

**PONTIFICIA UNIVERSIDAD CATÓLICA  
DE VALPARAÍSO  
FACULTAD DE FILOSOFÍA Y EDUCACIÓN  
INSTITUTO DE LITERATURA Y CIENCIAS  
DEL LENGUAJE**



**PONTIFICIA UNIVERSIDAD  
CATOLICA  
DE VALPARAISO**

## **Sports in English-speaking Countries as a Reflection of their Culture**

A workshop for freshmen

**Trabajo de Titulación para optar al Grado  
de Licenciado en Educación y al Título de  
Profesor de Inglés**

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## **Sports and Culture**

Are sports related to culture? According to Moran (2001:24): ‘Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world and shared within specific social contexts’. In other words, this author proposes that any phenomenon can be considered ‘culture’ or ‘cultural’ whenever they can be seen through five essential dimensions: Products, Practices, Perspectives, Persons and Communities. Coincidentally, based on the definitions of these five dimensions the same author provides, sports possess all of them and, being considered cultural phenomena that are so popular among students, they could be used as powerful tools to bring foreign cultures closer to teenagers.

Moreover, historically, sports have not been merely forms of entertainment or ways to keep fit. Because of the people --persons and communities-- and the practices involved, as well as the values --perspectives-- that sustain their bases, sports are a clear manifestation of cultural traits. For example, as reported by López (2011), Mapuche people in Chile have been practicing for centuries a sport called ‘Palín’, similar to hockey, as a way of showing their devotion to gods and settling discussions between towns. Even if the times have changed, Palín continues being a paramount aspect of Mapuche life, as one of the three ‘pillars’ that sustain their culture, along with their language and religion. By the same token, Powers (1992) contrasts the current apogee of sports in modern American society with that in Puritan times, when sports were seen as an antonym of work and prayer, the bases of Puritanism.

Even though things may have changed to the extent that entrepreneurs are currently mismanaging some professional sports clubs to profit massively, in recent years, sports have deserved attention of mass media, especially in Chile, where outstanding

participations during the last decade in sports such as football, tennis, martial arts, hockey and other physical activities have increased amateur and professional participation in some of them.

Additionally, the easy access to the internet and news has allowed people to obtain information about the benefits of sports practice in physical, psychological and social terms. As a result, the Chilean society in general has become a public that is more conscious of their bodies and minds.

This participation in and awareness of physical activity has also had repercussions on education, as new programs and tests, such as ‘Elige Vivir Sano’ and a special SIMCE test on the matter, have been conducted in order to promote healthy lifestyles that include sports practice in primary and secondary schools throughout the country. In spite that these measures have been primarily focused on a subject called ‘Physical Education’, they have not only caused an impact on this particular subject, but also on others, such as English as a Foreign Language.

In fact, since 2011, the current national curriculum for English as a Foreign Language for Year 9 students, features a unit in the first semester, called *Deporte y Vida Saludable* (‘Sports and healthy life’) that covers the topic of sports. Besides, the Ministry of Education, which designs this curriculum, recommends Lina Alvarado’s textbook *Teens Club* for teaching the language. However, the cultural nature of sports seems to be covered superficially on both, the Ministry’s curriculum and the textbook pages devoted to the theme.

Therefore, a workshop that relates English-speaking countries’ sports and culture is herein presented as complementary material to the current curriculum for freshmen students, with

the intention of generating a deeper connection among the students, their own culture and foreign cultures.

### **The Workshop**

This workshop is based mainly on Kolb's (as cited by Moran, 2001) adaptation of a four-step process, called the Experiential Learning Cycle, in which the people involved observe, participate, analyse and finally contrast what they have learnt from what they experience every day, their own culture. Kolb proposes that this is the way we acquire cultural traits and incorporate them to our own culture; thus, this workshop's syllabus follows that idea, so as to make culture acquisition more natural for the participants. It is worth noticing that the Experiential Learning Cycle has remarkable similarities with Krathwohl's 1973 taxonomical levels of the affective domain: Receive, Respond, Value, Organise and Internalise. This reinforces the idea of a connection between the theory and a natural acquisition of foreign cultures.

