

### **Extract 1**

"I noticed already at the airport in a concrete way being abroad, and I really mean ABROAD because France and Paris especially feel like a second home country to me. First in escalator, in Finland as in France you are asked to stand on the right hand side, but that's not the case in England; there you should stay on the left. Money, of course, is another problem. I think I'll now remember the multiplication table of seven by heart even in my dreams. And as soon as I got out of the underground (N.B. not the metro!) I almost got crushed by cars coming all from wrong directions! Yes, I was very much aware of England being a left-hand traffic country, but understanding that in practise was a different thing. I must again give credit to the Englishmen who make marks on the streets, telling you which direction to look." ( Report 3)

### **Extract 2**

"I flew to England on a very beautiful, warm and sunny Saturday morning in the middle of May. My first impression of this country was that it is really much more further south than Finland. When I left Finland the summer had showed almost no signs of its existence, but in England trees had big leaves and the sun was warm. This reason alone would have been enough to make me fall in love with that country. Of course a bit later I had to face the reality, and get used to the famous English rain. In June there wasn't a single day without a short shower. July was much warmer, more like summers in England usually, I was told. If I have to think of something positive about this, at least I had something to talk about when I met new people. I understood the meaning of small talk in a whole new perspective when people started to talk to me at the bus stops or in the train. The weather was often a good start..." (Report 2)

### **Extract 3**

"Since we were all going to Bedford in January we also made arrangements to take the same flight to London, and finally took off on 22nd of January 1997. Since the route from Helsinki airport to Heathrow has become somewhat familiar to me I was able to assist some of the others who made the trip for the first time. Although we had been promised that there would be someone from the university to meet us and help us with finding our way to Bedford and eventually to the campus area, it came as no surprise to me that this 'person' never showed up, and in fact there was no agreement on such thing. We tried phoning to the university but there was no one in since the term had not officially started yet, so we took the matter to our own hands.

We took a bus from Heathrow to Bedford and managed to find Polhill campus, where the registration was supposed to take place. After several hours of filling in forms and trying to clear out who we were and what we were doing there, they showed us the accommodation facilities, and we were faced with the first cultural shock - the student flats! I personally realised that it would take me some adaptation to get used to living in a 'shared room' with a roommate, especially so

after being independent and living on my own for four years.” (Report 5)

**Extract 4**

”All the English people I met in Bournemouth were really friendly and helpful and I did not have any troubles getting along with them. The only two things that could have been better were the usual English stereotypes: weather and food. The June was the rainiest in forty years and therefore my friends back in home constantly reminded me that they were enjoying the sun all the time. Talking about the food, I might have been able to eat typical English food more if it had not been too heavy and greasy for my stomach. Now I had to stay with the salads and sandwiches. Actually, I have to admit that I miss those sandwiches; they were so handy for lunch.” (Report 11)

**Extract 5**

”Matthew’s bad dreams and the general discipline in the family made me to question the British way of bringing up children. In general people seemed to love their children very much but they were too hard on them, demanded too much from young children. Very often I saw people slapping their kids, so did Matthew’s and Isla’s parents too. I understood that one reason for the mother’s way of raising her own children was her own childhood. She had been sent to live in a boarding school at the age of seven and she felt she had been far too young at that time. But still Dinah was seriously considering to send Matthew and Isla to a boarding school one day.” (Report 12)

**Extract 6**

”Because Dinah was practically a housewife I usually had weekends off. So during weekends I was able to do whatever I wanted. The longer I stayed out the better from the family’s point of view. I knew that we au pairs were supposed to be treated as family members but very soon I realized that in England an au pair is more or less simply a cheap servant. I was even advised to find a boyfriend so that I would have been able to stay away from home as much as possible. Unfortunately I wasn’t looking for a relationship of any kind. Still, it was obvious that I tried to spend my days out of the house.” (Report 12)

**2.2.2 First impressions on British culture, a task sheet**

**Read through the extracts from the Finnish students’ reports and analyze the first impressions on British culture presented in the extracts. After having read the extracts, discuss each extract and its content in group. Try to sum up the main ideas in each extract and write them down on your task sheet. Finally, you can discuss your own experiences and impressions on British culture in group.**

**Extract 1**

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**Extract 2**

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**Extract 3**

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**Extract 4**

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**Extract 5**

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**Extract 6**

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## 2.3 Going to school in Britain and in Finland

**AIM:** *To introduce pupils with the British educational system, to compare it with the Finnish one.*

**MATERIALS:** *A copy of the PHASE 2 collage and a transparency of the Finnish educational system. A task sheet for each pupil as well as education readers for small groups. English-Finnish dictionaries. A video sequence describing the British school system, eg. interviews of teachers and schoolchildren. Try for example People and Places, British Life and Culture for Students of English episode 1. (1990). London: BBC.*

**TIME:** 45-60 minutes.

- 1) Make enough copies of the collage and the task sheet for each pupil. Take copies of the education reader for small groups, one reader per each group. Take a transparency of the Finnish educational system figure. Prepare a short video sequence on the British school system (about 10 minutes).
- 2) Hand out the collages to pupils.
- 3) Introduce the activity to pupils. Firstly, ask pupils to look at the collage in order to find out what it is about. Ask them to think about *a) what they see in the collage, b) what kind of situations are described in the collage and c) how the things they see in the collage differ from those in a Finnish school*. Discuss the ideas the collage arises.
- 4) Secondly, *start the comparison between the British and Finnish school systems* by asking pupils about the Finnish educational system. Make use of the transparency about the Finnish educational system. You can ask pupils what they know about going to school in Finland and reveal different stages of the figure step by step.
- 5) Divide the class into pairs or small groups of three.
- 6) Hand out the task sheet about the British educational system.
- 7) Explain the activity to pupils. Tell them that they should try *to fill in* the British educational system figure *by choosing the right alternatives* out of different solutions below the figure. Finnish translations of the terms are given in the word list in the task sheet. Tell pupils that they can use about 10-15 minutes for the activity.
- 8) Check the British educational system figure together. You may write down the answers on the blackboard or on a transparency.
- 9) Divide the class into groups of *three or four*.
- 10) *Conclude the comparison of the British and Finnish educational systems* by asking pupils to read extracts from Finnish students' reports. Pupils can consult English-Finnish dictionaries.
- 12) Hand out the task sheet for each pupil and give extracts for each group. Tell them they can use about 20-25 minutes for the activity.

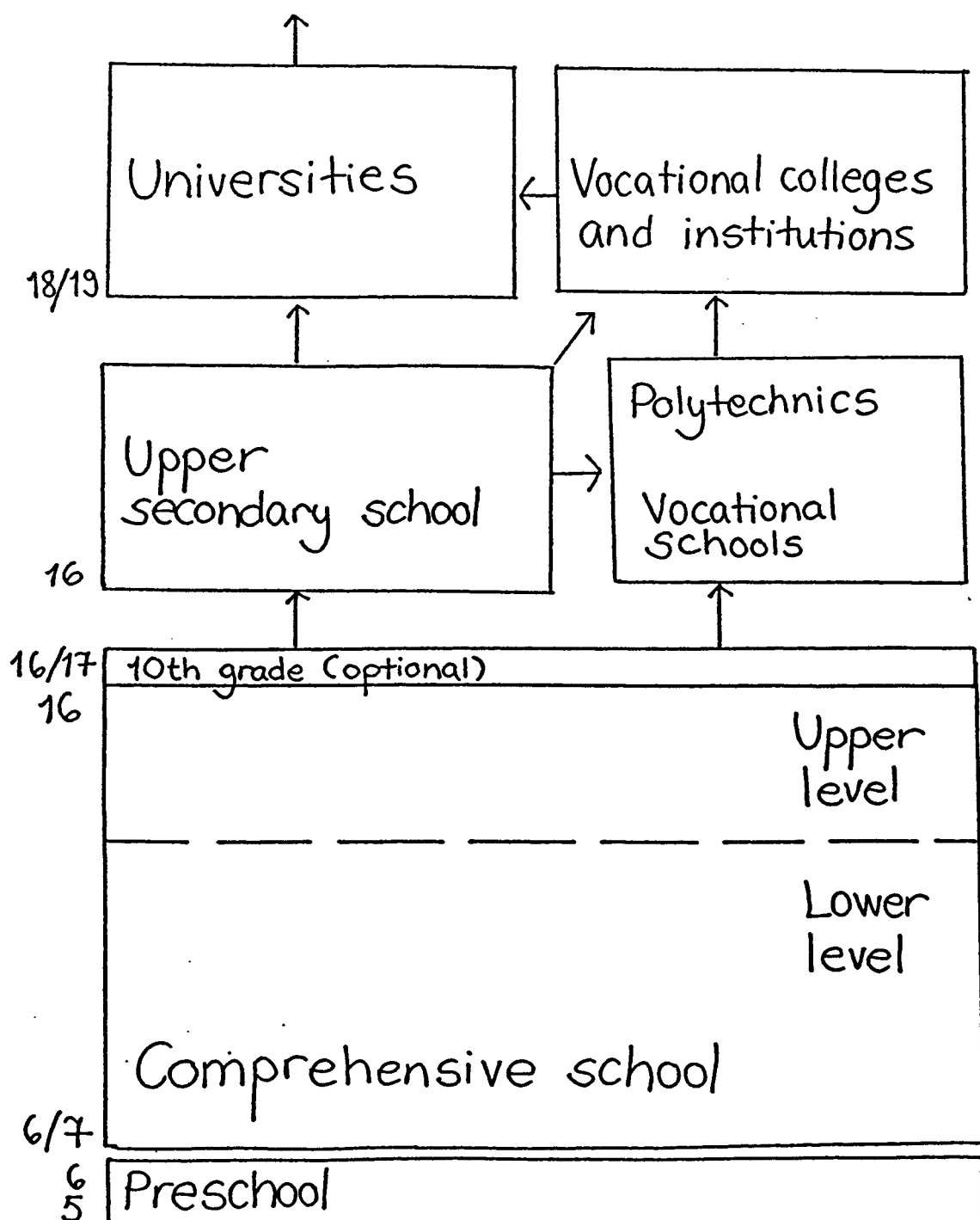
**13)** When the groups have finished, conclude the discussion by summing up the main points presented in the extracts. In the end, you can watch and discuss a video sequence describing the British school system. *Episode 1 in People and Places, British Life and Culture for Students of English* includes an interview of an English history teacher and his pupils. It also shows what a British school, school yard and a classroom look like.

### **Acknowledgement**

This activity is partly an adaptation from a 'culture flowchart' exercise in Tomalin, B. & S.Stempleski (1994: 141-143). *Cultural awareness*. Oxford: Oxford University Press.

### 2.3.1 The Finnish educational system, a transparency sheet

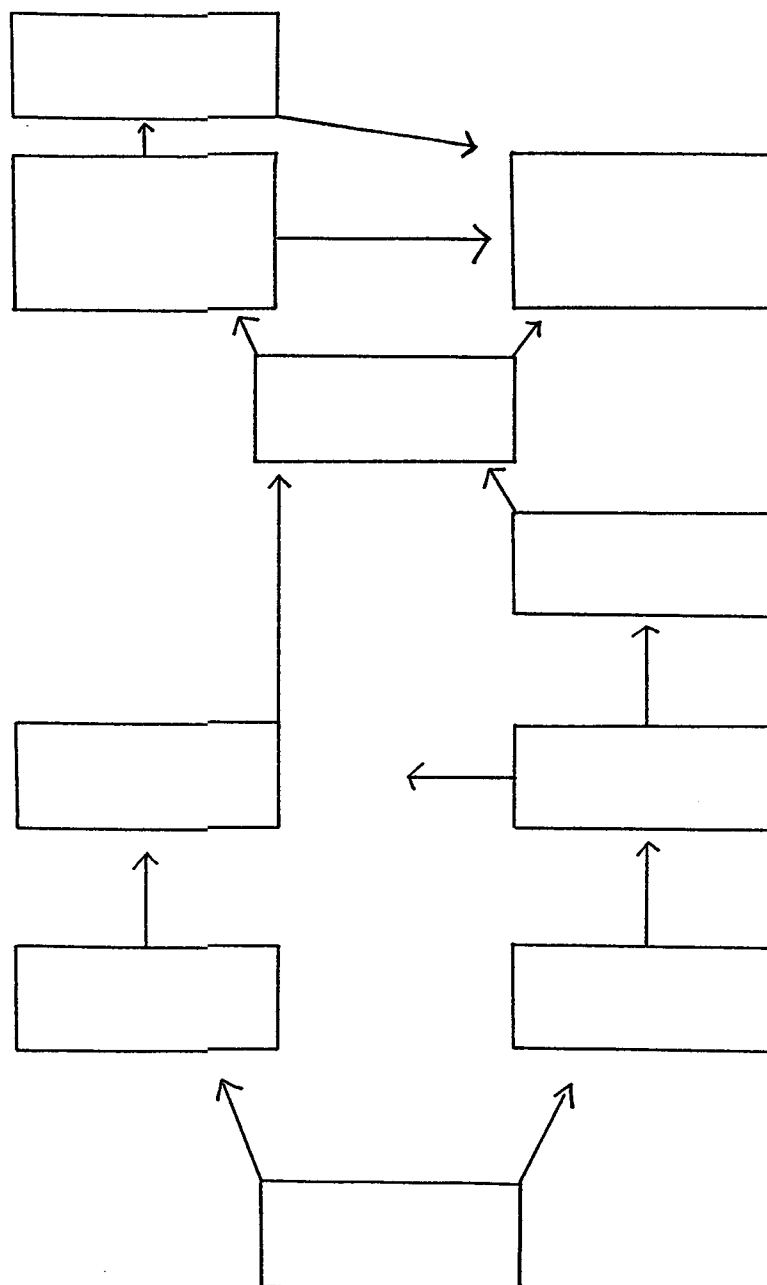
Working life & adult education





### 2.3.2 Mary's education, a task sheet

Fill in the different stages of education in Britain which you find at the bottom of the page.



nursery school    state primary school    16+ : GCSE examinations  
 state secondary school    university    private 'preparatory' school  
 private infant school    job    private secondary school  
 A-levels/technical qualifications

WORD LIST for '*Mary's education*'

a nursery school = 3-5 vuotiaitten lastentarha

a state primary school = valtion ala-aste (5-11 v.)

GCSE examinations = O-levels, peruskoulun päättökokeet

a state secondary school = yläaste ja lukio (11-16/18 v.)

a university = yliopisto

a private 'preparatory' school = yksityinen valmistava koulu (8-13 v.)

a job = työ

a private infant school = yksityinen esikoulu (5-8 v.)

A-levels = ylioppilastutkinto

technical qualifications = tekninen/ammattillinen koulutus (17-18 v.)

a private secondary school = yksityinen yläaste ja lukio (13-18 v.)

in reality. The studies were current and not only theoretical.” (Report 6)

**Extract 4**

“I got to know quite a lot of British students from all over the country. Those living in the campus were quite young, but with the right attitude it was possible to adopt to their still quite wild way of living! What astonished me was the fact that the university staff treated them like children who are not capable of doing any mature decisions by themselves.”

(Report 6)

**Extract 5**

“The library and its newspapers were very poor compared to those in Jyväskylä, but the computer facilities were very good. The students did not have an opportunity to use E-mail, but they told us too late (when we were leaving) that international students could have used it. I did not find bureaucracy flexible at all, either; at the university level it was amazingly low and rigid.” (Report 6)

**Extract 6**

“The previous name of the institution was ‘Bedford College of Higher Education’ and it had only recently been changed into a university. The difference between highly regarded universities (Oxbridge, Edinburgh, Liverpool, etc.) and those of ‘lesser value’ is somewhat obvious in UK, and needless to say ours in Bedford belonged to the latter category.” (Report 5)

**Extract 7**

“The working program I participated in was arranged by of the language schools in Bournemouth. Therefore all the students had also five lessons every week in this language school. Fortunately, I managed to talk myself into a literature course - the other courses were typical language courses and I don’t think that learning to conjugate irregular verbs would have been very useful to me. The literature course, in its turn, was quite good. Its perspective was not, of course, academic, but actually I found it refreshing for a change. During these ten weeks we dealt mostly plays and poetry. The selection of topics was wide; we covered both ‘classics’ and contemporary works, for example Macbeth, Under the Milk Wood by Dylan Thomas and Educating Rita by Willy Russell.” (Report 11)

### **2.3.4 First impressions on British education, a task sheet**

**Read through the extracts about the British educational system. After having read the extracts, discuss each extract and its content in your group. Try to sum up the main ideas in each extract and write them down in your task sheet.**

#### **Extract 1**

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#### **Extract 2**

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#### **Extract 3**

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#### **Extract 4**

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#### **Extract 5**

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#### **Extract 6**

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#### **Extract 7**

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## 2.4 Getting information about schools

**AIM:** *To offer pupils more information about the British school system and to encourage them to find authentic information through email exchange.*

**MATERIALS:** *A task sheet for each pupil, an information package about the school system in Great Britain for each pupil as well as a word list added to the package. In addition, material via email exchange with a British link school.*

**TIME:** *Preparation as homework, about two to three lessons, (2/3 x 45 minutes).*

**REMARK:** *Ask pupils to save the messages they receive from their British partners during email exchange as well as the messages they send to their British partners for later use.*

- 1) Make enough copies of the information package and ask pupils to acquaint themselves with the package as homework. Pupils should take the package with them to the first lesson.
- 2) Make enough copies of the task sheet for each pupil.
- 3) Divide the class *in pairs* or *in groups of three*.
- 4) Introduce the activity to pupils. First, divide the information package in parts: 1) *preschool and primary education*, 2) *secondary schools*, 3) *independent schools*, 4) *education and training after 16* and 5) *independent schools and universities*. Each pair or group is responsible for a part of the information package. They should collect the main points about their part of the package and share them with the rest of the group. Pupils may introduce their topics in Finnish.
- 5) Hand out the information packages to small groups. Tell pupils that they can use about 10-15 minutes for the activity.
- 6) When pupils have finished the activity, each pair or group should give *a brief presentation of the main points in their topic in Finnish*. Discussion.
- 7) Next, start the second phase of the activity.
- 8) Introduce the activity to pupils. Explain them that they should *choose one topic from the list of themes concerning the British school system*. Their task is to find information about the topic they choose with the help of email exchange with their British partner and possibly some other material. *Firstly*, they should gather information about the topic they choose, for example school subjects, in relation to the Finnish school system. They should offer information about their topic to their British partner. *Secondly*, their task is to ask for information from their British partner and find out for example what kind of school subjects there are in the British school system. *Finally*, they should save all the messages they send and receive during email exchange for later use.
- 9) Hand out the task sheet for each pupil. Ask them to get into those pairs in which they work during email exchange. Some pupils may work independently during the email exchange and thus they may work alone if they wish.
- 10) *Divide the topics to pairs or individual pupils*. Tell them that they should write their messages in note books before sending them.
- 11) When pupils have received replies from their British partners, they should *collect all their replies and sum up the main points presented in the messages*

*about their topic.*

**12)** Finally, the target task is to *write down a summary of the chosen topic* on the basis of the information gathered.

**13)** In conclusion, the teacher collects all the different presentations and designs *a leaflet on the British school system* which will be handed out to the class.

### **Bibliography**

*Britain 1998. An official handbook.* London: The Stationery Office.

## 2.4.1 The school system in Great Britain: an information package

All children in Britain up to the age of 16 must by law receive full-time education. Compulsory schooling begins at the age of four or five. Today, boys and girls are taught together in the majority of British schools. However, there still are schools for boys and girls only. Furthermore, nowadays about 93 per cent of pupils in Britain receive free education from public funds. The rest of the pupils attend fee-paying, independent schools, such as public schools. These schools are financed by parents.

### Preschool education

The schooling of a British child often begins in *nursery schools*. Over half of the three- to -four-year-olds go to nursery schools in primary schools. There are also special preschool playgroups organized by parents. These are thought to provide the children with social skills needed in school.

### Primary education

Compulsory education begins at five in Great Britain and at four in Northern Ireland. First, pupils attend *infant primary schools* or *departments* and at the age of seven pupils are transferred to separate *junior primary schools* or *departments*. Pupils are transferred from primary schools to secondary schools at the age of 11 or 12.

### Secondary schools

A majority of children aged 11 to 12 attend state secondary schooling in comprehensive schools. English and Welsh secondary schools can be of three type:

- 1) schools that take the age-range from 11 to 18,
- 2) *middle schools* whose pupils move on to senior comprehensive schools at 12/13 -14.
- 3) and schools that take the age-range from 11 or 12 to 16. These schools also have a *sixth-form* or a *tertiary college* for pupils over 16 who want to have both academic and vocational education.

To make the system of secondary schooling even more complex, there are also *grammar schools* and *secondary modern schools* to which state-educated pupils can be selected at the age of 11. In Scotland all the pupils attend comprehensive schools which begin at the age of 12 and last for six years. In Northern Ireland most pupils attend normal secondary schools but there are also grammar schools where pupils are selected on the basis of tests in English, maths and science.

Some secondary schools have become independent, maintained by grants. There are for instance 15 *city technology colleges* in England and Wales which are

financed by private sector sponsors and the government. These schools are often specialized in maths, technology and science. State secondary schools also include specialist schools such as *technology colleges*, *language colleges*, *arts colleges* and *sports colleges*. These are all in part financed by private sector.

At the age of 16 secondary school pupils take an examination leading to the *General Certificate of Secondary Education* (GCSE). After passing the examination, pupils can continue their studies to more advanced level and after two years of study, at the age of 18 or 19, they can take the *General Certificate of Education* (GCE) *Advanced* (A) level of examination.

### **Independent schools**

Independent schools are an alternative to state primary and secondary schools. They range from kindergartens to day and *boarding schools*. The school fees in independent schools may vary from around £300 per term for day pupils in a kindergarten to £3.500 per term for senior boarding school pupils. Independent schools for older pupils (from 11 to 19) are often called *public schools*.

### **Education and training after 16**

About 70 per cent of the 16-year-olds continue their studies, the rest of them choose the working life. Education after 16 can be divided into *further* and *higher* education. Further education is mainly vocational and covers courses up to GCE A level. Higher education covers courses at levels higher than GCE A level, which is a prerequisite to higher education. In further education colleges much of the study is work-related and many students in these colleges study part-time and work during the rest of the time. Further education colleges include for example colleges of art and design and agricultural colleges.

Today, one in three young people take part in higher education. The students finance their studies with the help of awards that cover tuition fees and a maintenance grant. Many students also take out a loan to pay their maintenance costs. From October 1998 students have to pay an annual tuition fee which will be about a quarter of the cost of the course they attend. In practice the sum will be up to £1.000 per year, depending on their parents' income.

### **Universities**

There are about 90 universities in Britain, including the Open University. Two of the oldest universities, Oxford and Cambridge, date from the 13th century. Most of the universities were founded in the 19th and 20th centuries. In 1992 polytechnics and some higher education colleges were allowed to take the title university. First degree courses (BA= Bachelor of Arts, Bsc= Bachelor of Science etc.) last for three years. However, medical and veterinary courses usually last for five years. If students continue their studies and take a second degree course, they become for example Masters of Art (MA) or Masters of Science (Msc).



WORD LIST for *"The school system in Great Britain, an information package"*

academic= akateeminen, yliopistollinen, teoreettinen  
 advanced= pitkälle ehtinyt, korkeampi (esim. tutkinto)  
 an agricultural college= maatalousoppilaitos  
 an arts college= taideoppilaitos  
 to attend= olla läsnä/ käydä jossakin  
 a boarding school= sisäoppilaitos  
 a city technology college= talous- ja teknologiaoppilaitos  
 a college of art and design= taide- ja muotoiluoppilaitos  
 compulsory= pakollinen  
 a department= osasto, -laitos  
 an examination= tutkinto, kuulustelu  
 fee-paying= maksullinen  
 a first degree course= alempi korkeakoulututkinto  
 to finance= hankkia pääomaa jollekin, rahoittaa  
 full-time= kokopäiväinen  
 further education= jatko-opinnot  
 a grant= avustus, apuraha, määräraha  
 a grammar school= oppikoulu  
 higher education= yliopistotason koulutus  
 an independent school= yksityiskoulu  
 an infant primary school= pikkulasten alkeiskoulu  
 income= tulo, tulot  
 a junior primary school= ala-asteen alaluokat  
 a kindergarten= lastentarha  
 to maintain= pitää yllä, huolehtia  
 medical= lääke-, lääketieteellinen  
 a nursery school= (3-5-vuotiaiden) lastentarha  
 part-time= osapäiväinen  
 a polytechnic= tekninen koulu/ opisto  
 preschool= esikoulu-  
 a public school= yksityinen sisäoppilaitosa school fee= koulumaksu  
 a second degree course= ylemmän asteen korkeakoulututkinto  
 a secondary school= vastaa yläastetta t. lukiota  
 a sixth-form= (Br koul) ylin luokka, päättöluokka  
 social skills= sosiaaliset taidot  
 tertiary= kolmannen vaiheen/asteen  
 a tuition fee= lukukausimaksu  
 a university= yliopisto  
 veterinary= eläinlääketieteen-  
 vocational= ammatillinen  
 work-related= käytäntöön liittyvä, käytäntöpainotteinen-

## **2.4.2 Getting information about school, a task sheet**

The idea of this activity is that you gather information on some topic related to the British and the Finnish school system. *Firstly*, you should choose a topic from the list below. *Secondly*, your task is to find information about the topic by utilizing email exchange with your British partner and possibly some other material.

- 1) Gather information about your topic and give your British partner information on your topic. You should give your British partner information on the Finnish school system.**
- 2) Ask for information on your topic from your British partner.**
- 3) Save all the messages you send and receive.**
- 4) Finally, collect all the replies from your British partner and sum up the main points in the messages.**
- 5) Prepare a presentation on your topic and write it down on a separate sheet of paper.**

### **A list of topics:**

- school food
- breaks 'välitunnit'
- school rules and regulations
- learning materials
- school subjects
- clubs/ freetime activities in your school
- school trips
- school terms

## 2.5 Analysis of a short-story

**AIM:** *To familiarize pupils with the variety of social and ethnic groups in British society.*

**MATERIALS:** *A copy of a novel including a word list, e.g. 'To Sir, With Love' by E.R. Braithwaite in Classen-Bauer (1989: 297-303). In addition, a task sheet for each pupil.*

**TIME:** *30-40 minutes.*

- 1) Make enough copies of the task sheet for each pupil.
- 2) Divide the class into three small groups .
- 3) Introduce the activity to pupils. Explain them that **each group** should find answers to **two questions**. *Group number one* is responsible for finding answers to questions a) and b). *Group number two* is responsible for finding answers to questions c) and d). Finally, *group number three* takes the responsibility for questions e) and f).
- 4) Hand out the task sheets for each pupil and tell them that they can use about 25 minutes for the activity.
- 5) When pupils have finished the activity, discuss their findings in brief. In the end, ask pupils about their overall comments to the short-story.

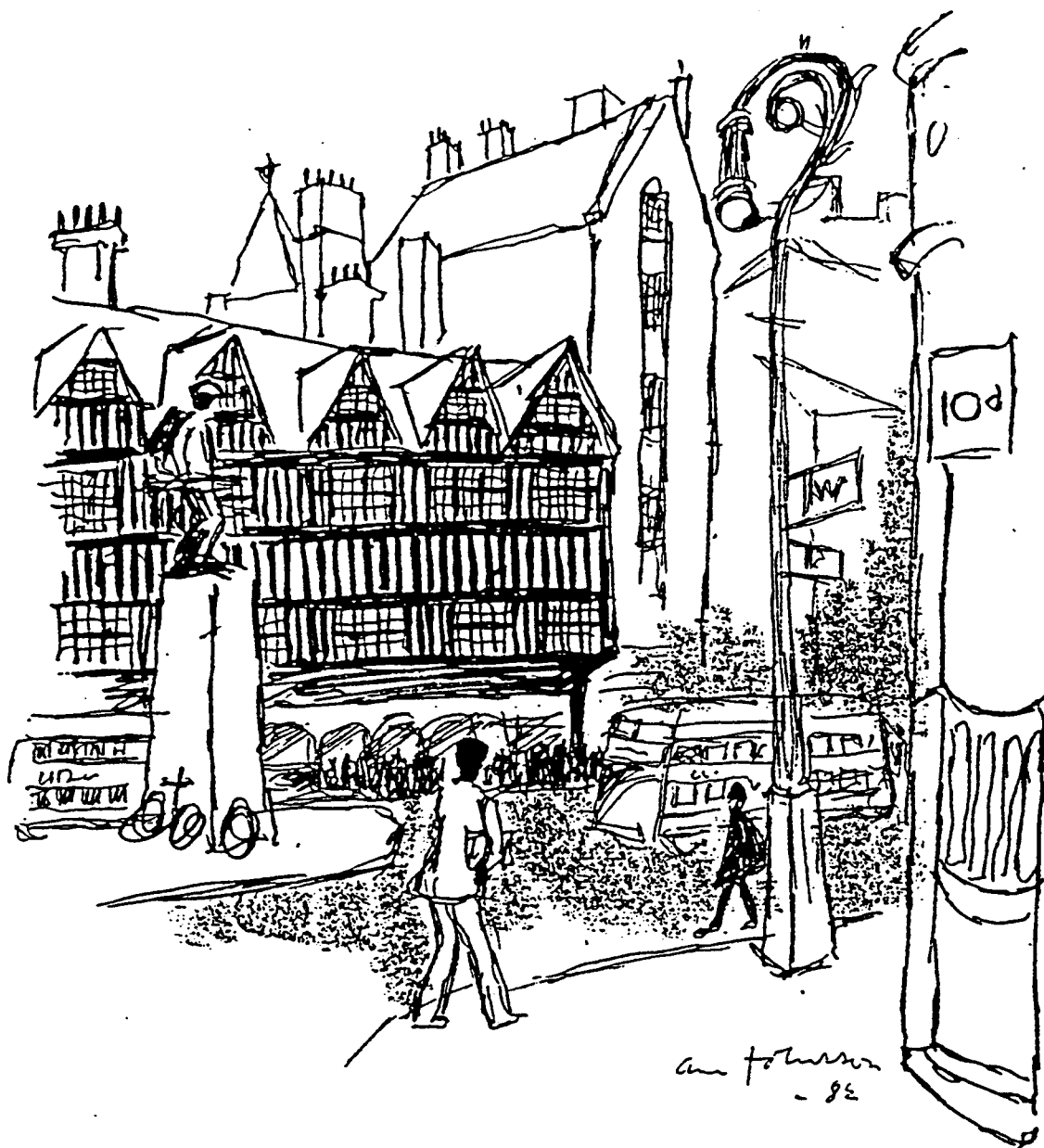
### Acknowledgement

This activity is an adaptation from 'a short-story analysis form' in Fountain, S. (1995: 120-122). *Education for development*. A teacher's resource for global learning. Bath: Hodder & Stoughton.

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## 2.5.1 To Sir, With Love



*(Inside London bus, slow-moving in traffic)*

**Braithwaite:** A warm May morning in 1948. The crowded London bus works its way through the traffic, taking charwomen and office-cleaners back to their homes in the East End; taking me to my first day in a new job - as a teacher at Greenslade Secondary School. Every seat on the bus is full, except the one next to me.

*(Bus stops and starts again)*

A slim, smartly-dressed woman gets on. Where can she be going, I wonder. She

looks up and down the bus, but remains standing in the gangway.

**Conductor:** Fares please! Any more fares please?

**Lady:** A three-penny, please.

**Conductor:** Seat here for you, lady.

**Lady:** No, thank you.

**Conductor:** No standing on the bus, lady.

**Braithwaite:** Of course, I know her type - I don't want a fuss; after three years I'm used to this kind of thing.

*(aloud)* Next stop, please.

*(Bell rings. Bus stops)*

So I had a longer walk than I expected that morning, through the streets of the East End: rows of poor houses, mean little shops, bomb sites still not cleared since the War. Smells and rubbish everywhere. Not quite the London I imagined, when I came to England from the West Indies, to join the R.A.F. And school-teaching was not the job I had planned for my future.

As a pilot in the R.A.F. during the War, I had been able to forget about my black skin. My blue uniform and the wings on my jacket seemed to make me welcome everywhere. But when I began to look for a job at the end of the War, things were different. I'm a trained engineer, so of course I began applying for jobs with engineering companies. I wrote application after application, was called to interview after interview, but the result was always the same. A look of surprise, and a polite - oh so polite - refusal.

**Secretary:** I'm sorry, Mr. Braithwaite - we did try to contact you - the post has been filled.

**Chairman:** Your qualifications are excellent, Mr. Braithwaite, but we are in a difficult position. Some of our English employees have been with us for a long time, and ...

**Braithwaite:** I knew what they meant. My black face was more important than my skill as an engineer.

So teaching was my last hope. I had no training as a teacher, but at that time there were not enough teachers in London, so my University degrees were enough.

Greenslade Secondary School, where I had been asked to go, was a big ugly brick building in one of the poorest parts of London's East End. Not a blade of grass, not a tree to be seen. The pupils came from the streets of dirty little houses nearby, many the sons and daughters of dock workers, often unemployed. In those days, even in secondary schools, each teacher had his own class, where he taught almost every subject, and I was given the top class, of fifteen-year-olds. This was not a special honour; I got this class simply because another teacher could not control them, and had left the school suddenly.

My first meeting with Class 4 was not encouraging. A class of 42, sitting in four straight rows of desks. 26 girls - young

women already, many of them - in tight sweaters and long clinging skirts; 16 boys in T-shirts and jeans, dirty and rough.

They received me in unfriendly silence, answered to their names with grunts of "ere" or "yeah". How should I begin? I tried to sound pleasant and friendly.

Good morning, Class 4. Now I do not know anything about you, or your abilities, so I will have to start from scratch.

The first lesson is English. I want to listen to you reading one by one. When I call your name, please read something from one of your English books. Er - Potter, will you read for us, please?

**Potter:** *(hesitant, struggling with long words)*

How that personage haunted my dreams, I need hardly tell you. I would see him in a thousand forms, and with a thousand diabolical expressions. To see him run and pursue me over hedge and ditch was the worst of nightmares ...

**Braithwaite:** They read badly, most of them; some were hardly able to make sense of what they were reading. One exception - a pretty, red-haired girl, cleaner and neater than most.

**Pamela:** ... It was Silver's voice, and, before I had heard a dozen words, I would not have shown myself for all the world, but lay there, trembling and listening, in the extreme of fear and curiosity.

**Braithwaite:** Your name again, please?

**Pamela:** Pamela Dare.

**Braithwaite:** You read well, Pamela Dare. As for the rest of you, I am not sure whether you are reading badly on purpose, or are unable to understand your own language. However, perhaps we shall improve this in time.

*(Bell for end of lesson)*

**Braithwaite:** Right. I'll see you again after the break. Lead out quietly.

*(Class breaking up)*

**Braithwaite:** It had not been a good beginning. The class had listened to me resentfully, and I guessed that sooner or later I would have real trouble with some of them.

I did not have long to wait. The next day the "noisy" treatment began. At any time, but especially when I was talking to the class, trying to explain something, or when I was reading to them, a desk lid would fall with a

sudden crash, or a pile of books would be knocked to the floor, or someone would shout across the class:

*(Classroom)*

Jane: Here, teacher! I can't understand these sums. They're too bleeding hard!

Braithwaite: *(quiet but angry)* Tell me, Jane Purcell, do you use such words when you are speaking to your father?

Jane: You're not my bleeding father!

Potter: 'Course he ain't! Bloody cheek!

Braithwaite: I had no answer to her vicious tone, no answer to the crude language and behaviour of the rest of the class. Something had to be done.

*(Aloud)* Silence! No, Miss Purcell, I'm not your father, but I am your teacher, and I want to tell you - all of you - something of my plans for this class. When I have finished, I shall ask you to give your views also.

My job is to teach you, and I shall do my best to be as interesting as possible, but you also have a part to play. Most of you will be leaving school this year. That means you will very soon be adults. From now on I have decided that you will be treated, not as children, but as young men and women - by me, and by each other. You will address me as "Mr. Braithwaite", or "Sir". The young ladies in the class will be addressed as "Miss", and the young men will be addressed by their surnames.

Potter: *(rudely)* Why should we call 'em Miss? We know 'em.

Braithwaite: What's your name?

Potter: Potter.

Braithwaite: I beg your pardon?

Potter: Potter *(pause)*, Sir.

Braithwaite: Thank you, Potter. Now, is there any one of these young ladies who doesn't deserve to be called "Miss"?

Potter: Well - er - no, Sir, but ...

Braithwaite: Very well. Now, I have some points about general behaviour. You must remember that you are the top class, and you must set standards for the younger pupils. You must try to be top in good manners and work. I shall help you to do so, because I think that you have a good chance of becoming a fine class, perhaps the best this school has ever had. Now, what have you to say?

Strangely enough, there was no argument. The idea of being treated as adults seemed to please them, and after a few early difficulties things began to work well.

As the days went by, my relationship with the class improved. They became much more polite, and began to take more care with the way they looked. Some of them were very intelligent: Pamela Dare, Potter, Jackson. After lessons we had long discussions, when they asked me about myself - my birth in British Guyana, and my war service.

Not all of them, of course. A few were still very unfriendly, especially a big, strong boy called Denham, whose hobby was boxing. He and his friends were as dirty and rough as ever, and lost no opportunity of trying to make a fool of me, or, as they put it, "taking the mickey out of me".

Once or twice I "put him in his place" in class, and Denham and his friends worked out a little plan to get at me. On Thursday afternoon I noticed that the boys seemed unusually excited when I took them down to the gym for the usual P.T. lesson. They changed quickly and came into the gym, barefoot and wearing only blue shorts, except for one - Sapiano, whose arm was bandaged.

*(Gymnasium)*

Braithwaite: Right. Line up in the centre, will you?

Denham: Please, Sir.

Braithwaite: Yes, Denham, what is it?

Denham: Can't we have boxing first today, please Sir?

Braithwaite: Why, Denham?

Denham: Oh, nothing, Sir, just felt we'd like to have a bit of a change, Sir.

Braithwaite: Oh, very well. Get yourselves into pairs according to size.

Denham: Oh, please, Sir. Sapiano's my partner, and he's hurt his arm. Will you have a go with me yourself, Sir?

Braithwaite: I saw the plan. All the boys were silent, watching me.

*(Aloud)* No, Denham, I think you'll have to miss it for today.

Denham: *(derisively)* Oh,, I see! We all see, don't we, boys?

Braithwaite: O.K. then, if you really want to - let's go!

*(Noises of boxing - punches, heavy breathing)*

**Braithwalte:** It soon became clear that Denham was a good boxer, fast and skilful. I tried to parry as best I could - all I wanted to do was ride this out till I could reasonably stop it. Suddenly Denham hit me in the face. It hurt. I could feel blood in my mouth. I was suddenly angry. As Denham rushed in again, I hit him once, a hard blow in the solar plexus. He doubled up at once, and collapsed on the floor. Potter and the others rushed in to help him.

No, no, leave him where he is, and line up quickly. Clarke, collect up the boxing gloves and put them in the box.

*(quietly)* Now then, Denham my lad, you sit down here for a bit; you'll be all right in a minute or two. That was just a lucky punch - no harm meant. O.K.?

**Denham:** *(shaky but respectful)* Yes, Sir. O.K., Sir.

**Braithwalte:** From that moment my relationship with the class improved. Denham's attitude changed, and so did that of his friends. They could still be cheeky at times, but now there was no ill-feeling about it.

At the same time I noticed how my feelings were changing. Instead of fearing each day, I found myself looking forward to teaching the class, to learning more about them all. It became a pleasure to be with them, to understand their difficulties, to awaken their interest in many subjects in and out of school. One day, against the advice of the Headmaster and the other teachers, I took Class 4 - all 42 of them - on an outing to the British Museum. This was the first such outing they had ever had. They all behaved perfectly, and there was a surprise for me the next day, when I walked into the classroom. The children were all sitting quietly in their places, and in the centre of my table was a vase, in which was neatly arranged a bunch of flowers. I turned to look at their smiling faces, and said, with a full heart, "Thank you, all of you".

So the term went by. One of the high spots was the Student Council on November 15th, a day arranged and controlled by the pupils themselves. I watched my class as they prepared for this day, and I was pleased by the business-like way they set about it. On the day itself the whole school met in the As-



sembly Hall, and each class presented a report on the term's work and activities. There was no doubt that Class 4 was the top class in every way. I was proud of them, and pleased to notice the astonished look on the faces of some of the other teachers. They could hardly believe that this was the class they had always found to be so difficult.

Not every day was quite so happy. One day early in December a sad thing happened which showed me a new side of my class. Only one boy in Class 4 was "coloured". Seales had a black father, though his mother was white. One morning Seales was not in his place, and when he did arrive, he walked quickly to my table.

Seales: Sorry I can't stay, Sir, but my mother died this morning, and I'm helping my Dad with things.

Braithwaite: With these words he burst into tears. I comforted him as best I could, and sent him home. Seales was a popular boy, and the class were clearly very shocked.

That afternoon Potter stood up:

Potter: Sir, we're gonna have a collection, to get some flowers for Seales' mum - for her funeral, Sir.

Braithwaite: That's a very good idea, Potter. I should like to give some money towards it too, if I may.

Potter: Yes, Sir, we'd like that. We thought we'd order some flowers from the shop in Commercial Road.

Braithwaite: I'm sure Seales will be pleased. Who will take it over to his house? *(pause)*

What's the matter with you? What's suddenly so difficult?

Jane: We can't take the flowers, Sir.

Braithwaite: What do you mean, Miss Purcell? Why can't you take them?

Jane: *(reluctantly)* Well, it's what people would say if they saw us going to a coloured person's home.

Braithwaite: *(hurt and disappointed)* I see, because Seales' father is black, you can't treat him like other people.

Jane: I don't think you understand, Sir. We've nothing against Seales. We like him, honestly we do, but if one of us girls was seen going to his house, you can imagine what people would say. We'd be accused of all sorts of things.

Braithwaite: Thank you for making that so clear, Miss Purcell. Well, what about the boys then?

Boys: *(embarrassed grunts)*

Pamela: I'll take them.

Braithwaite: Miss Dare! Why should you be the one? Aren't you afraid of what people might say about you?

Pamela: No, Sir, I don't care. After all, I've known Larry, I mean Seales, since we were five.

Braithwaite: Thank you, Miss Dare. The funeral is at 10 o'clock on Saturday morning. Perhaps I'll see you there.

On Saturday morning I caught my usual bus, and sat alone on the top deck, as far from white people as I could. I was more shaken by what had happened than I can explain. I had given all I could to those children, but it had been of no use. In the end they made the same old excuses as their fathers and grandfathers: "I've got nothing against him personally, but ..."

I got off the bus and walked towards Priddle Street, where Seales lived. As I turned into the narrow street I could see a small group of neighbours outside the house.

And then I stopped, feeling suddenly alive again. Tears sprang to my eyes, for there, standing in a close group, were my class, my children - all, or nearly all of them, dressed in their best clothes.

I hurried over to be with them, and they welcomed me silently. O God, forgive me for the thoughts, because I love them, the bastards - I love them.

The last week of term brought the School Christmas Party. The dining hall was made pretty with coloured paper chains and balloons, and all the girls wore their nicest dresses. As I went down the hall, I met Pamela Dare in the corridor.

*(Dance music)*

Pamela: Please, Sir, will you have a dance with me tonight?

Braithwaite: Of course, Miss Dare, with you sure.

Pamela: *(laughs)* Oh, thank you, Sir; a special record for you. You promise?

Braithwaite: Yes, Miss Dare, I promise.

Pamela: And Sir!

Braithwaite: Yes?

Pamela: Will you call me Pamela, just for the evening?



**Bralthwaite:** Of course, Pamela ...

**Bralthwaite:** We had our dance, and I was proud and happy to be the partner of the beautiful, grown-up Pamela Dare.

Next morning, Friday, was the last day of term. I thought how quickly time had passed since the first time I sat there. In only eight months I had come to know them all so well, to like them as individuals. And after today, most of them would be leaving school, and going their different ways. Would they remember their «Darkie» teacher, and the things he had tried to teach them? Suddenly Potter stood up.

**Potter:** Sir, I, that is, we want to tell you how grateful we are for all you have done for us. We know it couldn't have been too easy for you, what with one thing and another - but you kept going. We think we are much better people for having had you as a teacher. We liked best the way you always talked to us, you know, not like silly kids, but like grown-ups and that. You've been good to

us, Sir, and we'd like you to accept a small present to remember us by.

**Bralthwaite:** Here Potter signalled to Pamela Dare, and sat down amidst a burst of cheering.

Pamela stood up, with a large, beautifully-wrapped parcel in her hand, and walked towards me. I took it from her, and she suddenly turned and ran back to her seat, to hide her face behind the lid of her desk. At the moment when she so wanted to be a grown-up, she had suddenly become a child again.

As I was thanking them, the door opened, and the Headmaster came in. He had heard the noise of the cheering. Together we looked at the large parcel, and the card, on which was written: TO SIR, WITH LOVE, and underneath, the signatures of all of them.

The Headmaster looked at me, and smiled. And I looked over his shoulder at them - my children.