Furthermore, using Kolb's four-step method of observing, participating, analysing and contrasting to guide students to relate sports to culture, even making connections with their own experiences, elicits critical thinking, a 'must-teach', 'must-develop' ability that is defined by Facione (2009) as a complex competence that includes interpretation, analysis, evaluation, inference, explanation and self-regulation skills in problem-solving activities. In other words, by experiencing other cultures, students will be able to contrast them with the national, local and individual cultures they are immersed in, so as to reconstruct and create a new one.

## **The Topics**

The themes to be featured in the workshop have been selected in such a way that they make connections between sports and countries. Consequently, there are particular justifications in every case to select them as sports representative of their respective countries:

### **Cricket and United Kingdom**

Even though South American people are not familiar with this game, cricket is regarded as a popular sport not only in the UK, but also in the former colonies of the British Empire. Its complexity and extensive set of rules perfectly portrays the British values as seen in other countries or in pop culture examples, such as the TV series *The Simpsons*. Childs and Storry (1999) also highlight these characteristics, as well as the importance of being honest throughout the game and how even ‘rumours of cheating are taken very seriously’. By the same token, Bateman (2009) makes quite an interesting chronicle of the history of cricket and its role in British history, in particular. Certainly, one of the most important roles cricket played was that of acculturation into the British Empire in places such as India and the Caribbean.

### **American Football and United States**

Not many words have to be added to state that this sport is characteristic of the United States, apart from the fact that it is called *American* Football. It was created in the United States, and its primitive forms were played in the 1820s. Since then it has grown and become a professional sport, with one of the world’s biggest franchises, fans all over the globe and the American spectacle par excellence: the Super Bowl. Naturally, it is not only recognised worldwide as a distinctive sport of the American culture, but also Americans themselves see it as a national cultural treasure. Powers (1992) states that this nationwide preference for the sport is related, precisely, to the fact that it *is* American and that does not

have any international leagues, unlike football or other American sports such as basketball and baseball.

### **Rugby and New Zealand**

In spite of having been created in England, the current world champions, New Zealand, are definitely the ones who proudly possess Rugby as their representative sport. The distinctive ‘haka’, a tribal dance performed by the national team, which is also called ‘All Blacks’, is well-known worldwide and instantly related to both, the team and the sport. Butler (2010) directly --and comically-- calls this sport a ‘God’ that New Zealanders venerate. She adds that there is always a sense of respect for the rivals inside and outside the pitch, despite the violence of the game. As can be seen, the connection between this sport and New Zealand goes beyond its creation and development; Rugby is New Zealand’s greatest pride, their cover letter.

### **Curling and Canada**

Apart from the world-famous ice hockey, Canada excels at another and less known sport: curling. This elegant sport was created by the Scottish back in the 16th century, but it is seen as a representative sport of the Canadians, due to their great results in the Olympics and World Championships of curling. According to Lemieux (2010), the estimated number of curling clubs is one thousand, which means that there are over a million Canadians who play this sport regularly. More information on this connection between curling and Canadian culture is found on [thecanadianencyclopedia.ca](http://thecanadianencyclopedia.ca), where curling is described as a popular sport, pointed out inside and outside the country as a Canadian sport. According to this site, the reason behind this perception may be the victories over the Scots that ensured the Canadian Curling team the title of the most powerful team already in mid-19th century. In spite of not being the first sport that comes to mind when thinking about Canada, it

would be interesting to evaluate the influence of this sport in the Canadian culture and vice versa.

### **Syllabus Description**

Hutchinson and Waters (1987) define syllabus as: ‘a statement of what is to be learnt’ and ‘It states what the successful learner will know by the end of the course’. This workshop’s syllabus is a mixture of Situational/Procedural syllabus. Richards (2001) defines a Situational syllabus as one that ‘identifies the situations in which the learner will use the language and the typical communicative acts and language used in that setting’. In the same sense, Gee (1990) states that determined groups use determined ‘discourses’ to interact. These discourses involve not only technical terms, but also intrinsic values and acts that identify the persons that use them as members of certain groups. Following Gee’s theory, being able to use or experience the discourses that are used in particular situations help in the acquisition of the cultural traits related to that situation.