WORD LIST for '*To Sir With Love*'

## Page 1:

crowded = täpötäysi  
 to work one's way = raivata tiensä  
 a charwoman = (laitos)siivooja  
 a secondary school = yläaste (ja lukio)  
 a seat = istuin, paikka  
 slim = hoikka  
 remain = jäädä, pysyä  
 a gangway = käytävä  
 a fare = matkalipun hinta, kuljetustaksa  
 'do not want fuss' = ei halua tehdä turhaa numeroa  
 to be used to = olla tottunut jhkkn

## Page 2:

to expect = olettaa  
 mean = viheliäinen  
 a bomb site = pommitettu tontti  
 R.A.F = The Royal Air Force, lennosto  
 wings = sotilaan lentomerkit  
 a trained engineer = insinöörin koulutuksen saanut  
 to apply for jobs = hakea työpaikkoja  
 an engineering company = insinööritoimisto  
 an application = hakemus  
 a refusal = kieltä, kieltäytyminen  
 to fill a post = täyttää työpaikka, virka  
 qualifications = suositukset  
 a position = asema  
 an employee = työntekijä  
 an university degree = yliopistollinen arvosana  
 a blade = korsi  
 a dock worker = telakkatyöläinen  
 unemployed = työtön  
 an honour = kunnia  
 to control = hallita  
 encouraging = rohkaiseva  
 a row = rivi, jono  
 clinging = vartalonmukainen  
 rough = karski  
 to recite = ottaa vastaan  
 a grunt = murahdus  
 pleasant = miellyttävä  
 to start from scratch = alkaa alusta/tyhjästä  
 hesitant = epäröivä  
 to struggle = (yrittää kovasti), kamppailla  
 a personage = ihminen, henkilö  
 to haunt = kummitella, kiusata  
 diabolical = pirullinen  
 an expression = ilme  
 to pursue = ajaa takaa  
 a hedge = muuri, aita  
 a ditch = oja  
 to make sense = ymmärtää  
 an exception = poikkeus  
 to lay = maata

trembling = vavisten  
 'in the extreme of fear and curiosity' = hyvin peloissaan ja uteliaana  
 on purpose = tarkoituksella  
 to improve = parantaa  
 a break = välitunti  
 to lead out = aloittaa  
 resentfully = vihaisesti  
 to have trouble = saada ongelmia  
 a treatment = kohtelu  
 a desk lid = pulpetin kansi

### Page 3:

a crash = rysähdys  
 'to be knocked to the floor' = tulla tönäistyksi lattialle  
 a sum = laskutehtävä  
 bleeding = pahuksen  
 bloody cheek! = röyhkeää käytöstä!  
 a vicious tone = häijy äänensävy  
 crude = raaka  
 a view = mielipide  
 to have a part to play = olla osuus jsskn  
 to treat = kohdella  
 a surname = sukunimi  
 rudely = epäkohteliaasti  
 'em = them  
 to deserve = ansaita  
 a point = näkökulma, asia  
 to set standards = olla esimerkkinä  
 good manners = hyvät käytöstapa  
 to improve = parantaa  
 polite = kohtelias  
 'to take care more with the way they looked' = pitää tarkempaa huolta ulkonäöstään  
 a discussion = keskustelu  
 war service = palvelus sotilaana  
 boxing = nyrkkeily  
 a fool = hölmö  
 'to put him into his place' = antaa hänelle kurinpalautusta  
 to work out = suunnitella  
 to get at s-g = pitää pilkkanaan  
 a gym = liikuntasali  
 a P. T. lesson = liikuntatunti  
 barefoot = paljain jaloin  
 to be bandaged = olla käärittynä siteisiin  
 to line up = muodostaa rivi/jono  
 'according to size' = koon mukaan  
 a partner = pari  
 to miss = jättää välistä

### Page 4:

a punch = nyrkinisku  
 skillful = taitava  
 to parry = väistää  
 to ride out = selviytyä jstkn  
 a blow = isku  
 solar plexus = vatsanseutu, sydänala  
 to double up = käpertyä kokoon

'my lad' = 'poikaseni'  
 a lucky punch = 'hyvä lyönti sattumalta, vahingossa'  
 respectful = kunnioittava  
 cheeky = nenäkäs  
 to awaken = herättää  
 an interest = harrastus, kiinnostuksen kohde  
 advice = neuvo  
 an outing = retki  
 a vase = maljakko  
 neatly = nätisti, siististi  
 'with a full heart' = täydestä sydäimestä  
 a term = lukukausi  
 a high spot = kohokohta  
 the Student Council = oppilaiden järjestämä tilaisuus, 'vanhempainilta'  
 a businesslike way = kuten ammattilainen  
 to set about = ryhtyä jhkkn

#### Page 5:

Assembly Hall = kokoontumistila, kokoussali  
 astonished = hämmästynyt  
 hardly = tuskin  
 to find = olla jtkn mieltä  
 coloured = mulatti, 'värillinen'  
 to comfort = lohduttaa  
 popular = suosittu  
 to stand up = nousta seisomaan  
 a collection = keräys  
 to take over = toimittaa (kukkalähetys)  
 reluctantly = haluttomasti  
 disappointed = pettynyt  
 to treat = kohdella  
 to imagine = kuvitella  
 to be accused of s-g = olla syytettynä jstkn  
 embarrassed = nolostunut  
 on the top deck = toisessa kerroksessa  
 'it had been of no use' = 'siitä ei ollut ollut mitään hyötyä'  
 an excuse = tekosyy  
 narrow = kapea  
 to spring = kihota  
 a bastard = roisto  
 a dining hall = ruokasali  
 a chain = ketju  
 a corridor = käytävä  
 sure = varmasti  
 a special record = ennätys

#### Page 6:

grown-up = täysikasvuinen  
 an individual = yksilö  
 grateful = kiitollinen  
 to keep going = jatkaa  
 to accept = hyväksyä, ottaa vastaan  
 to signal = antaa merkki  
 'amidst a burst of cheering' = 'kannustusten saattamana'  
 wrapped = paketoitu  
 a parcel = paketti  
 underneath = alapuolella

## 2.5.2 Analysis of a short-story, a task sheet

Read through the short-story and think about possible answers for the questions below. First, mark the title of the short-story and the name of the author in the lines below.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

<b>Question</b>	<b><i>Black people</i></b>	<b><i>White people</i></b>	<b><i>Other ethnic groups</i></b>
<b><i>a) Who is/ are the main character(s)?</i></b>			
<b><i>b) What kind of roles do the different characters have? List the roles in relation to different ethnic groups.</i></b>			
<b><i>c) Is there a problem(s) in the short-story? List the problem(s) in relation to different ethnic groups.</i></b>			
<b><i>d) How do different groups solve their problem(s)? List solutions under the appropriate title.</i></b>			

<i>e) Who is in charge of solving the problem(s) in your opinion? Give reasons.</i>			
<i>f) What comments do you have about this short-story? Discuss.</i>			

## 2.6 Social groups

**AIM:** *To offer pupils an opportunity to observe differences between social and ethnic groups in British society and the way in which social groups affect people's lives. To compare social and ethnic groups in Britain and in Finland.*

**MATERIALS:** *Song lyrics, a picture collage, film sequences, Finnish students' reports. English-Finnish dictionaries.*

**TIME:** *This unit can take about two lessons (2x45 minutes).*

**REMARK:** *First make sure that pupils understand what is meant by 'social' and 'ethnic groups' by asking them to form their own definition.*

### 2.6.1 A picture collage and song lyrics

**AIM:** *To sensitise pupils to observe the various social and ethnic groups in British society and to provoke discussion, to compare social and ethnic groups in Britain and in Finland.*

**MATERIALS:** *A task sheet, PHASE 3 collage, a song by Phil Collins called Another Day in Paradise.*

**TIME:** *About 20 minutes.*

**REMARK:** *Any British song with a social aspect can be used in this activity.*

1) Make enough copies of the task sheet, the song lyrics and PHASE 3 collage to be handed out to each pupil.

2) Divide the class into groups of *three to four*.

3) Introduce the activity to pupils. Explain them that they should, *firstly*, study the PHASE 3 collage about British people from different social and ethnic backgrounds. *Secondly*, they should discuss the collage with the help of questions:  
- *What do you see in the pictures, what is the situation?*

- *How do the things you see in the picture differ from those in Finland?*

Finally, the teacher can ask pupils to sum up the main points they have observed in the collage and to think about how the situation in Britain differs from that in Finland.

4) Hand out the PHASE 3 collage and the task sheet to each pupil. Tell them that they can use about 10 minutes for the activity.

5) When pupils have finished the activity the teacher can conclude the discussion by asking the pupils to sum up the main points and compare the situation in Britain and in Finland.

6) Hand out the song lyrics to each pupil. Tell them that they are going to listen to a song by Phil Collins called 'Another Day in Paradise'. Pupils' task is to listen, read through the song lyrics and think about the theme of the song.

7) Finally, the teacher can ask pupils to tell about the theme of the song:

- *What is Phil Collins trying to say with this song? What does the title of the song refer to?*

#### Acknowledgement

This activity is in part modified from 'asking questions about picture' activities in Heusinkveld, P. (1985). The foreign language classroom: a forum for understanding cultural stereotypes. *Foreign Language Annals* 18, No 4, 321-325.

## 2.6.2 Another Day in Paradise, a task sheet

**Read through the lyrics, listen to the song and try to think about the theme of the song. First, take a look at the list of words.**

### Another Day in Paradise

She calls out to the man on the street,  
"Sir, can you help me?"  
"It's cold, and I've nowhere to sleep,  
is there somewhere you can tell me?"

He walks on, doesn't look back,  
he pretends he can't hear her.  
Starts to whistle as he crosses the street,  
seems embarrassed to be there.

Oh, think twice, it's another day for  
you and me in paradise.  
Oh, think twice, it's just another day for you,  
you and me in paradise.

She calls out to the man on the street,  
he can see she's been crying,  
she's got blisters on the soles of her feet,  
she can't walk, but she's trying.

Oh, think twice...

Oh Lord, is there nothing more anybody can do  
Oh Lord, there must be something you can say  
You can tell from the lines on her face,  
you can see that she's been there,  
probably been moved on from every place  
'cos she didn't fit in there.

Oh, think twice...

Phil Collins (1989). *But seriously*. Phillip Collins / Hit and Run Music Publishing.



WORD LIST for '*Another Day in Paradise*'

to pretend = teeskennellä

to whistle = vihellellä

embarrassed = hämmentynyt, vaivautunut, nolo

twice = kahdesti

a blister = rakko, rakkula

a sole = jalkapohja

a line = viiva, ryppy, uurre, juonne

to fit in = sopia joukkoon (yhteen muiden kanssa)

### 2.6.3 Film sequences

**AIM:** *To offer pupils more information about social hierarchy in Britain by showing them two film sequences.*

**MATERIALS:** *A film sequence, for example 'The Remains of the Day' and an appropriate episode in a TV series 'Jeeves and Wooster'. A transparency with an introduction and questions.*

**TIME:** *20-25 minutes.*

- 1) Prepare the sequences (about 5-10 minutes per sequence). Make a copy of the transparency sheet.
- 2) Introduce the activity to pupils. Explain them that you will show them two sequences showing evidence of social hierarchy in Britain. First, *give them a brief introduction* to the sequences, e.g. main characters, actors, theme. Next, *ask the pupils to get prepared to pay attention to how people are treated in different social groups*. Show them the transparency with comprehension questions.
- 3) Watch the sequences.
- 4) Discuss the sequences on the basis of the questions.

### 2.6.3.1 Film sequences, a transparency sheet

#### *The Remains of the Day*

(Pitkän päivän ilta)

- \* Based on a novel by Kazuo Ishiguro
- a Booker Prize winner 1989
- \* The main roles:
  - a butler = Sir Anthony Hopkins
  - a housekeeper = Emma Thompson
- \* The film describes the period before the 1930s in England
- \* The theme:
  - a servant's loyalty to his master
  - suppressing one's personal needs and feelings
  - relations between the master and his servants

#### *Jeeves and Wooster*

- \* based on novels by P.D. Woodhouse
- \* The main roles:
  - Bertie Wooster, an upper-class gentleman and good-for- nothing
  - Jeeves, Bertie's clever man servant
- \* The theme:
  - a parody about the relationships between the master and his "servant"
  - complex personal relationships; how to behave in a respectable manner but to remain free from duties and obligations.

#### QUESTIONS:

- \* Compare the relationships between the master and his servants in the two sequences. What is similar and what is different?
- \* Can you name any situations in which the differences between the master and the servant are obvious?



## 2.6.4 Cultural plurality

**AIM:** *To provide pupils with an opportunity to discuss and analyze experiences on the various social groups as well as the cultural plurality evident in Britain. Secondly, the idea is to compare British society and its social groupings with those in Finland.*

**MATERIALS:** *A task sheet for each pupil, extracts from Finnish students' reports. English-Finnish dictionaries.*

**TIME:** *20-25 minutes.*

- 1) Make enough copies of the task sheet to be handed out to each pupil. Copy the extracts for groups of *three* to *four*, one copy of the extracts per each group.
- 2) Divide the class into groups.
- 3) Introduce the activity to pupils. Explain them that they should, *firstly*, read through the extracts and, *secondly*, discuss the experiences on social groups and cultural plurality in Britain presented in these extracts in groups. They should try to sum up the main ideas in each extract and write them down on the task sheets. Finally, pupils may share their own experiences on British society in groups. In addition, they could try and contrast British society and its social groupings with those in Finland.
- 4) Hand out the task sheet to each pupil and give extracts for each group. Tell them that they can use about 20-25 minutes for the activity.
- 5) When pupils have finished the activity, the teacher can conclude the discussion by summing up the main points presented in the extracts.

### **Bibliography**

Extracts from Finnish students' reports from the beginning of the 1990s.

mind. I could say that the whole culture was very pluralistic. People were interested in other cultures and the values of other cultures. I myself, for instance, had to explain many times what I thought about the religion of Islam, the situation of Northern Ireland or Black people. At this time a friend of mine was working in the northern part of London. That area is inhabited mainly by Jewish people. My friend had strict rules about, for instance, what kind of clothes she was allowed to wear. The atmosphere of these two areas was quite different.” (Report 4)

#### **Extract 5**

”The English class division became very familiar to me, even though I only spent one summer there. In England it is hard for a person to climb the social ladder, even if he or she earned well. Good education or money does not guarantee a high social status. It is of course possible that a person moves to a better residential area and does everything that people from the upper class do, if he or she can afford it. However, this does not bring you an upper class status. Those who belong to the working class can educate themselves and gain success in their lives. Moreover, you can always heighten your social status and reach a middle class or an upper middle class position - but not any further.

The parents of my family had reached a higher income level through education and especially the mother had climbed the social ladder from the lower working class all the way up to the upper middle class. Their son went to public school in which most of the children had an upper class background. Nevertheless, there were also children whose parents came from the lower social classes. The one thing common to all those who came from lower social classes there was high income.” (Report 8)

#### **Extract 6**

”In England you can often tell a person’s social background from the way in which he or she talks. Despite the fact that the mother in my family was well educated you could still detect a Manchester accent in her speech, even though it had also been influenced by Oxford English. Some people try to get rid of their working class accent with the help of pronunciation courses, so that they could hide their background. The house where my family lived was under renovation the whole summer and the workers spoke Cockney. It was sometimes difficult to understand their speech, but still I learned the basic terms. For example all the women, myself included, were called ’love’.” (Report 8)

### **2.6.4.2 Social groups and cultural plurality in Britain, a task sheet**

**Read through the extracts from the Finnish students' reports and analyze the experiences on different social and cultural groups in Britain. After having read the extracts, discuss each extract and its content in group. Try to sum up the main ideas in each extract and write them down on your task sheet. Finally, you can compare experiences on British social and cultural groups to those in Finland.**

#### **Extract 1**

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#### **Extract 2**

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#### **Extract 3**

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#### **Extract 4**

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#### **Extract 5**

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#### **Extract 6**

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## 2.7 British cuisine

**AIM:** *To introduce pupils with stereotypical views on British cuisine.*

**MATERIALS:** *A task sheet including the text 'British cuisine' for each pupil. A video sequence describing British cuisine, e.g. Fish and chips, pies, Sunday lunch or English breakfast. Good bits can be found for example in BBC Essential English Guide to Britain (1990). London: BBC English, and in People and Places: British Life and Culture for Students of English, episode 4 (1990). London: BBC English.*

**TIME:** *25-30 minutes.*

**REMARK:** *Ask pupils to make use of the word list added to the text. Alternatively, you can let pupils choose between the text and the recipe activity.*

- 1) Make enough copies of the task sheet for each pupil. Prepare a video sequence on British cuisine as an introduction to the activity.
- 2) Introduce the activity to pupils. Ask your pupils opinions about British cuisine and what they know about British cuisine in general. Explain them that you will show them a video sequence describing a traditional British dish or meal.
- 3) Watch the video sequence. Discuss what you have seen briefly. If you have tasted the dish/meal in question, tell pupils how you find it. Furthermore, you can ask pupils to share their possible experiences on British cuisine.
- 4) Introduce the next step of the activity. Explain pupils that their task is *to read through a text* describing generalizations about British cuisine and try to answer the questions about the text. They should *write down their answers* in their note books.
- 5) Hand out the task sheet for each pupil. Tell them that they can use about 15-20 minutes for the activity.
- 6) When pupils have finished the activity, discuss the questions and answers together.

### Bibliography

The text without headline by Soars, J. & L. Soars (1991: 26). *Headaway, student's book, intermediate*. 16th impression. Oxford: Oxford University Press. Recipes by Boyd, L. (ed.). (1977: 105, 262, 291, 313, 317, 365, 404, 469, 471). *British cookery, A complete cuide to culinary practice in the British Isles*. Revised edition. London: Croom Helm.

## 2.7.1 British cuisine, a task sheet

Read through the text about British cuisine and try to find answers to the questions below.

- \* *How do foreign people describe English food?*
- \* *Do the visitors have a realistic picture of the British cuisine?*
- \* *What kind of a theory does the writer have about English food?*
- \* *Why does the writer claim that there is not a tradition of eating in restaurants in Britain?*
- \* *You can find many ethnic restaurants in Britain. Name at least three.*

"I am always both amused and annoyed when I hear foreign people criticize English food. 'It's unimaginative' they say. 'It's boring, tasteless, it's chips with everything and totally overcooked vegetables.' 'It's unambitious,' say the French, 'all you do is roasts with jam.' (We eat apple sauce with pork.) That's the bit they find really shocking, but then the French are easily shocked by things that aren't French.

When I ask these visitors where they have experienced English cooking, I am astonished by their reply. 'In Wimpy Bars and MacDonalds Hamburger restaurants,' they often say. I have won my case. Their conclusions are inexcusable.

I have a theory about English cooking, and I was interested to read that several famous cookery writers agree with me. My theory is this. Our basic ingredients, when fresh, are so full of flavour that we haven't had to invent sauces and complex recipes to disguise their natural taste. What can compare with fresh peas or new potatoes just boiled (not overboiled) and served with butter? Why drown spring lamb in wine or cream or yoghurt and spices, when with just one or two herbs it is absolutely delicious?

It is interesting to speculate what part factors such as geography and climate play in the creation of a country's food. We complain about our wet and changeable weather, but it is the rain which gives us our rich soil and green grass. 'Abroad,' says Jane Grigson, 'poor soils meant more searching for food, more discovery, more invention, whereas our ancestors sat down to plenty without having to take trouble.'

If you ask foreigners to name some typically English dishes, they will probably say 'Fish and chips' and then stop. It is disappointing, but true, that there is no tradition in England of eating in restaurants, because our food doesn't lend itself to such preparation. English cooking is found in the home, where it is possible to time the dishes to perfection. So it is difficult to find a good English restaurant with reasonable prices.



It is for these reasons that we haven't exported our dishes, but we have imported a surprising number from all over the world. In most cities in Britain you'll find Indian, Chinese, French and Italian restaurants. In London you'll also find Indonesian, Iranian, German, Spanish, Mexican, Greek...Cynics will say that this is because we have no 'cuisine' ourselves, but, well, you know what I think!



WORD LIST for '*British cuisine*'

amused = huvittunut  
 annoyed = ärsyyntynyt  
 unimaginative = mielikuvitukseton  
 unambitious = kunnianhimoton  
 a roast = paisti  
 pork = sianliha  
 to be astonished = olla hämmästynyt jstkn  
 a reply = vastaus  
 inexcusable = anteeksiantamaton  
 an ingredient = ainesosa  
 a flavour = maku  
 to disguise = naamioda  
 to play a role = esittää roolia, vaikuttaa  
 changeable = epävakainen  
 soil = maaperä  
 a discovery = löytö, löydös  
 an invention = keksintö  
 an ancestor = esi-isä  
 a dish = ruokalaji  
 disappointing = pettymyksen aiheuttava, ikävä  
 to lend oneself to s-g = soveltua jhnkn  
 preparation = valmistelu  
 to time = ajoittaa  
 reasonable = kohtuullinen  
 to export = viedä maasta  
 a cynic = kyynikkö  
 cuisine= keittiö, keittotaito

## 2.7.2.1 Traditional British recipes, a task sheet

Choose *one* of the recipes below and *translate it into Finnish* briefly.

### Custard Dish, Old Scots Style (8 portions) H Scotland

¼ pt milk  
5 fl oz double cream  
8 egg yolks  
3 oz sugar  
½ pt whipped cream  
Garnish: glacé cherries and angelica or  
red and green crystallised fruits

Heat the milk and cream together, pour over the beaten eggs and sugar; blend and strain.

Cook the custard in a double saucepan until thickened, and pour into a glass serving dish. Leave to set. Decorate with piped cream, cherries and strips of angelica.

### Lemon Cheesecakes

½ lb rich shortcrust pastry  
4 oz ground almonds  
1½ oz melted butter  
3 egg yolks  
2 oz caster sugar  
Juice and rind of 1 lemon  
5 fl oz double cream

Oven: 350°F; gas mark 4; 20-25 minutes

Roll out the pastry and use to line 16 patty tins. Mix the ground almonds, butter, egg yolks and sugar with the lemon juice and finely grated rind; stir in the cream. Spoon the lemon mixture into the lined patty tins and bake.

### Egg and Bacon Pie (6–8 portions) F and H

An excellent lunch dish, hot with small buttered potatoes and peas, or cold with salads.

1 lb thin lean bacon rashers  
6–8 eggs  
¾ lb puff pastry  
Salt and pepper  
1 beaten egg

Oven: 425°F; gas mark 7; 10 minutes  
350°F; gas mark 4; 15–20 minutes

Roll out the pastry and use half to line a 7 in pie plate. Dice the bacon and spread half over the pastry base; break the eggs over it and cover with the remaining bacon. Season with salt and pepper.

Cover with the remaining pastry, brush with egg and bake for 30 minutes or until golden and risen, reducing the heat after 10 minutes.

### Yorkshire Pudding (6–8 portions)

The original Yorkshire Pudding, cooked beneath a spit roast, was usually about 1 in thick: it was turned once during cooking, cut into squares and served as an individual course with gravy before the roast meat. Today, the pudding, cooked in a Yorkshire Pudding tin or individual round patty tins, is the traditional accompaniment to beef.

½ lb plain flour  
Pinch salt  
3 eggs  
¾ pt milk  
Dripping

Oven: 400°F; gas mark 6; 20 minutes

Sift the flour and salt together, make a well in the centre and drop in the eggs with one third of the milk. Stir to a smooth paste, beating thoroughly and gradually adding the remaining milk. Leave the batter to rest for 1 hour before use.

Heat the dripping until smoking hot in a Yorkshire Pudding tin or in individual patty tins. Pour in the batter and bake until well-risen.