Furthermore, Rabbini (2002) agrees with Richards on the fact that a syllabus is organised depending on certain situations, including the language involved, and adds that: ‘a situational syllabus will be limited for students whose needs were not encompassed by the situations in the syllabus’. Fortunately, the elective character of the workshop ensures that students participating in it will see their expectations met by the situations that the syllabus features.

On the other hand, the ‘Procedural’ aspect of the syllabus encapsulates the idea of a learner-focused classroom, in which the language is acquired subconsciously while accomplishing different tasks or procedures (Rabbini, 2002).

Considering all that has been introduced previously, and based on the taxonomy proposed by Bloom and revised by Anderson and Krathwohl (2001), the general objective of the

workshop and its syllabus is the following: By the end of the workshop, the students will be able to contrast their culture with that of other countries by analysing some of the sports these countries practise.

The syllabus is organised into four units with four lessons each one, with the purpose of using one step of the Experiential Learning Cycle in each lesson; i.e., one lesson for observing, one for participating, one for analysing and one for contrasting. Consequently, the specific objectives for each lesson of the unit or step of the Cycle are very similar, since the same mental processes will be needed with different topics; but increasing in terms of difficulty, as a monotonous syllabus would not only be boring, but also unchallenging.

Also, each unit has been designed to feature the four sports mentioned previously, which are practised in four different English-speaking nations, with each unit featuring contents such as ‘how to play’ and ‘values involved in the sport’. Additionally, there are a couple of ‘final lessons’ that involve a final project as closure for the workshop.



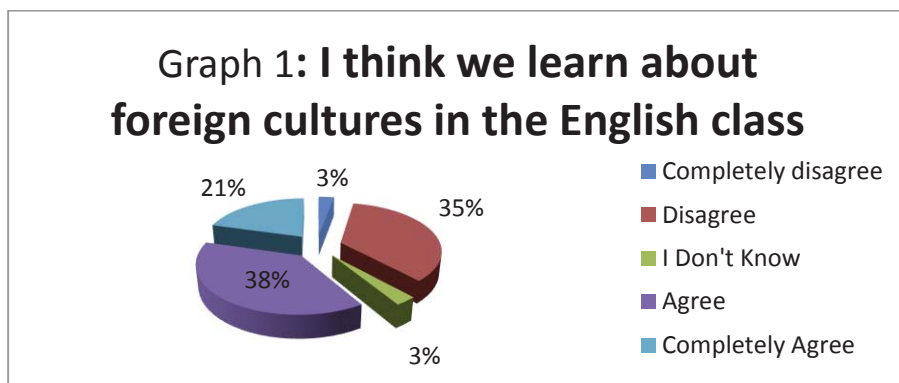
## Needs Analysis

In order to design a syllabus, authors such as Hutchinson & Waters (1987) recommend conducting a needs analysis. These authors define this concept as a crucial instrument to become aware, as instructor, of the language learning necessities of a group of students. Through the implementation of information collection methods such as interviews and questionnaires, teachers are able to design syllabuses that meet their students' needs, lacks and wants in terms of language learning.