### Scones

1 lb self-raising flour (or 1 lb plain flour and 1 oz baking powder, a little more milk may be necessary; or 1 lb plain flour and 2 teaspoons bicarbonate of soda and 4 teaspoons cream of tartar)

1 teaspoon salt  
4 oz butter  
4 oz sugar  
2 eggs  
5 fl oz milk

Oven: 425-450°F; gas mark 7-8; 8-10 minutes

Sift the flour, raising agents and salt. Rub in the fat until the mixture resembles fine breadcrumbs; add any other dry ingredients. Make a well in the centre and add the beaten eggs and the liquid. Bring the flour in from the edges by stirring round the edge of the liquid, tossing the flour lightly in. Never stir in the centre. The dough should have a soft elastic consistency.

Shape as required, handling as little as possible: do not roll out with a rolling pin, but flatten with the knuckles to ½-¾ inch in thickness. Brush with milk or beaten egg or dust with flour. Place on a greased baking sheet and bake.

## 2.8 Attitudes and stereotypes

**AIM:** *To become aware of generalizations and of the way in which they affect our thinking.*

**MATERIALS:** *Appropriate video sequences. Task sheets including Scottish and Irish jokes, a Perspective Map and an adapted text 'Why I Feel Superior to Foreigners?' in Classen-Bauer (1989: 312-313) for each pupil.*

**TIME:** *three lessons, (3 x 45 minutes).*

**REMARK:** *Remind pupils about the four regions of Great Britain and show them a map of Great Britain as well as video sequences about different dialects spoken in Great Britain. Try, for example, People and Places: British Life and Culture for Students of English. (1990). London: BBC English or Streetlife: London. YLE: Opetuspalvelut.*

### 2.8.1 Scottish and Irish jokes

**AIM:** *To offer pupils an insight into stereotypes described in jokes.*

**MATERIALS:** *A task sheet for each pupil, a video sequence about the Welsh, Gaelic, Cymric and Cockney dialects.*

**TIME:** *15-20 minutes.*

- 1) Make enough copies of the task sheet for each pupil.
- 2) Divide the class into pairs or groups of three.
- 3) Remind pupils about the four regions of Great Britain by showing them a map of Great Britain and a few video sequences about different dialects.
- 4) Introduce the activity to pupils. Explain that, *firstly*, they should read through the jokes in the task sheets and, *secondly*, they should list all the different generalisations the jokes reveal about the Irish and the Scots. Ask them to write down their observations in their task sheets.
- 5) Hand out the task sheets for each pupil. Tell them that they can use about 15 minutes for the activity.
- 6) Discuss pupils' observations. Ask them to give a few examples on generalisations.

### Bibliography

Irish jokes. SURE, 1997, 4, p5.

<http://www.scottishpubs.co.uk/html/scotjoke.html>

### 2.8.1.1 Scottish and Irish jokes, a task sheet

Read through the jokes below. Think about what kind of generalisations they give about the Irish and the Scots. Answer the following questions. List your observations in the lines at the bottom of the sheet.

**\* What kind of nationalities are represented and how are they described in these jokes?**

**\* Can you recognize any stereotypical attitudes towards different nationalities?**

**\* Do the jokes give a realistic picture of the different groups?**

#### Irish jokes

1) Two Irishmen met in a pub and discussed the illness of the third.

"Poor Michael Hogan! I'm afraid he's goin' to die."

"Sure, an' why would he be dyin'?" asked the other.

"Ah, he's got so thin. You're thin enough, and I'm thin - but my soul, Michael Hogan is thinner than both of us put together."

2) Sean was fishing and it started to rain, so he moved under the bridge for shelter. His pal McGinty saw him and called, "Sean, me boy, are ye afeared of a few spots o' rain, now?"

Sean replied, "I'm not... The fish come here for shelter."

3) Concerning bagpipes: the Irish invented them and gave them to the Scots as a joke, and the Scots haven't seen the joke yet.

4) Two Irishmen met and one said to the other, "Have ye seen Mulligan lately, Pat?"

Pat said, "Well, I have and I haven't."

His friend asked, "Sure, and what d'ye mean by that?"

Pat said, "It's like this, y'see... I saw a chap who I thought was Mulligan, and he saw a chap that he thought was me. And when we got up to one another...it was neither of us."

#### Scottish jokes

5) A Glasgow newspaper report:

"Two taxis collided in Maryhill last night. Three people were seriously injured. The other seventeen escaped with cuts and bruises."

6) Did you hear about the Scotsman whose girlfriend was so beautiful that, whenever they took a taxi ride together, he could hardly keep his eyes on the meter.

7) An English politician was giving a speech in Scotland.

"I was born an Englishman, I have been an Englishman all my life, and I will die an Englishman!" he declaimed.

"What's wrong, man, " exclaimed a voice from the crowd, "Have you no ambition?"

8) An American was in a bar boasting that he came from "The Greatest Country in the world". An old Scotsman overheard him and asked: "Is that right, you come from the greatest country in the world?"

"Why yes," said the American.

"That's funny," said the Scotsman, "That's the strangest Scottish accent I've ever heard - what part of Scotland are you from?"

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## 2.8.2 Drawing a perspective map of your own

**AIM:** *To help pupils realize that all people have a subjective view about the world surrounding us. In other words, people tend to prefer their own way of looking at the world and their own lifestyle to other cultures.*

**MATERIALS:** *Task sheets and examples of perspective maps including word lists for each pupil.*

**TIME:** *About 15-20 minutes.*

- 1) Make enough copies of the task sheet and the examples of perspective maps including word lists for each pupil.
- 2) Hand out the task sheets and perspective maps for each pupil.
- 3) Introduce the activity to pupils. *Firstly*, ask them to have a look at the perspective maps by a Glaswegian and a Londoner. Ask them to compare the two maps and answer the questions in the task sheet:
  - *What is the main difference between the perspectives of these two maps?*
  - *Can you name a couple of sights or landmarks that the drawers have included in their pictures?*
  - *Can you find hints of stereotypical attitudes?*
- 4) Discuss pupils' observations.
- 5) Next, ask pupils to draw maps of Finland of their own, from the perspective of somebody who lives in Jyväskylä. They can draw their maps in their task sheets.
- 6) Ask pupils to compare and discuss the maps they have drawn. You can for example ask them *if they can identify any stereotypical attitudes towards other regions in Finland.*

### Acknowledgement

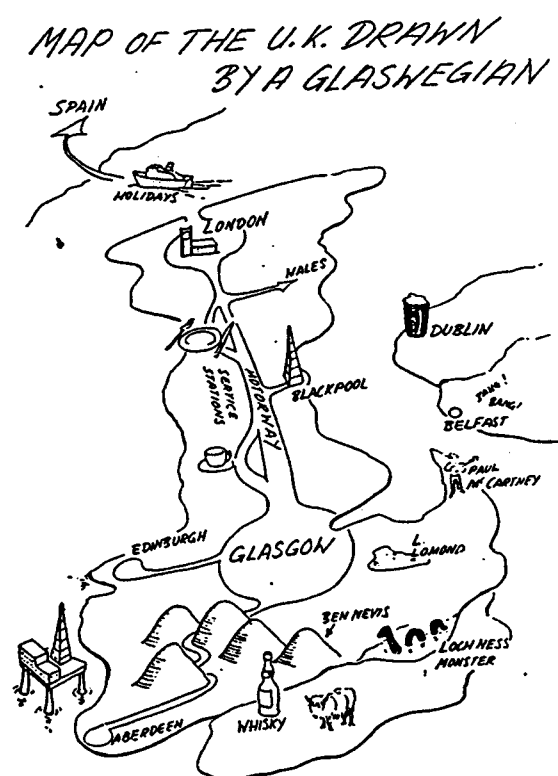
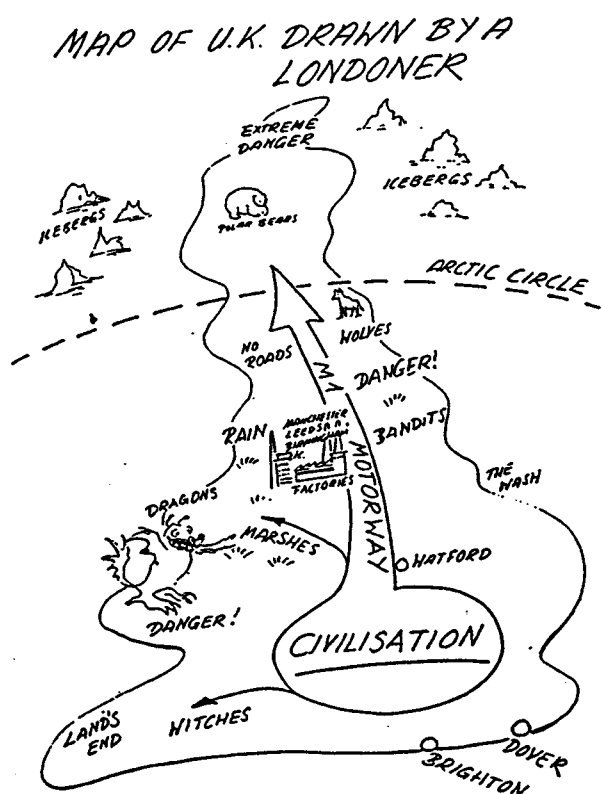
This activity is an adaptation from a 'perspective map exercise' in Classen-Bauer (1989: 313). *International understanding through foreign language teaching. Handbook on foreign language teaching as a means for international understanding.* Bonn: German commission for UNESCO.

### 2.8.2.1 Drawing a perspective map of your own, a task sheet

Look at the maps below. 1) Compare the two drawings and try to answer the questions below:

- \* What is the main difference between the perspectives of these two maps?
- \* Name a couple of sights or landmarks that the drawers have included in the maps.
- \* Can you find hints of stereotypical attitudes?

2) When you have finished studying the maps, try to draw a map of your own. In other words, draw a map of Finland from the perspective of a person who lives in Jyväskylä.





WORD LIST for '*The Perspective Maps*'

a Glaswegian = glasgowlainen  
a service station = huoltoasema  
L. Lomond = Loch Lomond  
a loch = järvi  
extreme = äärimmäinen  
the Arctic Circle = pohjoinen napapiiri  
a bandit = maantierosvo, bandiitti  
a dragon = lohikäärme  
civilisation = sivistys, kulttuuri  
marshes = suoalueet  
the wash = kuohunta, aallot

### 2.8.3 Brits' stereotypical attitudes towards foreigners

**AIM:** *To offer pupils a humouristic view on Brits' stereotypical attitudes towards foreigners. To give them an opportunity to think about where stereotypical attitudes come from.*

**MATERIALS:** *A task sheet and a list 'Why I Feel Superior To Foreigners?' for each pupil. A transparency of the word list.*

**TIME:** *20-25 minutes.*

**REMARK:** *Make sure pupils understand what a stereotype or a stereotypical attitude means.*

- 1) Make enough copies of the task sheet and the transparency sheet.
- 2) Divide the class into pairs/small groups of three.
- 3) Introduce the activity to pupils. Explain them that their task is, *firstly*, to read through the list of Brits' stereotypical attitudes towards foreigners. *Secondly*, each pair/small group should choose about four statements in the list and try to decide towards which country the British writer is feeling superior to. Pupils can consult the word list.
- 4) Hand out the task sheets and lists, including the word list, for each pupil. Tell them that they can use about 15-20 minutes for the activity.
- 5) Finally, discuss together the countries mentioned in the text.

#### Acknowledgement

This activity is an adaptation from Classen-Bauer, (1989: 312). *International understanding through foreign language teaching*. Handbook on foreign language teaching as a means for international understanding. Bonn: German commission for UNESCO.

### 2.8.3.1 Why Brits feel superior to foreigners, a list

#### WHY I FEEL SUPERIOR TO FOREIGNERS?

I don't burn down embassies on theological grounds.

My newspapers don't devote their front pages for days and days to a single bicycle race.

I don't eat cheese at breakfast nor do I spread marmalade on bacon.

Nobody tries to sell me rugs on trams, nor do half the passengers ride on top.

When I enter a pub, I do not have to look for a table to hide under when the shooting starts.

In my country, the railway timetable is generally right, not to the day but to the hour.

In my bath, I do not require the assistance of unpersonable females.

I do not have to ask myself whether a man with feathers in his hat is a forester, a customs official or some rural breed of cop. My fellow-countrymen do not wear feathers in their hats.

My country rarely changes its name.

I am not expected to display manhood by permitting myself to be chased along thoroughfares by fighting bulls, wrestling with giant squids or having my face slashed open by duellists.

Taxi-drivers do not share with me their views on baseball.

In driving through British towns, I do not have to avoid sacred cows wearing daisy-chains, rampaging elephants, trigger-happy students or pot-holes deep enough to take a double-decker bus.

Poisoning plays little part in British politics, neither does witchcraft.

Newspapers and magazines don't arrive with bits cut out.

I expect this weeks ministers to be much the same as last week's.

I buy my stamps decently at a post office, not at a tobacconist's.

I am not expected to skate to my appointments.

Although Britain once held Normandy, I don't find little maps on bank counters showing the British claim to Anglia Irridentia.

I don't eat birds' nests, snails, snake, seaslugs or pemmican.

I am not awoken by coyotes, laughing hyenas, tree-frogs, or muezzin.

I know, admittedly from hearsay, that trying to bribe a British judge will get you nowhere, except into jail.

I live in a country where ex-prime ministers appear live on television.

WORD LIST for '*Why I Feel Superior To Foreigners?*'

to burn down = polttaa maantasalle  
 an embassy = suurlähetystö  
 theological = teologinen  
 to devote s-g to s-g = omistaa jtkn jllkn  
 a race = kilpailu  
 rugs = rääsyt  
 a tram = vaunu  
 to ride on top = matkustaa bussin toisessa kerroksessa  
 to enter = astua sisään  
 assistance = apu  
 unpersonable = vaatimattoman näköinen  
 a feather = höyhen  
 a forester = metsänhoitaja  
 a customs official = tullivirkailija  
 'some rural breed of cop' = 'joku maalaiskyttä'  
 a fellow-countryman = maanmies  
 to display manhood = todistaa miehuutta  
 to permit = sallia  
 a thoroughfare = pääkatu  
 to wrestle = painia  
 giant = jättiläismäinen  
 a squid = kalmari  
 'to have my face slashed open' = 'saada kasvonsa verille'  
 a duellist = kaksintaistelija  
 sacred = pyhä  
 a daisy-chain = päiväkakkarakimppu  
 rampaging = säntäilevä  
 trigger-happy = räjäpäinen  
 a pot-hole = kuoppa  
 double-decker = kaksikerroksinen  
 witchcraft = noituus  
 at a tobacconist's = tupakkakaupassa  
 an appointment = tapaaminen  
 to hold = hallita  
 a bank counter = pankin tiski  
 Anglia = Englanti  
 a nest = pesä  
 a seaslug = vapaakiduskotilo  
 a pemmican = pemmikaani  
 a tree-frog = lehtisammakko  
 a muezzin = muessin, islamilainen rukoukseen kutsuja  
 admittedly = tunnustettakoon  
 from hearsay = kuulopuheen perusteella  
 to bribe = lahjoa  
 to appear = esiintyä, näkyä

## 2.8.4 Inquiring about stereotypes

**AIM:** *To help pupils discuss their stereotypical attitudes towards the Brits and British culture by using email exchange as a channel of information. To realize that the only way to change one's negative beliefs is to learn not to trust hearsay and, instead, look for more reliable information.*

**MATERIALS:** *A transparency sheet.*

**TIME:** *2 x 20-25 minutes.*

**REMARK:** *Make sure pupils know the meaning of the word 'stereotype'. Tell them that stereotypes are not real images but more or less superficial insights into a foreign culture which will prove untrue when you get more realistic information.*

- 1) Make a copy of the transparency sheet.
- 2) Divide the class into those groups in which pupils write their messages to their British partners.
- 3) Introduce the activity to pupils. Explain them that their task is, *firstly*, to think about one to two slightly stereotypical attitudes they have towards Britain and the British way of living. They can make use of the ready-made list of topics on the transparency. *Secondly*, they should prepare a message to their British partners and politely inquire about these stereotypical attitudes: to ask where they come from and are they true at all in their opinion. *Thirdly*, they should ask their British partners to inquire them about stereotypical attitudes they might have towards Finland and the Finnish way of living.
- 4) Ask pupils to start thinking about the possible stereotypes they have of Britain and to send their messages. Remind them to save and print the messages.
- 5) Sum up the findings of the email inquiry as soon as the replies arrive. *Firstly*, ask pupils to tell the rest of the class what they asked about their British partners and what kind of answers they received. Discuss the information. *Secondly*, sum up the possible stereotypical attitudes the British partners had towards Finland. It might be a good idea to write them down on a transparency or on a blackboard. Finally, discuss together how you could get rid of negative stereotypical attitudes. A good solution is always to look for more reliable information and not to trust hearsay.

### **2.8.4.1 Inquiring about stereotypes, a transparency sheet**

**1) Your task is to think about *one* or *two* stereotypical attitudes towards Britain and the British way of living. You can make use of the following list of topics often related to stereotypical attitudes:**

- \*food**
- \*appearance (physical appearance, clothes, hair style...)**
- \*language use**
- \*manners ('käytöstavat')**
- \*customs and habits ('tavat ja tottumukset')**
- \*behaviour towards foreigners**
- \*housing ('asuminen')**

**2) Write your message to your British partner/partners. Ask *politely about their knowledge of the questions you are wondering about*, whether they are true at all and where these kind of beliefs might come from in their opinion.**

**3) Ask your British partners to “feel free” and ask you about any possible stereotypical attitudes they have towards us Finns and the Finnish way of living.**

### 2.8.5 British attitudes towards foreigners

**AIM:** *To provide pupils an opportunity to discuss and analyze observations on British people's attitudes towards foreigners, and to offer them a Finnish perspective to the issue. Pupils are encouraged to think about Finnish people's attitudes towards foreigners.*

**MATERIALS:** *A task sheet for each pupil, extracts from Finnish students' reports. Alternatively make a transparency sheet out of selected extracts and show the transparency to the class as a basis for discussion. To do the latter, you do not need task sheets.*

**TIME:** *20-25 minutes.*

- 1) Make enough copies of the task sheet to be handed out to each pupil. Copy the extracts for groups of *three* or *four*. **Alternatively** just select a few extracts and make a transparency sheet out of them. In the latter case no copies of task sheets or extracts are needed.
- 2) Divide the class into groups. If you decide to use a transparency sheet as a basis for discussion, the class may also work together as a whole.
- 3) Introduce the activity to pupils. Explain them that they should, *firstly*, read through the extracts and, *secondly*, discuss the ideas about British attitudes towards foreigners presented in the extracts. They should try to sum up the main ideas in each extract and write them down in the task sheets. Finally, pupils may share their own views on British attitudes towards foreigners and compare those with the Finns' attitudes towards foreigners.
- 4) Hand out the task sheet for each pupil and give extracts for each group. **Alternatively** show the transparency sheet for the class. Tell pupils that they can use about 20-25 minutes for the activity.
- 5) When pupils have finished the activity the teacher can conclude the discussion by summing up the main points presented in the extracts.

#### **Bibliography**

Extracts from Finnish students' reports from the beginning of the 1990s.

### **2.8.5.1 British attitudes towards foreigners, extracts from reports**

#### **Extract 1**

"From what I noticed, there seemed to be a rather limited range of topics of international interest in the news and in the papers. In a way the people were more focused on their internal, social problems as for example racism, increasing violence, class divisions, defects in primary education and so on (not to mention the Mad Cow Disease, which was on the news every night...). Sometimes I thought that they blew things out of proportion." (Report 13)

#### **Extract 2**

"Many English people that I knew were totally ignorant of the rest of the world. They still saw England as a some kind of super power or empire or, if they had realized that this is not the case anymore, they suffered from feelings of inferiority. Whatever the case might be, England was the most important thing for them. Either they felt that foreign countries were full of 'bloody foreigners' or they saw foreign countries as representatives of the EEC, which was even more horrible. Britain considers to be its own island in the world and it still wants to do everything that it pleases. Because England is the top priority, it is not that important to know much about other countries. Finland's geographical position was a mystery - 'Could it be situated somewhere near Switzerland?'" (Report 8)

#### **Extract 3**

"I went to the local employment office and took all the addresses of employees seeking for summer staff. And there were quite a few of them. I must say that I admire English people being so polite (and I was to notice that many times during my stay in England, too) that within two weeks of time, from all the vacancies I had applied for, I had got a polite refusal letter wishing me good luck in finding another job." (Report 3)

#### **Extract 4**

"My problem is that I cannot help continuously comparing England to France and for the benefit of Englishmen I must say that they are VERY welcoming people. From the first moment in my new job I felt at home. People came to say hello, and when asking how you are doing, they really listened to what you would answer." (Report 3)

#### **Extract 5**

"Naturally I also compared notes with other girls about our families and once again I came to see that I had really been lucky with my family. I never had trouble with organizing my comings and goings and everybody treated me like a full member of the family. They took me with them when they visited their friends, I got to go to a Carnival, to a school fair and to an amusement park called Alton Towers. During my last weekend we had a family day and made a trip up north to the Lake District, which was a great experience for me. Jane and Kevin were socially very active. They had a lot of friends and I got to know some of them



quite well. In June Jane had her 40th birthday and gave a huge party with some 40-50 guests present. We also had smaller barbecues and dinners.” (Report 7)

**Extract 6**

”Although I learnt to know nice people from different countries it was a pity that I did not get so many British friends. It was not so easy to learn to know Londoners because London is a big city and many people seemed to be used to meeting and also a bit ‘tired’ of foreigners. I suppose this is the case in most big cities.” (Report 4)

**Extract 7**

”Because I worked as a cleaner I did not have as much contact with the guests as the waitresses, but I still managed to meet most of the people that stayed in my floors. Most of them were older people, mostly from Scotland, who had come to Bournemouth for summer holidays. Actually the older guests were much nicer; they always had time to chat with me and they were really interested in hearing about my studies in Finland. Sometimes I found myself talking with them for so long and so intensively, that I had to hurry through the last few rooms to be able to finish in time.” (Report 11)

**Extract 8**

”We were treated with respect but in the end were not given all that much attention and were more or less left alone. People in UK - a country with millions of immigrants and refugees- take a totally different attitude towards foreigners than we in Finland do, and they do not ‘pamper’ their foreign students as much either. This was OK by me, but I could not help feeling that some of the others might have wished for more guidance.” (Report 5)

### **2.8.5.2 British attitudes towards foreigners, a task sheet**

**Read through the extracts from the Finnish students' reports and analyze the ideas about British attitudes towards foreigners presented in the extracts. After having read the extracts, discuss each extract and its content in group. Try to sum up the main ideas in each extract and write them down on your task sheet. Finally, you can discuss the Finns' attitudes towards foreign people in group.**

#### **Extract 1**

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#### **Extract 2**

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#### **Extract 3**

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#### **Extract 4**

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#### **Extract 5**

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#### **Extract 6**

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**Extract 7**

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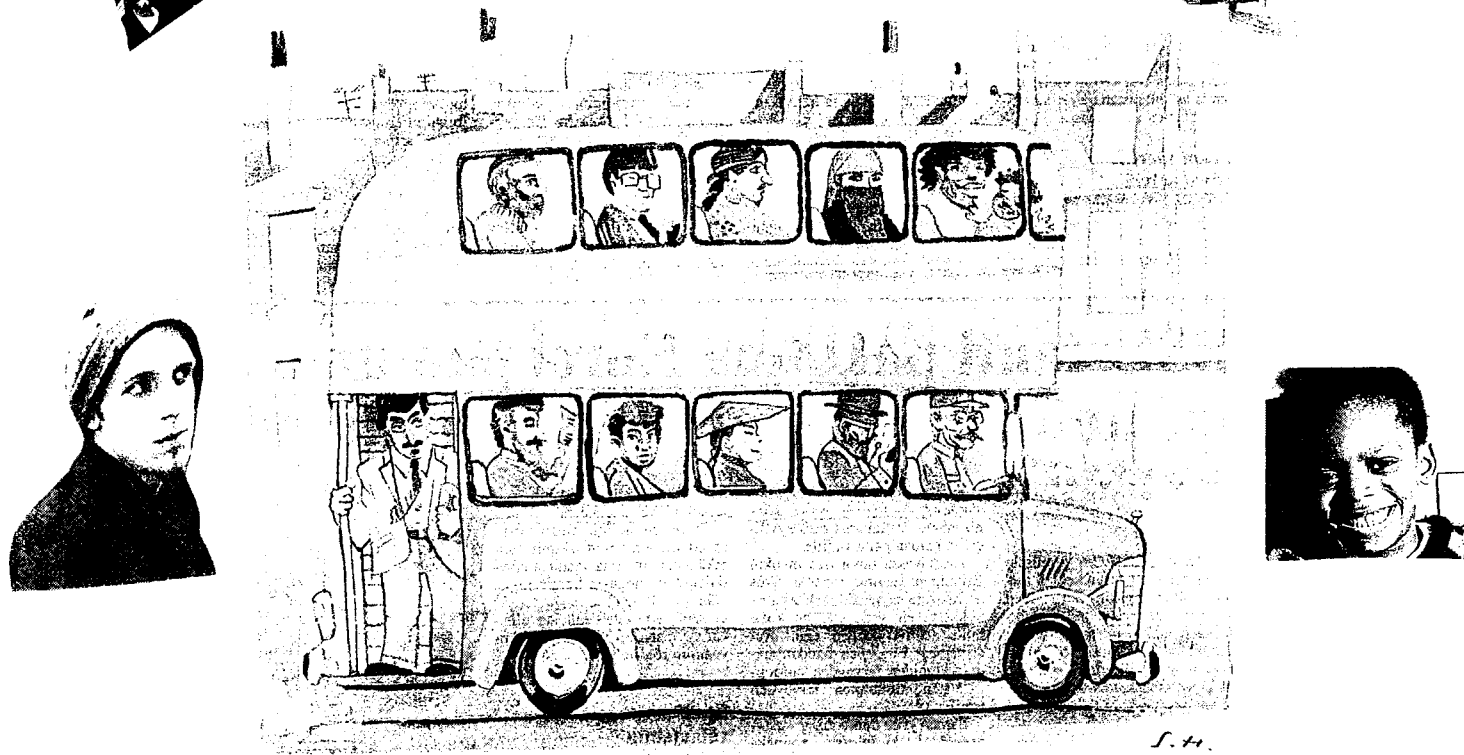
**Extract 8**

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# PHASE 3: EXPERIENCING



### PHASE 3: Experiencing

Activities	Phase 1: Sensitising	Phase 2: Information collecting	Phase 3: Experiencing	Phase 4: Investigating
Activity 1	1.1 Gettting to know your classmates	2.1 Learner diary A	3.1 Learner diary B	4.1 Learner diary C
Activity 2	1.2 Defining culture	2.2 First impressions on British culture	3.2 Snapshots of contemporary British music	4.2 Comparing proverbs
Activity 3	1.3 Our own culture	2.3 Going to school in Britain	3.3 National holidays and festivals	4.3 Reflecting on collages
Activity 4	1.4 Starting email exchange	2.4 Getting information about school	3.4 Pictures without context	4.4 Investigating email exchange
Activity 5	1.5 Holiday glimpses of Britain	2.5 Analysis of a short-story	3.5 Role plays in everyday communi- cation	4.5 Culture alias
Activity 6	1.6 Designing a culture collage	2.6 Social groups	3.6 Comparing the British and Finnish press	4.6. Film review
Activity 7	1.7 Culture memory	2.7 British cuisine	3.7 Euphemisms	4.7 Body language and gestures
Activity 8	1.8 Word connotations	2.8 Attitudes and stereotypes	3.8 Solving critical incidents	4.8 Learner diary D

Activities in four phases.

### **PHASE 3: Experiencing**

In order to gain a deeper understanding of another culture learners should have a chance to apply their cultural knowledge in practice. In addition to gathering theoretical information, learners should also be encouraged to apply the knowledge they have gained in real life or realistic situations in a classroom. Experiential learning is best realized by using the 'learning by doing' method.

Thus, the basic idea of Phase 3 is to offer learners opportunities to make use of the information they have gathered during Phase 2. During Phase 3 the aim is to reach a deeper understanding of British culture than during the first two phases. In other words, learners are faced with values, beliefs and attitudes that characterize the target culture. The activities in Phase 3 begin with 3.1 'Learner diary B' in which pupils are asked to look back on their experiences during Phase 2 and reflect on their learning process so far.

Activities 3.2 'Snapshots to contemporary British music' and 3.3 'National holidays and festivals' are intended to offer pupils insights and experiences concerning everyday life in modern Britain. More specifically, in 3.2 the role of British music in youth culture is observed and in 3.3 the customs and traditions connected with national celebrations in Britain are studied and compared with those in Finland.

Activity 3.4 'Pictures without context' continues with the theme of studying everyday life. The importance of cultural context in pieces of art, e.g. comic strips, cannot be underestimated. The 'learning by doing' method is utilized in activity 3.5 'Role-plays in everyday communication' in which pupils are confronted with cultural clashes. Activity 3.7 'Solving critical incidents' follows the same principles by presenting the pupils with problem-solving tasks including misunderstandings between two cultures.

Current affairs are an essential part of cultural awareness and because of that we have designed activity 3.6 'Comparing the British and Finnish press' which aims at making comparisons between the media in the two countries. The last activity in the third section, 3.7 'Euphemisms' functions as a link between Phase 3 and Phase 4. The purpose of this activity is to familiarize pupils with values and attitudes in language use.

### 3.1 Learner diary B

**AIM:** *To reflect on the feelings pupils have experienced during the second phase. Firstly, to find out which activities were considered interesting and useful and which not. Secondly, to offer pupils an opportunity for self-evaluation during the second phase in general and in relation to the first phase.*

**MATERIALS:** *A task sheet for each pupil or a transparency of it. If you choose the transparency, each pupil needs a note book to write down his/her thoughts. A transparency of the contents of the course.*

**TIME:** *15-20 minutes. Alternatively, the activity can be given as homework in order to let pupils take their time while reflecting on their experiences.*

- 1) Make enough copies of the task sheet for each pupil or take a transparency of it. Prepare also a transparency showing the entire contents of the course.
- 2) Introduce the activity to pupils. Explain them that their task is to reflect on the experiences and thoughts the second phase of the course aroused in them. It might be a good idea to show them the contents of the course on a transparency, to refreshen their memory. Point out that the idea is *not only to evaluate the activities in Phase 2 in general and in relation to the activities in the first phase, but also to offer pupils an opportunity to self-evaluate their own learning.* In practice, evaluation takes place by answering the questions in the task sheet.
- 3) Hand out the task sheet for each pupil or show it on a transparency. Tell pupils that they can use about 15-20 minutes for the activity. Alternatively, you can give it as homework.

### 3.1.1 Learner diary B, a task sheet

This activity is designed *a)* to evaluate the quality of activities in Phase 2 in general and in relation to the ones in Phase 1, and *b)* to give you an opportunity to self-evaluate your learning. *Firstly*, answer the questions below. *Secondly*, write a short description of your experiences during Phase 2 in which you try to answer the following questions;

- *What have you learnt in your opinion?*
- *What did you find interesting/uninteresting ?*
- *Have you succeeded in collecting useful information about the Brits and the British way of living?*

\*What do you think about the activities in Phase 2 in general ? \_\_\_\_\_

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\*What do you think about the use of email exchange as one of the ways of collecting more information about Britain? Is it worth trying? \_\_\_\_\_

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Next, write in your own words about your experiences during Phase 2 on the lines below.

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### 3.2 Snapshots of contemporary British music

**AIM:** *To acquaint pupils with a variety of contemporary British pop music. To discuss British pop music's position in today's youth culture.*

**MATERIALS:** *A selection of contemporary British music videos, a couple of articles in newspapers or magazines dealing with British pop stars, task sheets for each pupil.*

**TIME:** *45 minutes.*

- 1) Make enough copies of the task sheet for each pupil. Prepare the video sequences. Select some music articles from newspapers and magazines (see the example sheet).
- 2) Divide the class into small groups of *three to four*.
- 3) Introduce the activity to pupils. Explain them that, *firstly*, their task is to choose an article about pop stars and read it through. The idea is to sum up the main ideas in the text briefly in English. *Secondly*, when pupils have finished with their texts, ask them to sum up the main points in their article and tell the other group members the contents of the article. Discuss the information.
- 4) Next, tell pupils that you will show them a variety of contemporary British pop music videos, (3-6 video sequences). Ask pupils to make notes about the videos in their task sheets individually.
- 5) Hand out the task sheets for each pupil and go through the questions before starting. **Alternatively**, you could take a transparency of the task sheet and show it to pupils and ask them to write down their notes in note books.
- 6) Show the music videos one at a time in order to give pupils enough time for making notes.
- 7) Finally, discuss together the questions in the task sheet.

### 3.2.1 Snapshots of contemporary British music, an example

#### Beatle scorns 'boring' modern pop groups

from Ben MacIntyre in Paris

The former Beatle George Harrison has launched a vitriolic attack on modern British pop bands, describing groups such as U2, Texas and Oasis as rubbish and claiming that the best thing about Spice Girls is that "you can watch them with the sound turned off". In an interview with the French newspaper *Le Figaro* published yesterday, Harrison, 54, lambasts the egotism of modern pop stars, the commercialism of the music industry and the power of record companies.

The music of Oasis, U2 and Texas is "rubbish" and "not very interesting", he told his interviewer, Jen-Luc Wachthausen. "It's alright if you're 14 years old. I prefer to listen to (Bob) Dylan," he said. "One thing irritates me about current music: everything is based on ego. Look at a group like U2: Bono and his band are so egocentric. It's horrible... the more you shout, the higher you jump, the bigger your hat, the more people listen to your music. It's like that today in the recording industry. Whatever you play, the most important thing is to sell and make money. It's got nothing to do with talent."

Harrison conceded that the Beatles may have had their fair share of hype but he added: "Everything has got out of proportion today with the power of the record companies, the media, television, radio... it's staggering." Harrison's broadside comes less than a year after he criticised Liam Gallagher of the Beatles-inspired Oasis, pointing out that the group would be better off and more in tune without the "silly one". In contrast to modern British groups, Harrison maintained that the Beatles' music appealed to different generations and continued to attract new fans "aged 7 to 77".

"Today adolescents and even children still adore *Yellow Submarine*. That gives me comfort and proves that the band will last forever," he said. "Will U2 be remembered in 30 years? And the Spice Girls? I doubt it," he added. Asked what he would do if he was aged 20 today, Harrison joked: "I would certainly produce the Spice Girls. If I knew at 20 what I know now, it would be fabulous. I would certainly retire before becoming famous." The interview suggests that Harrison's philosophy, and perhaps his musical tastes, have changed little since the 1970s. He described his forthcoming album with Ravi Shankar, the sitar player, as a small contribution to peace. "That is the subject of this album: love and peace."

Harrison said he was still writing songs and might make a new album in the winter. "I would really like to record again with the Travelling Wilburys -alas, without Roy Orbison- but Bob Dylan is ill. I must see him soon." His recipe for understanding the world, achieving inner peace and presumably learning to tolerate the Spice Girls, remains unchanged. "My advice is to plunge into meditation which gives the keys, making God's signs comprehensible in order to open the door to understanding. To pass from ignorance to knowledge, from the darkness into light."

The Times, August 28, 1997

### 3.2.2 Snapshots of contemporary British music, a task sheet

You will be shown a selection of music video sequences one at a time. After watching a sequence you will be given some time to answer the questions below. In the end the videos will be discussed together.

Question	Video 1	Video 2	Video 3	Video 4	Video 5	Video 6
<i>a) Which band/artist is playing?</i>						
<i>b) What type of music do they play?</i>						
<i>c) What kind of audience do they have, in your opinion?</i>						
<i>d) Is there a story in the music video ? E.g. think about the scene, the people and the atmosphere in the video.</i>						
<i>e) Give your own opinion- would you listen to this kind of music?</i>						

### 3.3 National holidays and festivals

**AIM:** *To introduce pupils with some of the most significant holidays and festivals in British culture. In addition, the idea is to observe whether traditions associated with these holidays and traditions differ from those in Finland and whether there are holidays or festivals in Britain that do not have an equivalent in Finland. To find out more information via email.*

**MATERIALS:** *A video sequence depicting one of the major festivals in Britain, e.g. Edinburgh Tattoo, an information package to pupils, a task sheet, information via email exchange with the British link school and a newspaper extract from the Independent.*

**TIME:** *Two to three lessons, (2/3 x 45 minutes).*

**REMARK:** *Explain the term 'bank holiday' and what kind of implications bank holidays have in British society. In England, Wales and Northern Ireland a bank holiday is a public holiday when banks are closed by law. Show the newspaper extract attached to this activity as an introduction.*

- 1) Make a copy of the transparency sheet, task sheets and information packages for each pupil.
- 2) Introduce the activity to pupils with the help a transparency of the newspaper extract from the Independent. Explain the term 'bank holiday'.
- 3) Show the video sequences to pupils in order to give them a general introduction to the variety of British holidays and festivals.
- 4) Divide the class into pairs/small groups of three.
- 5) Hand out the task sheets and information packages for each pupil.
- 6) Explain the activity to pupils. *Firstly*, their task is to read through the information package to get an overall picture of the holidays and festivals in Britain. *Secondly*, pupils should compare the holidays and festivals in Britain and in Finland and *list the differences* in their task sheets. In addition, they should *mention the holidays and festivals that do not have any equivalent in Finland*.
- 7) Tell them that they can use about 20 minutes for the activity.
- 8) Discuss the similarities and differences together.
- 9) *Next*, pupils should choose one holiday or festival to be discussed in more detail via email. In other words, they should ask their British partners to provide them with information about these celebrations. *Furthermore*, the pupils should explain their British partners how that holiday/festival (or the nearest equivalent of it) is celebrated in Finland.
- 10) Ask pupils to prepare and send their messages. Remind them to save and print the replies they receive. Tell them that they can use about 25 minutes for the activity.

11) The next lesson/next two lessons will be spend on working on pupils' replies. In the end each pair or small group *will prepare a written A4 presentation on their topic*. Finally, you can collect all the presentations and *make a British holidays and festivals leaflet* to be handed out for each pupil.

### **Bibliography**

Room, A. (1986). *Dictionary of Britain. An A-Z of the British way of life*. Oxford: Oxford University Press.  
*The Independent*, 27 August, 1997

### **3.3.1 National holidays and festivals, a transparency sheet**

**A newspaper extract from The Independent, 27 August 1997:**

#### **Crowded holidays**

Sir: Why do we bother with so many bank holidays? Britain is such a crowded little island, it simply cannot cope if we all take the day off and go looking for something to do.

Why not abolish them all and simply add the equivalent number of days to people's annual holiday entitlement? People should have the right to take Christmas and Easter off, should they be that way inclined.

I'm sure we'd all be a lot happier taking our days off when we wanted.

THOMAS WRIGHT

*Fetcham*

*Surrey*

### **3.3.2 National holidays and festivals: an information package**

#### **April Fools' Day**

1 April, when, traditionally, practical jokes are played. The day is also known as All Fools' Day.

#### **Ascot, Royal Ascot**

A Royal horseshow organized in June each year. An event which combines the excitement of horse racing and the splendour of upper class parties. This is an event where you can also detect the latest trends in women's fashion.

#### **Christmas**

The second greatest religious festival in Britain after Easter. It is the most popular family holiday season after the summer, and it culminates on Christmas Day. At this time presents and Christmas cards are exchanged, a Christmas tree (traditionally a fir tree) is decorated, parties are held, and pantomimes and carol (Christmas song) services take place. The Christmas season traditionally begins on Christmas Eve and continues until Twelfth Night (loppiäsaatto).

#### **Christmas dinner**

A traditional midday meal eaten on Christmas Day, usually including roast turkey and Christmas pudding with mince pies, accompanied by wine.

#### **Christmas Eve**

24 December, when all preparations for Christmas are complete and almost everyone starts a holiday of several days. It is a traditional time for parties and many work places close earlier than usual. In the late evening, many people go to a church service, often called a 'midnight mass'. children hang up an old sock at the head of their bed for Santa Claus to fill with presents during the night.

#### **Christmas pudding**

A rich steamed pudding containing dried fruit, spices and often brandy. It is traditionally decorated with a small piece of holly.

#### **Christmas tree**

A fir tree that is decorated with small, brightly-coloured lights and small, coloured glass ornaments.

#### **Easter**

The most important Christian festival in Britain. The festivities include Easter eggs, the coming of spring and greeting cards. Presents are rarely exchanged.

#### **Easter egg**

An egg eaten symbolically at Easter to mark the birth of new life and the coming of spring. The egg maybe that of a hen, with a painted shell, or, more popularly,

one made of chocolate (usually hollow and containing individual chocolates or other sweets).

### **Easter Monday**

The day after Easter Day, and a bank holiday. It is a traditional date for the start of the summer tourist season.

### **Edinburgh Festival**

An annual festival of music and drama held in August and September at various centres in Edinburgh. The festival has gained international status.

### **Edinburgh Military Tattoo**

An annual military parade held for three weeks in August and September on the parade ground of Edinburgh Castle. The event attracts many tourists each year, offering for example bagpipe music.

### **Egg-and-spoon race**

A race in which people run a course balancing an egg in a spoon. If a runner's egg falls from a spoon as he/she is running, he/she is out of the race. The event is popular with children and it is often included in school sports days.

### **Eights**

A traditional annual rowing race held between teams of eight people representing individual colleges of Oxford University on the river Thames at Oxford. The race is held at the end of the academic year in June.

### **eisteddfod**

1) An annual Welsh festival of music, literature and drama held during the first week of August. The modern eisteddfod has developed from the gathering of \*bards held in the 12th century. 2) An international festival of music and dance held annually in Llangollen, North Wales. This festival has no bardic or literary content. 3) An annual festival for the youth similar to Welsh national bardic. Its aim is to encourage the evolution of the Welsh language. 4) A festival of folk-dancing and music held in England, resembling the eisteddfod at Llangollen.

\*a bard= muinainen kelttiläinen runoilija, runolaulaja.

### **St George's Day**

23 April. The church festival of St George, regarded as England's national day (although it is not a bank holiday). On that day some patriotic Englishmen wear a rose pinned to their jackets.

### **Guy Fawkes Day/ Night**

A popular celebration annually on the evening of 5th November, the day of the Gunpowder Plot (a plot in 1605 when on 5 November Roman Catholics planned to assassinate King James I at the State Opening of Parliament by exploding barrels of Gunpowder). Guy Fawkes was one of the conspirators. Usually on that day a bonfire is lit to burn a guy doll and a firework display is arranged. The



festival includes a supper or a barbeque and it is held both publicly in parks and privately in the gardens of houses.

### **Halloween**

A name for 31 October, the eve of All Saints Day, when according to old traditions girls would use certain magic rites to foresee who they would marry. Today the day is marked by costume or fancy-dress parties.

'Trick or treat' is a tradition on the night of Halloween, when children visit houses and ask the residents if they want a 'trick' or 'treat'. If people in the house give the children a 'treat' (money or sweets), then the children will not play a 'trick' on them. The custom has been imported to Britain from the USA.

### **Highland games/ gathering**

A traditional annual festival of Scottish sports and music held at a centre in the \*Highlands.

(\*Highlands= a mountaineous region of northern Scotland, famous for its Gaelic speakers.)

### **Maundy Thursday**

The Thursday before Easter, when in a selected cathedral city the sovereign (hallitsija) presents small purses of Maundy money to specially chosen people, the number of people being the same as the sovereign's age in years.

### **May Day**

1 May, traditionally a celebration of the coming of spring, when fetes (parties) and other outdoor activities are held, and at which a May Queen may be elected. The first Monday after May Day has been an official bank holiday since 1978. In some cities the day is marked by political meetings and rallies.

### **May Queen**

A girl selected as being the most beautiful on May Day. She is crowned with a garland of flowers and driven in procession (kulkue) through the streets.

### **Midsummer Day**

24 June. In the Church of England the day is celebrated as that of St John the Baptist (Johannes Kastaja). At dawn on this day \*Druids greet the sunrise at \*Stonehenge.

(\*Druids= one of the modern religious societies originating from a pre-Christian religious group. They try to save the ancient traditions.)

(\*Stonehenge= a prehistoric complex on Salisbury Plain, Wiltshire. One of Europe's most impressive ancient monuments.)

### **Notting Hill Carnival**

An annual festival held in London in August. Traditionally this festival was organized to honour the rich musical traditions of West Indian immigrants in England. Today it is the largest Afro-Caribbean festival in the world.

**Palm Sunday**

The Sunday before Easter. In some Church of England and Roman Catholic Church churches small crosses made of palm leaves are given to members of the congregation (seurakunta).

**Pancake Day**

A popular name for Shrove Tuesday (laskiaistiistai).

**Pancake race**

A traditional annual race on Shrove Tuesday, in which women run with pancakes. Each runner has a pancake in a pan. As she runs, she tosses the pancake up and over in the air and catches it again in the pan.

**Poppy Day**

Another name for Remembrance Sunday, when people wear an artificial poppy (unikko) in memory of those who fell in the two world wars. Poppies represent those that grew in the cornfields of Flanders in the First World War, and symbolize the soldiers that died in the war. They are made by ex-servicemen and are sold by representatives of the Royal British Legion.

**Trooping of the Colour**

A festival which takes place in London in June, on Queen's *official* birthday. On that day there is a Horse Guards Parade in London, when regiments of the Guards Division, and the Household Cavalry, parade the regimental flag before the Queen.

**Up-Helly-A-festivals, Shetland Islands**

Originate from the Viking period. The islanders celebrate 'the return of the sun' in January by burning bonfires, drinking and enjoying a good meal as well as by burning a traditional Viking boat.

**Valentines Day**

14th February, a day when people remember their friends and especially their loved ones with Valentines cards, flowers and small presents. Originally Valentines Day is held in memory of the legend of St Valentine who symbolizes friendship and love.