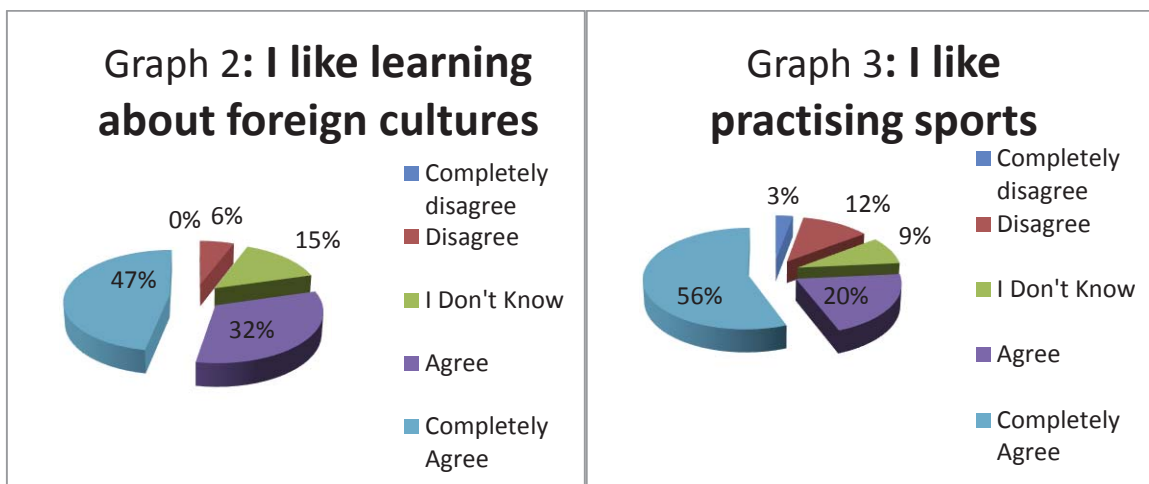
This needs analysis in particular was conducted through a questionnaire (Appendix 1) with thirty-four Year 9 students from Liceo Bicentenario Viña del Mar. This questionnaire featured seventeen statements that the students had to mark as to their degree of agreement from 1 to 5; 1 being the least and 5, the most.

### The Results

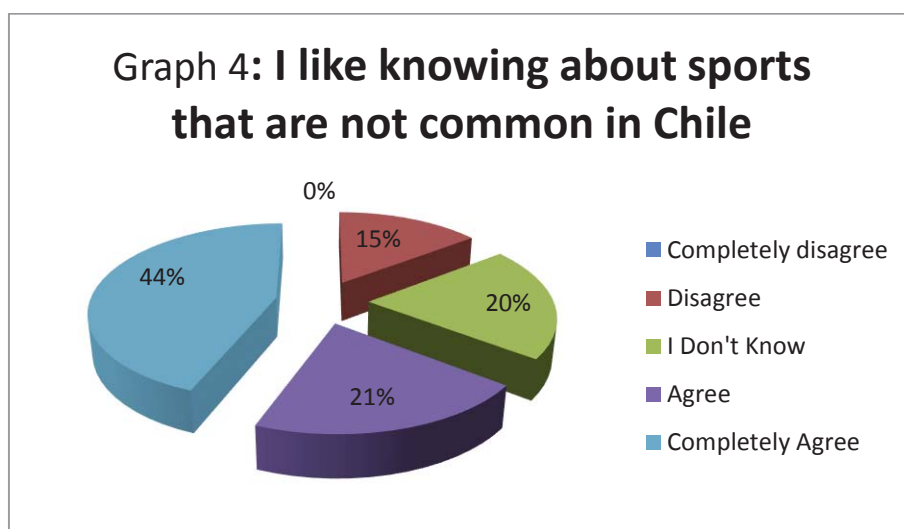
The results of the needs analysis showed considerable support for the idea of creating the workshop and helped design a syllabus made for the target audience: freshmen. Graph 1 shows Statement 1 and its results. The grade of agreement with this statement show that roughly three-fifths of the class believe that they do learn about foreign culture in the English class, thus indicating that the students feel generally at a good initial stage to learn about English culture.