### 3.4 Pictures without context

**AIM:** *To observe the characteristics of British society conveyed by cartoons. To create a Finnish cartoon character equivalent to the one depicted in the British cartoons. Furthermore, the idea is to understand that everyday phenomena should be studied in the cultural context.*

**MATERIALS:** *A selection of Andy Capp comic strips depicting a 'typical British working-class man' and his life. A transparency sheet. Pieces of A4-paper. English-Finnish dictionaries.*

**TIME:** *About 45 minutes*

**REMARK:** *Introduce the British cartoon character Andy Capp (in Finnish, Lätsä) to pupils in brief at the beginning of the lesson. Andy Capp is a character in a strip cartoon by the artist Reg Smythe in Daily Mirror. Room (1986: 6) claims that he "represents, in humorously exaggerated form, a typical working class man and has what are supposed to be the two main characteristics of the working man, that is, idleness and flippancy. These are usually shown in his treatment of his wife Florrie and his reactions to daily life."*

- 1) Select a few strip cartoons and copy them so that each pupil may choose one . The idea is that you give pupils **only** the first picture from each strip cartoon and put the rest of the strip cartoons aside. **Alternatively**, you may remove the texts from the strip cartoons and copy only the pictures for the pupils so that they may invent the texts themselves. In that case, put the strip cartoons with texts aside. Make enough copies of the task sheets for each pupil.
- 2) Introduce the activity to pupils. Explain that they should choose one picture from a strip cartoon and *draw and write down* the conclusion of the strip cartoon. **Alternatively**, they may choose a comic strip without text and *invent the texts* themselves by writing down what happens in the comic strip. In both cases, you will show pupils the original strip cartoons in the end.
- 3) Show *the first step of the activity* in the transparency. Hand out a piece of A4-paper for each pupil. Ask pupils to choose their comic strips. Tell them that they can use about 30 minutes for the activity. Pupils can consult English-Finnish dictionaries.
- 4) When pupils have finished, you can show them the original strip cartoons and ask them to compare their own strip cartoons with the originals.
- 5) Finally, divide the class into pairs or small groups of three.
- 6) Tell pupils that they could try to make up *a cartoon character about a 'typical Finnish working-class man/woman'*. Explain that this character should depict Finnish society in the same way that Andy Capp describes British society. The idea is to draw up a portrait *either* by writing down the essential characteristics of that character *or* drawing a cartoon.
- 7) Show *the second step of the activity* in the transparency. Hand out pieces of A4-paper for pairs or small groups, one per pupil. Tell them that they can use about 15 minutes for the activity.

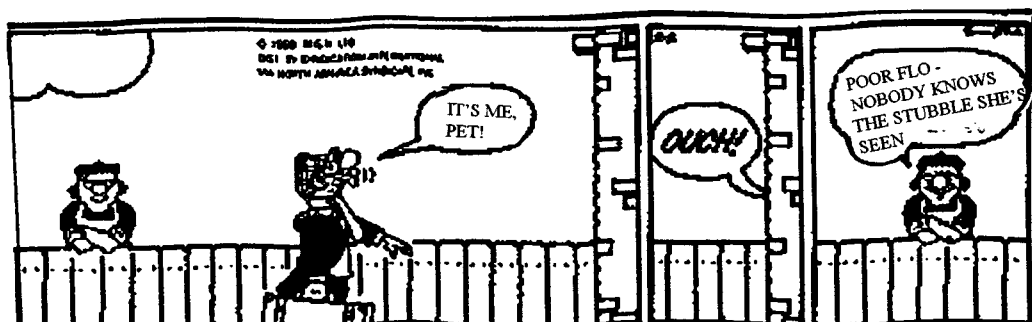
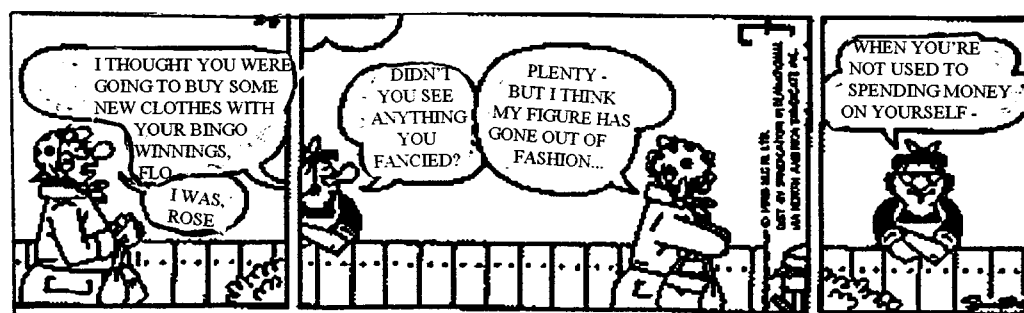
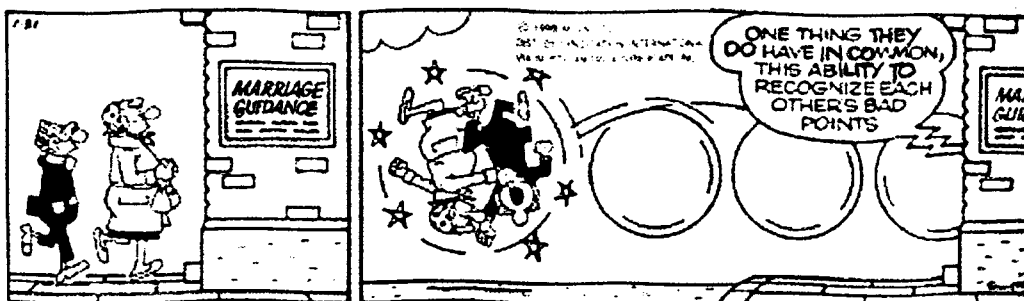
8) When pupils have finished, ask them to share their ideas of a cartoon character about a 'typical Finnish working-class man/woman' with the rest of the class. Discuss.

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<http://www.kingfeatures.com/comics/andycapp/ant80124.htm>

### 3.4.1 A selection of Andy Capp comic strips



### 3.4.2 Pictures without context, a transparency sheet

#### First step of the activity:

Select one picture out of an Andy Capp comic strip. Draw and write a conclusion to the comic strip. *Alternatively*, you can choose an Andy Capp comic strip without texts and make up the texts to the comic strip.

#### Second step of the activity:

Andy Capp represents a 'typical British working-class man'. Try and think what a 'typical Finnish working-class man/woman' is like and make up a cartoon character of him/her.

You can *a)* either write down a portrait (henkilökuva) about your character: what he/she looks like, what he/she does for a living, what kind of a family he/she has got, how you would describe him/her as a character etc. You can also *b)* draw a comic strip of a 'typical Finnish working-class man/woman'.



### 3.5 Problem-solving role plays

**AIM:** *To offer pupils an opportunity to practice phrases needed in everyday communication.*

**MATERIALS:** *Task cards for each pair/group.*

**TIME:** *25 minutes*

- 1) This teaching material contains six role plays. If you have a very large group, take enough copies of the task cards. The same role plays can be used by many groups. **Alternatively**, each group can act out the same role play.
- 2) Divide the class into pairs or small groups according to the number of characters in the role plays.
- 3) Introduce the activity to pupils. Each group member has got a card of his/her own. The card contains information about the roles of the character, the situation and the task goal. Each pair/group have a mutual task goal and each group member has a goal of his/her own. The task cards contain some words and phrases to help pupils.
- 4) Ask the group members to choose a role-play and divide roles for each pupil. Hand out a task card for each group member.
- 5) Tell pupils *to act out the situations and to be prepared to tell the rest of the class how they resolved the problem.* Tell them that they can use about 20 minutes for the activity.
- 6) When groups have finished, ask them to tell the rest of the class what kind of a solution they found to the problem.



### 3.5.1 Problem-solving role plays, task sheet 1

**An evening in a restaurant in London**

**Characters:** *a Scot, a waiter.*

**Situation:** *having dinner in a restaurant, negotiating.*

**The task goal:** *Act out the situation and find out a solution to the problem. Think about your role and decide what you should do in this situation.*

A Scot is having dinner with friends in an expensive restaurant in London. They are celebrating his/her birthday. When the bill arrives he/she finds himself/herself in a difficult situation: everybody expects that he/she pays the bill. However, the Scot happens to be very mean ('saita').

**Questions:**

- \*What happens?
- \*What's the conclusion?

**Some words and phrases to help you:**

- \* *Could we get the bill, please?*
- \* *Did you enjoy your meal?/How was your meal?*
- \* *Aren't you going to pay the bill?*
- \* *I suggest that...*
- \* *I agree/disagree...*
- \* *In my opinion...*
- \* *How about a compromise?*
- \* *I insist...*
- \* *waiter, waitress, Miss, Sir*
- \* *credit card, cash, cheque book*
- \* *to do the dishes*
- \* *host*
- \* *to owe somebody money*
- \* *to borrow money*
- \* *to lend money*

### 3.5.1 Problem-solving role plays, task sheet 2

#### A scene in an elevator

**Characters:** *Three businessmen/-women in an elevator, for example, a Brit, a Finn and an American.*

**Situation:** *getting stuck in an elevator, expressing feelings and reacting to the situation.*

**The task goal:** *act out the situation and find out a solution to the problem. Think about your role and decide what you should do in this situation.*

During your business trip to the Great Britain you are going to meet a client who has an office in the City in London. Suddenly, on your way up the elevator gets stuck. You are not alone in the elevator; the group of people consists of three different nationalities. Besides you, there is a Brit and an American in the same situation. How do different people react?

#### Questions:

- \* What happens?
- \* What's the conclusion?

#### Some words and phrases to help you:

- \* *What happened?*
- \* *What was that?/ ...the noise?*
- \* *What's the matter/ problem?*
- \* *Somebody do something!*
- \* *I can't breathe...*
- \* *I'm feeling dizzy...*
- \* *Stop being hysterical! /Are you crazy?*
- \* *Don't be such a baby!*
- \* *panic*
- \* *to faint*
- \* *elevator boy*
- \* *to be in order/to be out of order*
- \* *to fix/repair*
- \* *repairman*
- \* *threat, to threaten*
- \* *to complain*

### 3.5.1 Problem-solving role plays, task sheet 3

#### A summer language course

**Characters:** *a Finnish girl/boy, a tour leader, a bus driver.*

**Situation:** *arriving in Brighton, solving a misunderstanding, asking for advice.*

**The task goal:** *Act out the situation and find out a solution to the problem.*

*Think about your role and decide what you should do in this situation.*

After months of persuading, you have finally managed to get your parents to pay for your language course in Brighton, England. Now you are about to begin your course. You have come a long way from Finland - first by airplane to Heathrow Airport and then by bus to Brighton. It is midnight and you are waiting for your host family to pick you up at the bus station. However, nobody shows up. All your friends have been picked up from the bus station, there is nobody else left except you, the course leader and the bus driver. What can you do? Who can you turn to?

#### Questions:

- \* What happens?
- \* What's the conclusion?

#### Some words and phrases to help you:

- \* *There seems to be a mix-up...*
- \* *Excuse me.../Could you help me...?*
- \* *I was wondering if you could ...?*
- \* *Your name is/is not in the list.*
- \* *Are there any spare rooms at somebody else's house?*
- \* *Is there a phone nearby?*
- \* *Could/can/may I make a collect call?*
- \* *to stay calm*
- \* *to find out*
- \* *don't panic/worry*
- \* *to find a solution*
- \* *to make inquiries*
- \* *to sort out the problem*
- \* *a misunderstanding*

### 3.5.1 Problem-solving role plays, task sheet 4

#### An incident on a train

**Characters:** *two Finnish girls/boys, a stranger in a sleeping car*

**Situation:** *travelling by train, negotiating a misunderstanding, introducing oneself.*

**The task goal:** *Act out the situation and find out a solution to the problem. Think about your role and decide what you should do in this situation.*

Two Finnish girls/boys are travelling across England on a train. They have made a reservation for a two-person-sleeping car, so that they could sleep during their long journey. However, when they are getting ready for bed, a stranger rushes in. He/she does not seem to understand why they are in the same sleeping car as he/she. What's the stranger doing in the girls'/boys' sleeping car? Who can they turn to?

#### Questions:

- \* What happens?
- \* What's the conclusion?

#### Some words and phrases to help you:

- \* *What on earth are you doing here?*
- \* *I'm afraid you're in a wrong car...*
- \* *We can prove that we have made a reservation.*
- \* *Do you have any proof?*
- \* *Shall we call the conductor?*
- \* *May I introduce myself.*
- \* *This is...*
- \* *Pleased to meet you.*
- \* *What a surprise!*
- \* *I apologize for... /We are very sorry...*
- \* *restaurant car*
- \* *passenger*
- \* *ticket*
- \* *railway card*
- \* *corridor*
- \* *to ask somebody for advice*
- \* *to make a compromise/compromise*

### 3.5.1 Problem-solving role plays, task sheet 5

**A Brit arrives at a hotel in Helsinki**

**Characters:** *a Brit, a receptionist, a hotel manager.*

**Situation:** *arriving at a hotel, trying to check in, complaining, apologizing.*

**The task goal:** *Act out the situation and find out a solution to the problem. Think about your role and decide what you should do in this situation.*

A British businessman/-woman arrives at a well-known hotel in Helsinki. He/she has made a reservation two months before. He/she has an important meeting the same evening and now he/she is anxious to have his/her luggage unpacked and to get some rest. While trying to check in, he/she finds out that the hotel is totally booked-up. What should he/she do now? Who could he/she contact?

**Questions:**

- \* What happens?
- \* What's the conclusion?

**Some words and phrases to help you:**

- \* *Excuse me? There seems to be some kind of a misunderstanding.*
- \* *How can I help you?/ Is there anything I could do for you?*
- \* *I demand an explanation.*
- \* *Who do you think you are?*
- \* *Let's keep calm./ Let's try to sort this thing out.*
- \* *I'm sure we can find a solution.*
- \* *May I have a word with the manager?*
- \* *Please accept our apology./ I apologize for the trouble this has caused.*
- \* *Apologies accepted.*
- \* *to complain*
- \* *to make an inquiry*
- \* *airline (airline company)*
- \* *youth hostel*
- \* *travel agency*
- \* *motel*
- \* *camping site*
- \* *suite*

### 3.5.1 Problem-solving role plays, task sheet 6

#### Buying a TV set

**Characters:** *two roommates, one Finnish, the other British.*

**Situation:** *two roommates negotiating about buying a TV set together, debating, making compromises.*

**The task goal:** *Act out the situation and find out a solution to the problem. Think about your role and decide what you should do in this situation.*

Two students, a Finnish exchange student and his/her British roommate, are considering of buying a TV set to their flat. One insists on buying a second-hand TV set because he/she does not have a lot of money to spend. He/she simply wants a TV set that works. But the other feels that it is more reasonable to buy a brand new one. What shall they do? How could they find a satisfying compromise?

#### Questions:

- \* What happens?
- \* What's the conclusion?

#### Same words and phrases to help you:

- \* *In my opinion.../I feel that...*
- \* *How much does that cost?*
- \* *How much money are you willing to spend on the TV set?*
- \* *Couldn't we buy the TV set on hire purchase?*
- \* *You are right/wrong...*
- \* *That sounds reasonable.*
- \* *OK, let's ...*
- \* *bargain*
- \* *colour TV*
- \* *black-and-white TV*
- \* *to argue*
- \* *to suggest*
- \* *savings*
- \* *salary*
- \* *payment*
- \* *reliable*
- \* *to be of high quality*

### 3.6 Comparing the British and Finnish media

**AIM:** *To acquaint pupils with current issues discussed in British newspapers. To make comparisons between the British and Finnish media and press.*

**MATERIALS:** *A transparency and a text about the British media and a task sheet attached to it for each pupil. A copy of a collection of headlines from British newspapers for each pair/small group. Copies of the original articles from which the headlines have been taken. A selection of British and Finnish newspapers to be compared in small groups.*

**TIME:** *Two lessons, (2 x 45 minutes).*

- 1) Make enough copies of the text about the British media and the headlines for each pupil. Make also copies of the original articles from which the headlines have been taken. You should also copy the transparency sheet. Prepare a selection of contemporary British and Finnish newspapers for small groups of three to four.
- 2) Introduce the activity to pupils with the help of the text on the British media.
- 3) Hand out the text for each pupil.
- 4) Ask them to read it through and think about how the British media differs from the Finnish one in their opinion.
- 5) When pupils have finished, ask them to tell their ideas to the rest of the class. Discuss.
- 6) Next, start discussing about the British press with the help of the headlines taken from recent issues of British newspapers, see the example sheet. Make a headline collage of your own, but remember to take headlines from various kinds of newspapers in order to make the activity more interesting and revealing.
- 7) Explain the activity to pupils. Tell them that their task is, *firstly*, to read through the headlines. *Secondly*, they should try to study them more carefully and find answers to the following questions:
  - *What kind of stories could there lie behind the headlines? Write down your suggestions in your own words.*
  - *Can you remember having read about similar pieces of news in Finnish newspapers recently? If you can, name the pieces of news.*
- 8) Hand out the headline task sheets for each pupil and ask them to write down their answers to the questions in their note books. Tell pupils that they can use about 15-20 minutes for the activity.
- 9) When pupils have finished the activity, ask them to discuss their suggestions to the questions with each other.
- 10) In the end, you can let pupils see the original articles where the headlines have been taken from. Compare the contents of the original articles with pupils' suggestions.
- 11) In the end, divide the class into pairs or small groups of three.

**12)** Explain pupils *the last step*. Tell pupils that their task is to choose two newspapers, a British one and a Finnish one, and to compare them with each other by answering the questions on the transparency.

**13)** Discuss pupils' findings together.

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### **3.6.1 Comparing the British and Finnish media, a background text**

**Read through the following text and try to think how the British media differ from the Finnish ones.**

#### **The Media in Britain**

The BBC (British Broadcasting Company) broadcasts television and radio programmes. In other words, BBC is a public service to the Brits. The ITC (Independent Television Commission) licenses and controls other than BBC television programmes commercial in nature, also cable and satellite services. The Radio Authority licenses and regulates commercial radio services, including cable and satellite. These three authorities follow broad requirements and objectives defined by Parliament. In government the Department of Culture, Media and Sport is responsible for overseeing broadcasting in Britain.

Brits are enthusiastic “telly”-watchers: about 97% have at least one television set and over 70% own a video recorder. The average television watching time per person is about 25 hours a week. There are five national television channels in Britain: BBC 1, BBC 2, Channel 3, Channel 4 and Channel 5. BBC 1 and 2 are primarily financed by a licence fee. ITV Channels 1 and 2 are mostly financed by advertising. In Wales S4C (Sianel pedwar Cymru) broadcasts programmes on the fourth channel in Cymric, in the Welsh language.

BBC 1 has specialised in documentaries and current affairs programmes, drama and entertainment, sports and childrens’ programs. BBC1 spealizes in educational programmes to audience from school children to Open University students. BBC 2 aims to meet the requirements of special audience, it offers documentaries, late-night comedy and leisure and lifestyle shows.

Channel 3 offers informative programmes, news, documentaries, currents affairs, education, drama, entertainment, sport, arts and children’s programmes. Channel 4's task is to meet the needs of TV- watchers Channel 3 hasn’t succeeded to meet, in other words, to try to offer all kinds of innovative, experimental and educational programmes. Like Channel 3, also Channel 5 concentrates on quality and diversity in its programmes.

Almost every home has a radio. On a normal day about 70% of the British listen to the radio. The BBC has five national networks for music, news, education, sport etc. There are also three national commercial radio channels in Britain: Classic FM, Virgin 1215 and Talk Radio UK. In addition, there are about 200 independent local radio (ILR) stations which supply local news and information, sport, music and other entertainment, education and consumer advice.

WORD LIST for '*Comparing the British and Finnish media, a background text*'

to broadcast= lähettää, välittää ohjelmia  
 to license= rahoittaa lupamaksulla  
 commercial= kaupallinen  
 to regulate= säädellä  
 a requirement= vaatimus  
 an objective= tavoite  
 the Department of  
 Culture, Media and Sport= 'kulttuuri-ja liikuntaministeriö'  
 to oversee = valvoa  
 enthusiastic= innokas  
 a television set= TV-vastaanotin  
 average= keskimääräinen  
 national= kansallinen  
 primarily= pääasiallisesti  
 to finance= rahoittaa  
 a licence fee= lupamaksu  
 advertising= mainonta  
 a current affairs programme= ajankohtaisohjelma  
 entertainment= viihde  
 an audience= yleisö  
 to aim= tähdätä, pyrkiä  
 leisure= vapaa-aikaan liittyvä  
 an informative programme= asiaohjelma  
 to meet needs= tyydyttää vaatimukset, tarpeet  
 to succeed= onnistua  
 innovative= uudistava  
 experimental= kokeellinen  
 to concentrate= keskittyä  
 diversity= vaihtoehdot, valinnanmahdollisuudet  
 to supply= tarjota ohjelmistossaan  
 consumer advice= kuluttajapalveluita

## 3.6.2 Headlines from the British press, an example sheet

# Fraser rides to England's rescue

Paddington Bear in trouble  
**IS THE DUCHESS TRAINING  
FOR WINTER OLYMPICS?**

**Margaret Thatcher finds her true  
market value**

**POSH  
SPICE  
PAYS  
£3,000  
TAX  
BILL  
FOR THE  
RING  
THAT  
SAID I  
LOVE  
YOU**

PM's fury  
at tacky  
'Diana  
death  
industry'

Will she  
no longer  
be Queen  
of all they  
survey?

British cars are the dearest in Europe  
**Amazon boy is  
Oxford scholar**

Earl 'upset'  
over Diana  
killing claim

### 3.6.3 Comparing the British and Finnish press, a transparency sheet

**1) Choose two newspapers for comparison: one British, the other Finnish.**

**2) Try to find answers to the following questions. Write down your answers in your note books. If you find obvious differences, name them clearly.**

*\*Look at the front page of both the newspapers.*

A) What can you find on them?

B) Is the contents the same in both of them?

*\*Turn to the first page.*

What types of articles are included on the first page in both the newspapers?

*\*What about the second page?*

Compare the 2nd pages with each other.

*\*Glance through both the newspapers from the cover to the last page. Compare the overall structure in them, e.g. the number and position of separate sections.*

*\*If there are TV and radio programme sections in them, analyze the contents:*

A) How many TV/radio channels can you find?

B) Can you find familiar programmes?

C) Can you spot any differences in the British and the Finnish programme selection?

D) What is the country of origin in most of the programmes in Britain and in Finland? (e.g American, British, Finnish...)

### 3.7 Euphemisms

**AIM:** *To familiarize pupils with values and attitudes in language use with the help of euphemisms.*

**MATERIALS:** *A list of euphemisms in English-speaking countries for each pupil. English-Finnish dictionaries.*

**TIME:** *35-45 minutes.*

**REMARK:** *We recommend that the teacher first makes sure the class understands the meaning of euphemisms. Euphemisms are those words or expressions we use when we want to avoid saying something rude or offensive. They may also be used when some delicate matter, such as death, is discussed. Euphemisms are used in every culture and in every language. They may sometimes reveal something essential about the values and attitudes associated with different cultures.*

- 1) Make enough copies of the list of euphemisms.
- 2) Divide the class into pairs/small groups of three. **Alternatively** pupils can work individually.
- 3) Introduce the activity to pupils. Start by explaining euphemisms, see remark above. Tell pupils that, *firstly*, they should read through the list. *Secondly*, they should try to divide different euphemisms into groups according to their topic. *Thirdly*, they should think about whether there are similar types of euphemisms in Finnish. Ask pupils to write down their notes in their note books.
- 4) Hand out lists of euphemisms for each pair/small group. Tell them that they can use about 25 minutes for the activity. Pupils can consult English-Finnish dictionaries.
- 5) When pupils have finished the activity, discuss the findings together. You could collect the different topics pupils find on a transparency.

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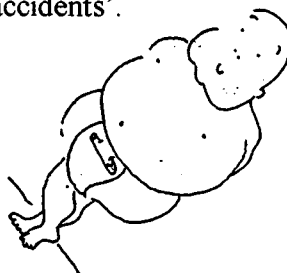
### 3.7.1 A list of euphemisms in English-speaking countries

#### **abdomen**

The belly. The terms for parts of the body are often replaced with euphemisms because it is considered inappropriate to use the exact terms for them.

#### **accident**

There are various degrees of 'accidents' in English. A small child may wet his pants and a pregnant woman who has an unplanned baby may both have their misfortunes depicted as 'accidents'.



#### **at liberty**

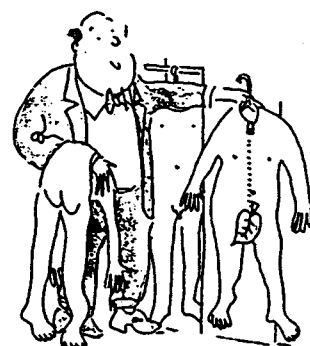
This is another way of saying that somebody is unemployed. It makes it seem as though one is on vacation instead of being unemployed.

#### **to bend the rules**

To act illegally. The inference is that the law has not really been broken. Bent means dishonest or stolen.

#### **birthday suit**

It is in fact not a suit at all. If you are in your birthday suit, you have no clothes on. You are wearing what you wore at your birth, in other words you are naked.



#### **bite the dust**

To die in combat. This euphemism is one of the many used for death, which is often considered a difficult subject to talk about.

#### **black bag job**

An illegal break-in by a government employee, typically an FBI agent or a CIA operator, usually for the purpose of photographing and stealing documents. The phrase probably refers to the small bag, similar to a doctor's bag, in which the burglars carry their tools.

#### **bleep**

The electronic sound has been converted to print in order to save the eyes as well as ears from any possible embarrassment as in the following example: "The man was a bleep fool to let him go so easily!".

**blessed event**

The birth of a baby. This euphemism reflects a reluctance to talk plainly about pregnancy and birth.

**cash flow problem**

The real problem arises when a company knowingly continues to trade while insolvent. This makes the directors personally liable for the debts then contracted.

**cleaning person**

A euphemism used for a cleaning woman, formerly a cleaning lady, maid or a servant. Expressions like this are invented to make the work seem more professional and respectable.

**client**

Today, for example social workers call their welfare recipients clients and prison administrators call their convicts clients as well. These euphemisms dignify people that are considered to have a poor position in a society. Moreover, social workers' and prison administrators' own prestige increases as a result of the neutral, professional term "client".

**coloured**

Usually used to describe people of a specific colour, that is, black. In the 19th and 20th centuries, the term was preferred as a more polite description than 'negro' or 'black'. Today, however, the term 'black' has become more acceptable and more current.

**companion**

A person who is not married to the person with whom he/she is living. This expression is also used of a friend, applying to both men and women.

**dad**

A euphemism of "God", especially useful in forming such mild oaths as dadblame, where the blame stands for "damn".

**darn**

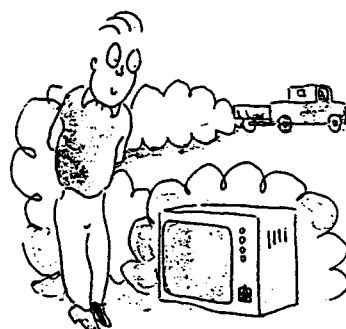
This expression means "damn". It is the most popular of many euphemisms for "damn", for expressing irritation and frustration.

**to embroider the truth**

This expressions means "to lie, ornamentally". In other words, the euphemism proves right what every good liar knows - the best lies are often composed of truths.

**to fall off the back of a lorry**

If someone offers to sell you something very cheaply, it may be that it fell off the back of a lorry, in other words it may be stolen. This colourful expression makes the act of buying something stolen seem harmless.



**gay**

Homosexual. This word can be used as an adjective or as a noun. Originally 'gay' meant 'merry' but today the word 'gay' is rarely used in this sense. Today it is widely used by everyone when referring to homosexuals.

**hard of hearing hearing-impaired**

This expression is used of a deaf or a nearly deaf person. Instead of talking about diseases openly, people often use more neutral terms to talk about them.

**loo**

Toilet. This is the most common euphemism for toilet in Britain. It is a casual, friendly term, in contrast to other more formal euphemisms like 'ladies/ gents' and 'public conveniences'.

**kick the bucket**

This expression is a euphemism for saying that somebody is dying or has died. It is thought to refer to the bucket on which a suicide victim used to stand to hang him/herself. However, nowadays there is no association with suicide.

**mature/senior citizen**

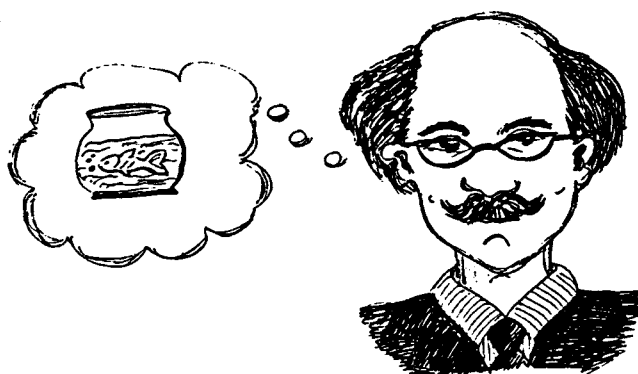
These euphemisms are used when referring to old persons. As people live longer, euphemisms disguising old age increase. People seem unwilling to accept the process of ageing that leads to death.

**off**

Rotten, bad. Today this euphemism is used for rotten foodstuffs (This meat is off) or to describe a mean action (Her husband stole money from her mother. That was a bit off).

**powder my nose**

When you want to use the toilet, i.e. the powder room, you may make an excuse by saying that you have to powder your nose. This expression is used mainly by women. Men have their own euphemisms for the same purpose. For example the following phrases can be used to express this wish: "I have to see a man about a dog", "I have to consult Mrs Jones", "I have to freshen up" and "I have to go feed the goldfish".

**release**

To fire from a job. This euphemism is also frequently said of professional athletes, even the best of whom are frequently released at about age thirty-five, which is when their physical condition is no longer at its best.

**rest house**

This is a more neutral term for 'madhouse'. The reason for avoiding negative terms such as 'madhouse' may lie in the fact that people are afraid to speak openly about such personal, fatal diseases as mental illnesses.



**sanitation officers**

Dustmen. This euphemism gives a more professional ring to the work.

**tipsy**

Drunk (but still standing). This is a light-hearted description, often used when referring to women. In English there are various euphemisms for 'drunk'.

**with child**

This is an expression used for 'pregnant'. Note that there is a great difference between "a woman with child" and "a woman with a child".

**white lie**

The distinction between regular lies and the supposedly small, harmless, perhaps even well-intentioned white lies reflects the ancient distinction between black (bad) magic and white (good) magic.

**wonderful personality**

A conventional way of saying that somebody is not good-looking. People do not want to insult each other intentionally because of some details in their appearance.

### 3.8 Solving critical incidents

**AIM:** *To apply one's intercultural knowledge about Britain in practice. To realize that misunderstandings can result from differences in people's cultural backgrounds.*

**MATERIALS:** *A task sheet for each pupil. Answer Keys of each critical incident for small groups.*

**TIME:** *25-30 minutes.*

- 1) Make enough copies of task sheets and answer keys to be handed out for small groups. Each group will be given a critical incident of their own. Give a copy of the task sheet to each group member and an answer key for each group.
- 2) Divide the class into small groups of *three to four*.
- 3) Introduce the activity to pupils. Tell them that, *firstly*, they should read through the situation in their task sheet. *Secondly*, they should choose the most appropriate answer/s to the question in their task sheet. While deciding which answer/s to choose, the groups should discuss and give reasons for their choices. Tell pupils that you will hand out the answer keys for the groups so that they can study the most appropriate answer/s.
- 4) Hand out the task sheets for the small groups, one task sheet for each pupil. Tell them that they can use about 15 minutes for the activity.
- 5) When the groups have finished the activity, hand out an answer key for each group. Ask them to study the most appropriate answer/s.
- 6) Finally, tell the small groups to get together with another group and share their critical incident and the possible explanations to it with each other. Discuss.

#### Acknowledgement

These activities are adaptations from 'critical incidents' exercises in Tomalin, B. & S. Stempleski (1993: 85-88). *Cultural awareness*. Oxford: Oxford University Press; and in Cushner, K. & R. W. Brislin (1996). *Intercultural interactions. A practical guide*. 2nd edition. USA: Sage.

### 3.8.1 Solving critical incidents, task sheet 1

Read the situation below. Next, choose the most appropriate answer/s to the question. Sometimes more than one answer is possible.

#### Misunderstandings in addressing

A British teacher called John Richards has come to Finland to teach English in an upper secondary school. He is participating in teacher exchange between a British and a Finnish upper secondary school. This is his first week in the school. It is the very first day of the English class and he is introducing himself. "My name is John Richards, you can call me Mr Richards. Now I'd like you to tell me your names. Let's start with you", he said to a girl sitting in the front row, by the window.

The girl answered, "My name is Kati Ojala, Teacher."

John Richards looked puzzled. He said, "OK, that's fine. Please don't call me 'Teacher'. I'd like you to call me John or Mr Richards, Miss Ojala."

The class bursts into laughter. Amazed, Mr Richards tries to continue asking the students to introduce themselves.

\* What went wrong with the addressing from the point of view of Kati and John Richards?

- a) Kati thinks that she can address the teacher in the same way as the Finnish teachers. In Finland you often call your teacher "Ope, Opettaja".
- b) Kati couldn't pronounce the name John Richards correctly.
- c) Kati didn't know that in England only very young pupils call their teacher 'Teacher'.
- d) John Richards wasn't aware of the fact that in Finland teachers generally address their pupils with their first name.

### 3.8.2 Solving critical incidents, task sheet 2

Read the situation below. Next, choose the most appropriate answer/s to the question. Sometimes more than one answer is possible.

#### The football game

A Finnish family, the Lahtinen's, have moved to Liverpool, England. The father of the family, Jussi Lahtinen, has been recruited as a manager for a multinational company. He has decided to send his 10-year-old son, Mikko, to a local public school with a very good reputation and modern sports facilities. (Of course, a public school in England is actually a private school.)

Mikko is a very keen football-player. He has been playing in a well-known "little league" in his home town in Finland. Since England is a Promised Land for football enthusiasts, Mikko and his father were excited about the possibility to attend some world class football matches. They thought that they could make a nice bus trip to the football station. Mikko had made friends with an English boy in his school, James. Mikko's father had received free tickets for a professional football game to be played in Liverpool next Saturday. He had promised Mikko that he could ask one of his friends to join them and watch the game.

Jumping with joy, Mikko decides to phone James and invite him to the match. James seems eager and willing to accept the invitation. However, he has to ask for a permission from his parents. After a while, James' mother phones Mikko's father. She thanks for the invitation, but refuses it politely and suggests that the boys could perhaps think about some other activity that they both like.

\*Why did James' mother ask Jussi not to ask her son to any more football games?

- a) James' mother feels that football is a sport for the lower classes.
- b) The British in general aren't very keen on attending football games "live" because of football hooliganism.
- c) The British tend to be a little bit prejudiced against "exotic" countries and cultures and James' mother doesn't want her son to associate with Finns.
- d) James' mother finds using public transportation far too dangerous and doesn't allow her son to go to a bus trip.

### 3.8.3 Solving critical incidents, task sheet 3

Read the situation below. Next, choose the most appropriate answer/s to the question. Sometimes more than one answer is possible.

#### A vacation in Jersey

Janne and Mika are two Finnish students in their twenties on holiday in Jersey, in a channel island in Great Britain. During their first evening in Jersey, they enter a small pub for a few beers and they decide to have something to eat as well. They order two pizzas. The waiter tells them that pubs don't serve pizza, but they have a traditional English dish, Fish'n'Chips, on the menu.

Janne gets upset about the stupid English ways and tells the waiter to go out and buy some ingredients for pizza, because he absolutely wants a pizza. When the waiter objects to the idea and says that this is not possible, Janne begins to insult the waiter in Finnish. Another customer intervenes and suggests that the boys should go to another pub nearby. Mika persuades Janne to leave and apologizes the waiter and the other customer, saying that Janne doesn't usually behave like this - at home he is quiet and reserved.

\*Which alternative best explains Janne's rude behaviour?

- a) Janne is not used to alcohol, but because of the jet lag he decides to have a few beers to be able to relax. Unfortunately, he drinks a few too many.
- b) The Finns often behave aggressively and in a demanding manner abroad.
- c) The waiter's attitude was unhelpful and hostile and so Janne had a right to be upset.
- d) Janne feels that since he is abroad there is no need to try to control his feelings of irritation because he doesn't really care how those around him view his behaviour.

### 3.8.4 Solving critical incidents, task sheet 4

Read the situation below. Next, choose the most appropriate answer/s to the question. Sometimes more than one answer is possible.

#### **Bumping into a friend in London**

A Finnish couple were having a vacation in London. They had decided to go on a tour around London with a British acquaintance. While they were strolling along Oxford Street, one of the most famous shopping streets in London, they bumped into a friend of theirs who had been living in England for several years already. They hadn't met her for ages. She was their former neighbour from the period when they were living in Hyvinkää.

They were very excited about this coincidence. They greeted each other warmly and started to have a lively and loud conversation in Finnish. After a while, their British acquaintance started to look awkward, with an irritated expression on his face. He sighed, turning his head away. The Finns noticed his reaction and continued their conversation in a quieter tone.

\*Why did the British man feel uncomfortable?

- a) He did not want to be seen in the company of a group of foreigners.
- b) He was embarrassed by the fact that the Finns were showing their feelings too openly in public.
- c) He suspected the Finns were talking about him, as they were using a language he could not understand.
- d) He felt that the Finns behaved very badly, because they did not pay any attention to him while discussing and didn't remember to introduce him to their friend.

### 3.8.5 Solving critical incidents, task sheet 5

Read the situation below. Next, choose the most appropriate answer/s to the question. Sometimes more than one answer is possible.

#### Receiving a compliment

A Finnish boy is studying as an exchange student in an upper secondary school in England. He is doing fine with his studies and one of his teachers, Mrs Green, has noticed his progress with pleasure. One day she decides to give him a compliment because he has written such an excellent essay.

Mrs Green says, "Eetu, I'm very happy with your work. Your English has become so much better."

Eetu blushes and looks down. He says, "Oh, no. I'm not that good in English although I'm trying hard."

The teacher wanted Eetu to know that she really appreciated his efforts. So she says to him, "But you are a very good student. You should be proud of yourself."

Eetu replies, "No, no, you are a very good teacher but I don't think I'm such a good student."

Mrs Green didn't know how to react to this kind of behavior. So she decided not to give Eetu any more compliments.

\*What was the reason for the misunderstanding?

- a) Eetu was embarrassed about the teacher's compliment. He wasn't used to receiving compliments about good work.
- b) Eetu was shy and didn't know how to respond to the compliment.
- c) Eetu and Mrs Green didn't like each other. Eetu thought that the teacher was insincere and didn't really mean what she said.
- d) Eetu was ashamed of his work.

### 3.8.6 Solving critical incidents, task sheet 6

Read the situation below. Next, choose the most appropriate answer/s to the question. Sometimes more than one answer is possible.

#### Visiting neighbours

A Finnish au pair has been invited to have dinner with her neighbours. She has never met them before and now she is desperately trying to think about something to bring to the family. In Finland it is a custom to bring something to the hosts when you have received an invitation for dinner.

In the end she decides to bring them a bunch of white chrysanthemums because they look so lovely. So she rings the door bell, excited about the opportunity to see some real British ways of living. When she gets in she hands the flowers to the lady who opens the door. The lady's face stiffens and she looks astonished. After a while she manages to thank the girl and guides her in to the dining room.

\*Why did the hostess behave so awkwardly?

- a) The hostess is allergic to flowers.
- b) In England people rarely bring anything with them when they go to visit somebody.
- c) Chrysanthemums are used as funeral flowers in England.
- d) The lady who opens the door is a maid, not the hostess as the girl thinks. So she hands the flowers to a wrong person.



### 3.8.1 Solving critical incidents, answer keys 1-6

#### Task sheet 1: Misunderstandings in addressing

The most likely explanations are a), c) and d). In England it is often considered more polite to address your teacher with Mr/Mrs/Miss and the teacher's surname (Mr Richards). In England teachers also address older students with Mr/ Miss and the student's surname (Miss Jones).

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#### Task sheet 2: The football game

The most appropriate answer is a), because James' mother didn't want her son to become interested in a sport which is associated with lower classes. In England many people tend to be very class-conscious and conservative; they have doubts against people who behave in a more liberal way. Answer b) has also some truth in it. It is possible that James' mother was concerned about her son's safety in a live football game because of increased football hooliganism.

---

#### Task sheet 3: A vacation in Jersey

The most suitable answer is d). Back home in Finland people are expected to behave in a reserved manner and not to show their feelings openly in public. When they are abroad, Finns often feel free; they express themselves in an uninhibited manner. There might lie some truth in answer b), too, although it is a rather stereotypical depiction of the Finnish personality. The Finns are used to expressing themselves in a direct manner, sometimes a bit unpolitely.

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#### Task sheet 4: Bumping into a friend in London

The most likely alternative is answer d), because the British follow some quite strict social rules of formality when communicating with each other. They expect that foreigners follow this procedure, too. It may have been difficult for the British man to accept the Finns breaking this rule and failing to introduce him to their friend. On the other hand, the Finns may have been so excited about seeing their old friend that they forgot their surroundings, including their company. This is why they behaved in a rude manner, from the point of view of the British.

---

#### Task sheet 5: Receiving a compliment

The most possible answers are a) and b). Eetu may have felt uncomfortable for receiving compliments because in Finland teachers rarely compliment their students in front the class. It's more common to write down compliments for example in essay papers. It is normal in English-speaking countries to compliment students for good work and give positive feedback also in front of the class. Students are supposed to take the compliment with a 'Thank you'.

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**Task sheet 6: Visiting neighbours**

The best alternatives are choices b) and c). Firstly, white chrysanthemums symbolize death in England. Secondly, in England people seldom bring anything with them when they go to visit somebody, but it is considered polite to remember to thank your host afterwards. You can for example send a thank-you card, a bottle of wine, or perhaps flowers to the host/hostess.

---

#### PHASE 4: INVESTIGATING

"This is the house that Jack built,

this is the malt that lay in the house that Jack built.

This is the rat that ate the malt that lay in the house that Jack built,

this is the cat that killed the rat that ate the malt that lay in the house that Jack built.

This is the dog that chased the cat that killed the rat that ate the malt that lay in the house that Jack built.

This is the cow with the twisted horn, that tossed the dog that chased the cat that killed the rat that ate the malt that lay in the house that Jack built.

This is the maiden all for lorn, that milked the cow with the twisted horn, that tossed the dog that chased the cat that killed the rat that ate the malt that lay in the house that Jack built.

This is the man all tattered and torn, that kissed the maiden all for lorn, that milked the cow with the twisted horn, that tossed the dog that chased the cat that killed the rat that ate the malt that lay in the house that Jack built.

This is the priest all shaven and shorn, that married the man all tattered and torn, that kissed the maiden all for lorn, that milked the cow with the twisted horn, that tossed the dog that chased the cat that killed the rat that ate the malt that lay in the house that Jack built.

This is the cock that crowed in the morn, that waked the priest all shaven and shorn, that married the man all tattered and torn, that kissed the maiden all for lorn, that milked the cow with the twisted horn, that tossed the dog that chased the cat that killed the rat that ate the malt that lay in the house that Jack built."

- A traditional British nursery rhyme-



"A house" drawn by Isla, 4 years.

## PHASE 4: Investigating

Activities	Phase 1: Sensitising	Phase 2: Information collecting	Phase 3: Experiencing	Phase 4: Investigating
Activity 1	1.1 Getting to know your classmates	2.1 Learner diary A	3.1 Learner diary B	4.1 Learner diary C
Activity 2	1.2 Defining culture	2.2 First impressions on British culture	3.2 Snapshots of contemporary British music	4.2 Comparing the texts
Activity 3	1.3 Our own culture	2.3 Going to school in Britain	3.3 National holidays and festivals	4.3 Role plays on culture
Activity 4	1.4 Starting email exchange	2.4 Getting information about school	3.4 Pictures without context	4.4 Email exchange about the school
Activity 5	1.5 Holiday glimpses of Britain	2.5 Analysis of a short-story	3.5 Role plays in everyday communi- cation	4.5 Email exchange about the text
Activity 6	1.6 Designing a culture collage	2.6 Social groups	3.6 Comparing the British and Finnish press	4.6 Email exchange about the press
Activity 7	1.7 Culture memory	2.7 British cuisine	3.7 Euphemisms	4.7 Email exchange and posters
Activity 8	1.8 Word connotations	2.8 Attitudes and stereotypes	3.8 Solving critical incidents	4.8 Learner diary D

Activities in four phases.

## **PHASE 4: Investigating**

When studying a complex phenomenon such as culture it is useful to reflect on the learning process, to go back to the beginning and think about how one's conceptions and attitudes have changed. We feel that gathering information, role-plays and contacts with native speakers are crucial factors in achieving changes in attitudes towards different cultures. During Phase 4 pupils are encouraged to reflect on their experiences during the course and to find out how their perceptions of Britain have altered.

Activity 4.1 'Learner diary C' begins Phase 4 and continues the process of self-evaluation. A summary of cultural values associated with British and Finnish cultures is introduced with 4.2 'Comparing English proverbs'. The pupils' initial insights into British culture and the British way of living are discussed in activities 4.3 'Reflecting on collages' and 4.4 'Investigating email exchange'. The idea is to sum up the information gathered during the course and consider whether one's attitude toward the target culture has changed.

The class is offered a free communicative activity, 4.5 'Culture alias', in which their task is to orally explain items related to British culture. In 4.6 'Film review' pupils are asked to utilise the information they have gathered during the course by watching a film describing contemporary British society. Body language and gestures are an important part of intercultural communication and thus they cannot be ignored. Activity 4.7 'Body language and gestures' aims at sensitising pupils to interpret gestures and expressions. Finally, 4.8 'Learner diary D' has as its goal to sum up observations about one's own learning process during the whole course.

To measure attitude changes that pupils have gone through during the course we have designed target tasks 4.3 'Reflecting on collages' and 4.4 'Investigating email exchange'.