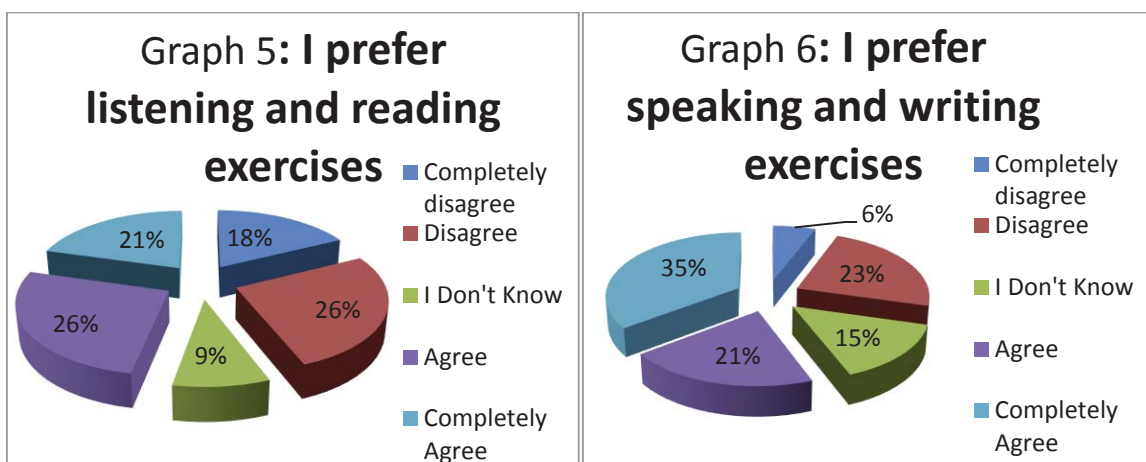
Next, the students were presented two key statements that determined the implementation of this workshop: Statement 2 ‘I like learning about foreign cultures’ and 3 ‘I like practising sports’. The results shown in Graphs 2 and 3 demonstrate great support for these ideas, with a staggering 79 per cent of agreement with Statement 2 and 76 per cent with Statement 3.



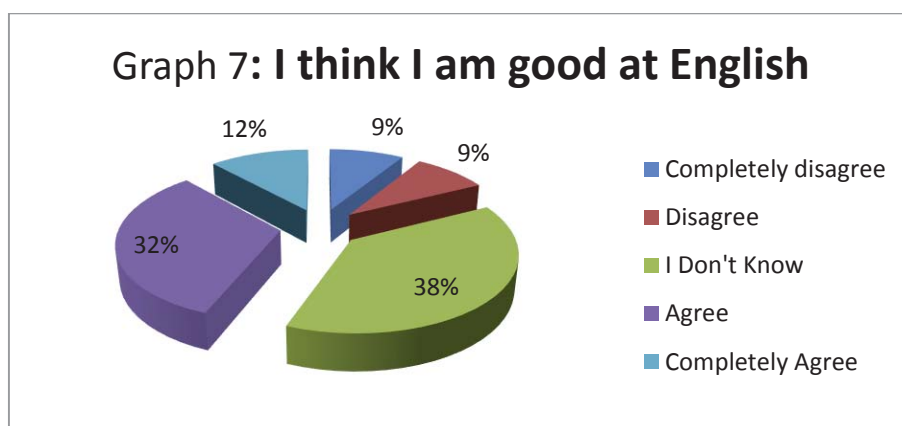
Statement 4 is intended to combine the three previous statements. The results –displayed on Graph 4- show great enthusiasm (65%) about a class that includes the topics to be covered by the workshop. On the other hand, the 35 per cent that disagrees or is not sure about their opinion is statistically not vital, due to the fact that this workshop is elective.



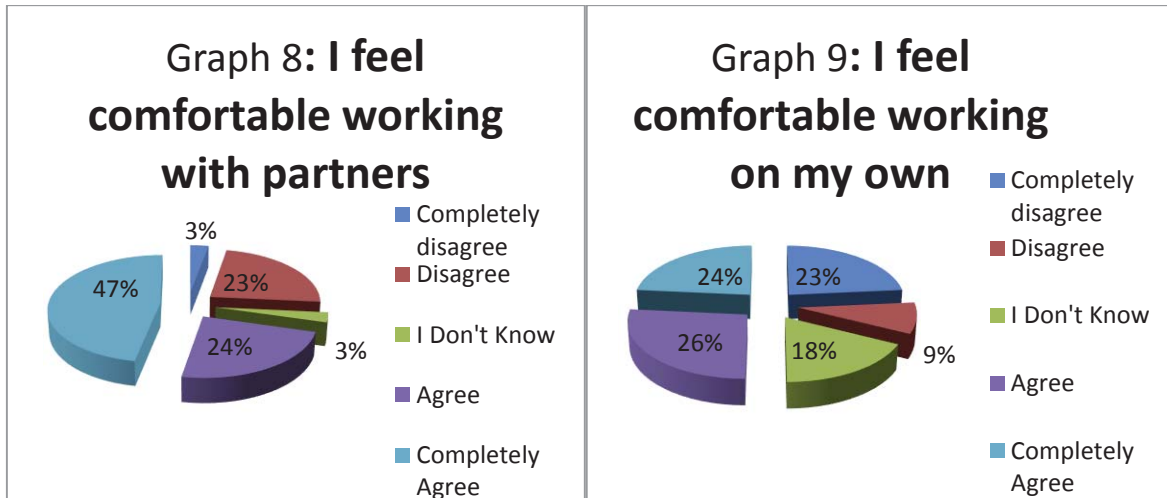
Statements 5 and 6 focus on the skills the students think they are best at. They were separated in receptive (Graph 5) and productive skills (Graph 6). The results, in spite of not being very clear, show a slight preference for productive skills, with 19 students (56%) choosing the 'agree' or 'completely agree' options for this particular statement and an increment from 21 to 35 per cent in the 'completely agree' answer comparing Statement 5 to Statement 6.