### 4.1.1 Learner diary C, a task sheet

This activity is designed to evaluate the quality of activities in Phase 3 and to give you an opportunity to self-evaluate your learning process. *Firstly*, continue the sentences below. *Secondly*, write a brief description of your experiences during Phase 3. Consider the following questions in your answer:

- *Do you think that you have had a chance to utilize the information you have gathered during Phase 2?*

- *Do you think that your knowledge of the Brits and the British way of living has increased during this phase? Whether your answer is yes or no, give reasons.*

\* The most interesting thing I learnt in Phase 3 was \_\_\_\_\_

\_\_\_\_\_

\*The most uninteresting thing I learnt in Phase 3 was \_\_\_\_\_

\_\_\_\_\_

\* In my opinion, the most informative ('opettavainen') activity was \_\_\_\_\_

\_\_\_\_\_

\*I feel that the most useful piece of information I received was \_\_\_\_\_

\_\_\_\_\_

Next, write a brief description of your experiences during Phase 3 on the lines below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 4.2 Comparing English proverbs

**AIM:** *To help the contrast and compare cultural values described in proverbs.*

**MATERIALS:** *A list of English proverbs and task sheet for each pupil. English-Finnish dictionaries.*

**TIME:** *15-20 minutes.*

- 1) Make enough copies of the task sheets for each pupil. Copy a list of English proverbs for each small group/pair.
- 2) Divide the class into pairs or small groups of three.
- 3) Introduce the activity to pupils. Explain them that, *firstly*, they should read through their group of proverbs. *Secondly*, they should think about what they mean and whether there are Finnish equivalents for the English proverbs. *Thirdly*, if they cannot think of any Finnish equivalent for an English proverb, they can try to make up one by themselves.
- 4) Hand out task sheets for each pupil and a list of proverbs for each pair/small group. Tell them that they can use about 15 minutes for the activity. Pupils can consult English-Finnish dictionaries.
- 5) When pupils have finished the activity, discuss their findings together.

### Acknowledgement

This is an adaptation from a 'proverbial values activity' in Tomalin, B. & S. Stempleski (1993: 130-131). *Cultural awareness*. Oxford: Oxford University Press.

### Bibliography

Smith, W., G. (compiled by) (1948: 59, 84, 152, 153, 227, 300, 301, 303, 307, 352, 380, 388, 389, 390, 391, 392, 429, 430, 436, 514). *The Oxford Dictionary of English Proverbs*. 2nd edition. Oxford: Oxford University Press.

### 4.2.1 A list of English proverbs

a)

- \*Boys will be boys.*
- \*Cat's away, when the mice will play.*
- \*To make a mountain out of a molehill.*
- \*Poverty is not shame; but the being ashamed of it is.*
- \*Practice makes perfect.*

b)

- \*Money will do anything.*
- \*Money makes the man.*
- \*Money is a good servant but a bad master.*
- \*Laugh before breakfast, you'll cry before supper.*
- \*Long absent, soon forgotten.*

c)

- \*A friend in need is a friend indeed.*
- \*Love rules his kingdom without a sword.*
- \*Love will find out the way.*
- \*Love your neighbour, yet pull not down your hedge.*
- \*Love will find out the way.*

d)

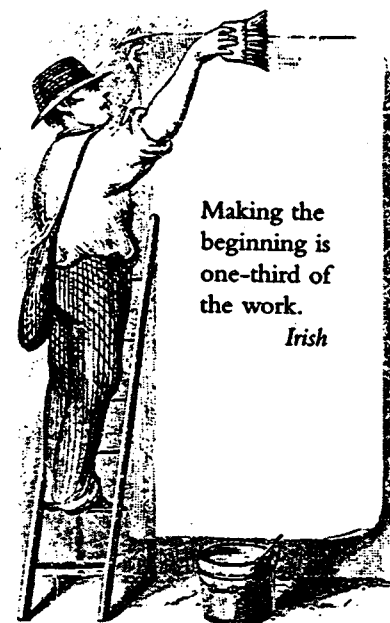
- \*Love makes the world go round.*
- \*Love is not found in the market.*
- \*Love lives in cottages as well as in courts.*
- \*Love does much, money does everything.*
- \*Love at first sight.*

e)

- \*Hour in the morning is worth two in the evening.*
- \*Hope for the best.*
- \*Hope is the poor man's bread.*
- \*Honesty is the best policy.*
- \*Honest men marry soon, wise men not at all.*

f)

- \*Home is homely.*
- \*Dogs wag their tails not so much in love to you as to your bread.*
- \*Dogs bark as they are bred.*
- \*To look like a dog that has lost its tail.*
- \*Dog to bite him, a man may cause his own.*





### 4.2.2 English proverbs, a task sheet

**Read through your list of English proverbs. 1) Try to think about what the proverbs mean. 2) Can you come up with any Finnish equivalents for them? 3) If not, use your imagination and try to make up one by yourself.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### 4.3 Reflecting on culture collages

**AIM:** *To go back to the collages designed during Phase 1 (1.6 Designing a culture collage). To reflect on pupils' initial insights into British culture: to find out whether they have altered or developed. Ultimately, to make a summary about the possible changes in their views about the Brits and the British way of living.*

**MATERIALS:** *PHASE 1 culture collages.*

**TIME:** *20-25 minutes.*

- 1) Make a copy of the transparency sheet.
- 2) Divide the class into the same small groups they had while designing their culture collages. Hand out the culture collages for each group/pupil.
- 3) Introduce the activity to pupils with the help of the transparency sheet. *Firstly*, ask pupils to have a close look at their works: to reflect on the way their perception about Britain and the British way of living has changed. Ask them to utilize the questions on the transparency sheet. *Secondly*, ask them to make a *brief account* of their perception about Britain *in the beginning of the course* and *now* in the last phase of it. Point out that they should write down their description in their note books *individually*.
- 4) Start the writing process. Remind pupils that they have about 20 minutes for the activity.
- 5) When pupils have finished the activity, ask them to pass their note books to the teacher. Collect the writings. Read them through and give written feedback for each pupil.

## 4.4 Investigating email exchange

**AIM:** *To sum up the information gathered during the email exchange and to share the information with the whole class.*

**MATERIALS:** *The printed messages pupils have received during the course from their British partners. Large pieces of A3 cardboard for each small group. Felt-tip pens and crayons to be distributed for each group.*

**TIME:** *About one to two lessons, ( 1/2 x 45 minutes).*

- 1) Make sure that each small group has their messages printed to be used in this lesson.
- 2) Introduce the activity to pupils. Explain them that, *firstly*, they should read through their messages. After that, they should select the ones they find most interesting and sum them up by underlining the main points. *Secondly*, ask pupils to think about a title to their poster. *Thirdly*, tell them that they should design a poster concerning the highlights of the email exchange and the information they have gathered. They can e.g. write down extracts from their messages and decorate their posters with pictures that match their topic.
- 3) Ask pupils to start with the activity and tell them that they can use about 30 minutes for the activity (depending on the number of messages they have received).
- 4) When pupils have finished their work, the posters can be hung up on a notice board for “an email exchange exhibition”. In the end, each small group can introduce their poster to the rest of the class and share the information they have gathered.

## 4.5 Culture alias

**AIM:** *To offer pupils an opportunity to a free, imaginative activity in which their task is to orally explain items related to British culture, e.g. famous persons, places, companies, food, works of art.*

**MATERIALS:** *A deck of cards, each of which has one item written down on it. Make use of the list of items attached to this activity. Naturally, you can make up new cards including current topics.*

**TIME:** *30 minutes.*

- 1) Make copies of the list of cultural items in this activity. The larger the class the more you need cards. Make sure you have enough cards for your pupils, e.g. if you have a group of 12 pupils, prepare about 80 cards. If you like you can glue the items on pieces of cardboard.
- 2) Divide the class into small groups of *three to six*. **Alternatively**, if you have a very small group they can all play against each other.
- 3) Explain the rules of the game. Tell that the basic principle of the game is to *try to explain the item in the card without using the actual word. The idea is that one should make use of roundabout expressions.* The one who guesses the right answer gets the card and then it is his/her turn to describe the item in his/her card. The winner of the game is the one who manages to collect the most cards.
- 4) Hand out a deck of cards for each group. Tell them that they can use about 30 minutes for the activity.

### 4.5.1 Culture alias, a table of cultural items

<i>Shakespeare</i>	<i>Winnie the Pooh</i>	<i>Sting</i>	<i>Horse polo</i>	<i>Rolling Stones</i>
<i>Arthur Conan Doyle</i>	<i>Pride and Prejudice</i>	<i>Romeo and Juliet</i>	<i>Paddington</i>	<i>Freddie Mercury</i>
<i>Oasis</i>	<i>BBC</i>	<i>The House of Commons</i>	<i>Liverpool</i>	<i>Monarchy</i>
<i>The Beatles</i>	<i>Cricket</i>	<i>Linford Christie</i>	<i>Men behaving badly</i>	<i>10 Downing Street</i>
<i>Cats</i>	<i>Bobbies</i>	<i>Phantom of the Opera</i>	<i>James Bond</i>	<i>Five o'clock tea</i>
<i>IRA</i>	<i>School uniform</i>	<i>Rowan Atkinson</i>	<i>Andrew Lloyd Webber</i>	<i>Umbrellas</i>
<i>Tower Bridge</i>	<i>Belfast</i>	<i>Double deckers</i>	<i>Fox hunting</i>	<i>Roger Moore</i>
<i>Cambridge</i>	<i>Emma Thompson</i>	<i>Sean Connery</i>	<i>jam</i>	<i>Hyde Park</i>
<i>Kristin Scott Thomas</i>	<i>Public school</i>	<i>London</i>	<i>Spice Girls</i>	<i>British Airways</i>
<i>Whiskey</i>	<i>Andy Capp (Lätsä)</i>	<i>Greenwich</i>	<i>Buckingham Palace</i>	<i>The Underground</i>
<i>Charles Dickens</i>	<i>Colin Firth</i>	<i>Loch Ness</i>	<i>Steven Fry (Jeeves)</i>	<i>Royal Guards</i>
<i>Canterbury</i>	<i>Bagpipes</i>	<i>Princess Diana</i>	<i>Agatha Christie</i>	<i>Stonehenge</i>

<i>Colin McRae</i>	<i>Elton John</i>	<i>The Queen of Hearts</i>	<i>Toast</i>	<i>Cymric</i>
<i>Tea</i>	<i>Miss Marple</i>	<i>The Queen</i>	<i>Jane Austin</i>	<i>Pudding</i>
<i>Harrods</i>	<i>Beer</i>	<i>Union Jack</i>	<i>Big Ben</i>	<i>Fish 'n' Chips</i>
<i>Braveheart</i>	<i>Hugh Grant</i>	<i>The Police</i>	<i>Four Weddings &amp; a Funeral</i>	<i>Kilt</i>
<i>Jersey</i>	<i>Football</i>	<i>Sherlock Holmes</i>	<i>Oxford</i>	<i>Prince Charles</i>
<i>The House of Lords</i>	<i>Manchester</i>	<i>Sir Paul McCartney</i>	<i>Mr Bean</i>	<i>Thames</i>

## 4.6 Film review

**AIM:** *To synthesize the information gathered during the four phases of the course, e.g. social and ethnic groups, dialects and living environment in Britain.*

**MATERIALS:** *A film, for example 'Secrets and Lies' (1996) by Mike Leigh. This film describes contemporary British society and its multiculturalism. In short, the film is about a young, black, middle-class woman trying to find her birth mother after the death of her foster mother. In the end, it turns out that her real mother is a white working-class woman. During the film, a number of controversies come out in relation to racial and social variety. In addition, a film review task sheet for each pupil.*

**TIME:** *The film lasts about 2 hours 16 minutes, so you can use about three lessons, (3 x 45 minutes), for the activity.*

- 1) Make enough copies of the task sheet and prepare the film for the lesson.
- 2) Introduce the activity to pupils by giving them a short introduction to the film in question.
- 3) Hand out a film analysis task sheet for each pupil. Ask them to read it through before watching the film. Tell them to get prepared to pay attention to the questions in the task sheet in order to be able to make notes about the film. Remind pupils that they can fill in the task sheet during and after the film.
- 4) Watch the film.
- 5) When you have finished watching the film, give pupils time to complete their notes.
- 6) In the end, discuss the film together on the basis of the questions in the task sheet. Advise pupils to reflect on the different topics dealt with during the course.

### 4.6.1 Film review, a task sheet

Read through the questions below and try to find answers to them while watching the film.

Question	Answer
<i>a) Who is/are the main character/s in the film?</i>	
<i>b) Describe the setting/s (tapahtumapaikka) in the film.</i>	
<i>c) Can you name any conflict (ristiriita) in the film? Give examples.</i>	
<i>d) If there is a conflict in the film, can you find a reason for it?</i>	
<i>e) How can you identify the different characters in the film? Give examples.</i>	



<p><i>f) How does the film reflect on the contemporary British society in your opinion? Give reasons.</i></p>	
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## 4.7 Body language and gestures

**AIM:** *To help pupils realize that in addition to verbal communication body language is an essential part of intercultural communication. To sensitise pupils to interpret gestures and expressions.*

**MATERIALS:** *Postures and gestures cards, task sheets for each pupil.*

**TIME:** *1 lesson, (about 45 minutes).*

- 1) Make enough copies of cards for your group. Here you have cards for 32 pupils: one card per pupil, either a posture/gesture card or a solution card. Make copies of task sheets for each pupil.
- 2) Firstly, introduce the idea of the 'Postures and gestures' -game. Explain that each pupil will receive one card: either a card with a posture/gesture in it or a card with a solution to a gesture. *The ones that receive a posture/gesture card must imitate the posture in the card. While the ones who have a solution card must find the person who is imitating the gesture/posture.*
- 3) Hand out the cards for each pupil.
- 4) When each pupil has found a match, they can do another round if they wish.
- 5) When they have finished the activity, ask pupils whether it was easy or difficult to try to imitate the postures/gestures and to recognize them. Discuss. Sum up the discussion by explaining the importance of body language when we are dealing with people from other cultures.
- 6) Introduce *the next step of the activity*, 'What kind of a person you are?'. Explain pupils that, *firstly*, they should do the "personality test" and, *secondly*, they should check in the answer key what kind of people they are.
- 7) Hand out the task sheets for each pupil. Tell them that they can use about 10-15 minutes for the activity.
- 8) When pupils have finished the activity, discuss the test together, whether it is possible to categorize people according to the way they react to emotions.
- 9) Conclude the body language activity with 'National characteristics' task sheet. Tell pupils that they should, *firstly*, circle 10 characteristics that best describe a typical Finn, *secondly*, they should circle 10 characteristics that best describe a typical Brit. *Thirdly*, tell them that they should discuss and compare the characteristics they have chosen in small groups. In the end, collect a top-five of a typical Finn and a typical Brit with the whole class. The top five-lists can be written down on a blackboard or a transparency. You could compare the lists and see if there are more positive or unpleasant characteristics in them.
- 10) Hand out the task sheet for each pupil. Tell pupils that they can use about ten to 15 minutes for the activity.

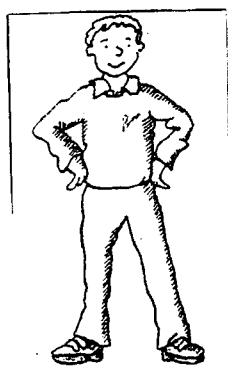
11) When pupils have finished the activity, collect the top five lists on a blackboard or on a transparency and discuss them together.

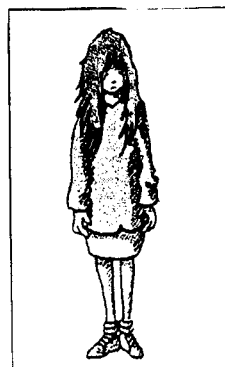
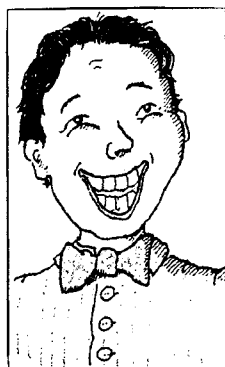
**Acknowledgement**

This activity is an adaptation from activities 'Expressing your feelings' in Viney, P. (1990). *Streamline English. Directions*. 9th impression. Oxford: Oxford University Press and from activities in Rabley, S. (ed.) (1994). *Mind and body*. Macmillan Dossiers, 24-25.

### 4.7.1 Postures and gestures cards, a task sheet

<i>'That's very funny'</i>	<i>'I'm bored'</i>	<i>'Be quiet'</i>	<i>'I'm tired'</i>
<i>'How do you do'</i>	<i>'I'm confident'</i>	<i>'I'm frightened'</i>	<i>'Please, help me'</i>
<i>'Everything's ok'</i>	<i>'I'm nervous'</i>	<i>'How dare you!'</i>	<i>'I'm happy'</i>
<i>'What have I done?'</i>	<i>'What do I do now?'</i>	<i>'Are you telling me the thruth?'</i>	<i>'Good morning, sir'</i>



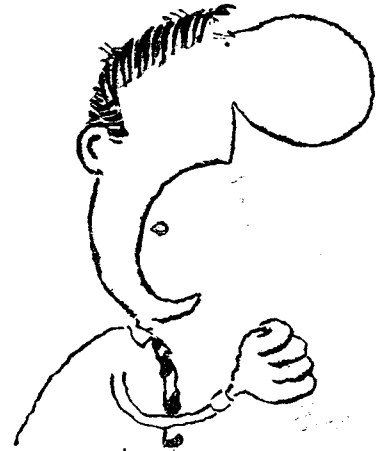


## 4.7.2 What kind of a person are you?, a task sheet

### 1. Anger

When you feel angry, how do you react?

- a) You shout at the people you are angry with.
- b) You try to keep calm and explain why you feel angry.
- c) You try to surpress your feelings, in other words not to show your anger.
- d) You try to be positive: you look at the bright side of the matter. There is not really anything to be angry about.



### 2. Feeling sad

When you are sad, how do you react?

- a) You open up your heart to someone and try to get comfort.
- b) You try to talk things over with a friend.
- c) You don't show your sadness openly, you deal with it in private.
- d) You try to be positive. You try to convince yourself that worse things can happen.



### 3. Feeling frightened

When you are frightened, how do you react?

- a) You moarn openly: you cry aloud and seek comfort from someone close to you.
- b) You try to talk about your fears with a friend and get rid of the feeling by discussing.
- c) You keep your feelings to yourself and cry about your situation on your own.
- d) You convince yourself that you really need not be frightened.



#### 4. Feeling embarrassed

When you are embarrassed, how do you react?

- a) You sort out your embarrassment by telling about it to a friend and laughing at yourself.
- b) You try to find reasons for your feelings by discussing the matter with your friend.
- c) You blush and wish the floor would open to hide you from everybody's sight.
- d) You try to act cool and pretend you are not at all embarrassed.



#### 5. Feeling happy

When you feel happy, how do you react?

- a) You laugh and smile and tell openly about your happiness to people around you.
- b) You try to analyze your happiness and find reasons for it.
- c) You hide your happiness and just walk around "wearing a stupid smile on your face".
- d) You remind yourself that this feeling cannot last forever and you don't have a right to be happy when others are suffering.



#### 6. Feeling dislike

When you dislike something/someone, how do you react?

- a) You make faces and openly show your feelings by grimacing.
- b) You tell a friend how much you dislike something/someone by discussing the matter.
- c) You try to control and hide your feeling.
- d) You pretend that nothing is wrong and ignore the thing/person that made you dislike something/someone.



## 7. Feeling warmth and affection

When you feel warmth or affection for others, how do you react?

- a) You hug, touch, embrace and kiss other people.
- b) You try to describe your feelings to a friend.
- c) You decide not to express your feelings openly.
- d) You tell yourself that only stupid, sentimental people feel like this and it is better to push the feelings away.



Make a list of your alternatives, compare them with the descriptions below.

<i>a) Expressing one's feelings directly</i>	<i>The a) statements reveal that you are a person who prefers expressing feelings directly and does not want to hide them.</i>
<i>b) Talking about your feelings</i>	<i>The b) statements show that you are a person who likes to express one's feelings by talking about them with others. You seek support.</i>
<i>c) Keeping your feelings to yourself</i>	<i>The c) statements show that you are a person who tries to be the master of his/her feelings. You don't want others to know about your vulnerability.</i>
<i>d) Suppressing your feelings</i>	<i>The d) statements show that you are a person who rather denies his/her feelings than reveals them. You are afraid of dealing with the strength of your feelings</i>



### 4.7.3 National characteristics, a task sheet

- 1) Circle 10 characteristics that best describe a typical Finn.
- 2) Circle 10 characteristics that best describe a typical Brit.

<b>POSITIVE CHARACTERISTICS</b>	<b>UNPLEASANT CHARACTERISTICS</b>
<i>calm</i>	<i>aggressive</i>
<i>confident</i>	<i>anxious</i>
<i>emotional</i>	<i>cold</i>
<i>enthusiastic</i>	<i>cheeky</i>
<i>extrovert</i>	<i>dishonest</i>
<i>friendly</i>	<i>frustrated</i>
<i>happy</i>	<i>lazy</i>
<i>honest</i>	<i>introvert</i>
<i>hard-working</i>	<i>insecure</i>
<i>lovable</i>	<i>moody</i>
<i>optimistic</i>	<i>snappy</i>
<i>peaceful</i>	<i>mean</i>
<i>pleasant</i>	<i>noisy</i>
<i>rational</i>	<i>pessimistic</i>
<i>sensitive</i>	<i>reserved</i>
<i>warm</i>	<i>selfish</i>

## 4.8 Learner diary D

**AIM:** *To reflect on the feelings pupils have experienced during the whole course. To sum up observations about one's own learning process during Phase 4 and the whole course.*

**MATERIALS:** *A task sheet for each pupil. A transparency of the contents of the course.*

**TIME:** *15-20 minutes.*

- 1) Make enough copies of the task sheet for each pupil. Prepare also a transparency showing the contents of the course.
- 2) Introduce the activity to pupils. Explain them that their task is to reflect on the experiences and thoughts Phase 4 and the whole course has aroused in them. It might be a good idea to show the contents of the course on a transparency to refreshen their memory. *Point out that the idea is not only to evaluate the activities in Phase 4 and in the whole course in general but also to offer pupils an opportunity to self-evaluate their own learning.*
- 3) Hand out the task sheets for each pupil. Tell pupils that they can use about 15-20 minutes for the activity.

### 4.8.1 Learner diary D, a task sheet

This activity is designed *a)* to evaluate the quality of activities in Phase 4 and in the whole course and, *b)* to give you an opportunity to self-evaluate your learning. *Firstly*, answer the questions below. *Secondly*, write in your own words a short description of your experiences during the course.

\*What is your general opinion about the activities in Phase 4? \_\_\_\_\_

\_\_\_\_\_

\*If you look back the activities in this course, what is the most important thing you have learnt? Give reasons.

\_\_\_\_\_

\_\_\_\_\_

\*How has your knowledge of Britain changed? Give examples. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next, write in your own words what you think you have learnt about communicating and interacting ('olla kanssakäymisissä') with foreign people. \_\_\_\_\_

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