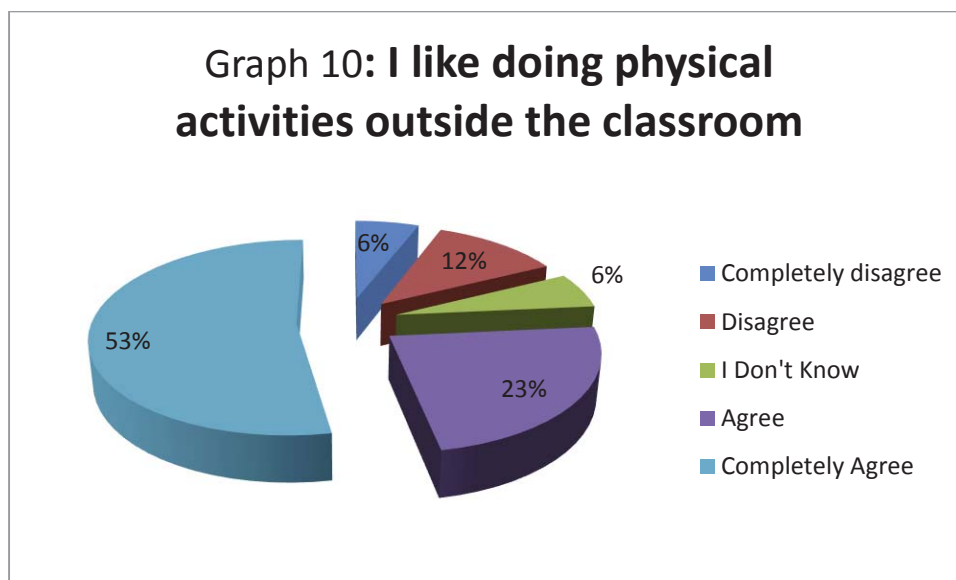
Statement 7, on the other hand, was included in the questionnaire to know the global impression the students had of their own performance in the English class. The results presented in Graph 7 show that, even though most of them see themselves as good learners of English, there are 13 students that are not sure of their level. Fortunately, in spite of their perception, there are always arguments to take part in an English workshop as a student.



Statements 8 and 9 are related to how comfortable the students feel when working with partners or on their own. The results that appear in Graphs 8 and 9 show the students generally feel more pleased while working with their peers rather than on their own, although working alone does not bother them in excess.

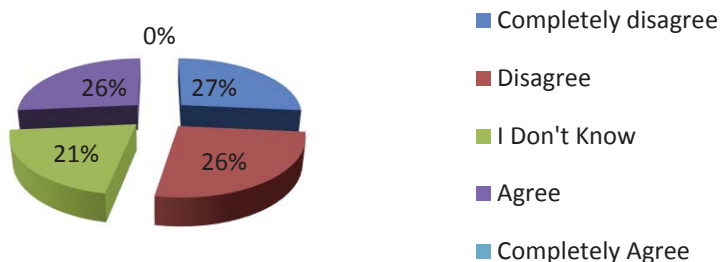


Another conclusive result was found in Statement 10 and portrayed in Graph 10 with three-fourths of the students agreeing or completely agreeing with the statement. If 76 per cent of the students enjoy doing physical activities outside the classroom, a workshop with the characteristics that have been presented is perfectly applicable in such an environment.

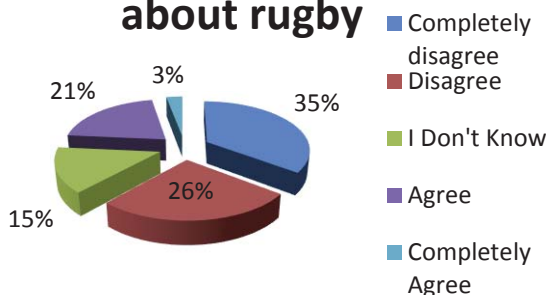


Statements from 11 to 15 are a special case. These statements explored the students' knowledge of the culture of English-speaking countries and the sports to be featured in the workshop; therefore, the students, apart from selecting their degree of agreement in each statement, had to write what they knew about them on a separate blank space on the back of the page. The results from both sources demonstrate that students do not know much about the topics that this workshop would cover. Graphs 11 to 15 present the results:

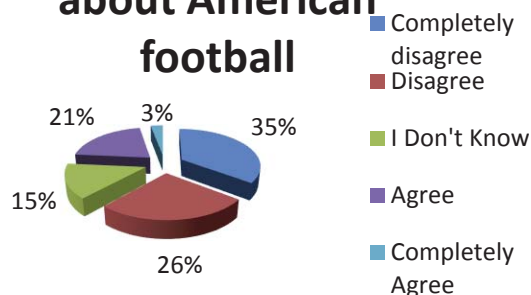
**Graph 11: I know a lot about cultures of English-speaking cultures**



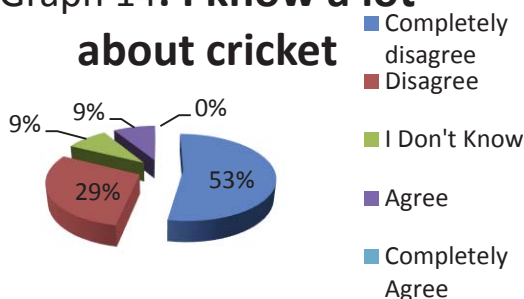
**Graph 12: I know a lot about rugby**



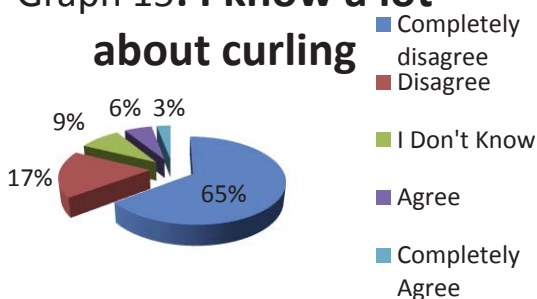
**Graph 13: I know a lot about American football**



**Graph 14: I know a lot about cricket**



**Graph 15: I know a lot about curling**

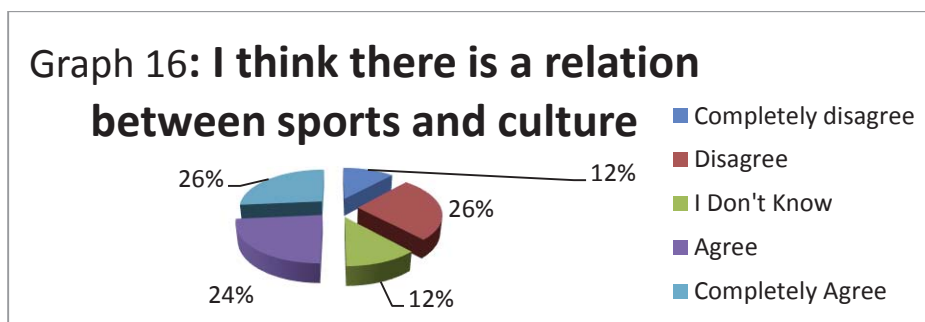


As can be seen in the graphs, the responses show high disagreement percentages. The cases of cricket and curling are worthy of attention because they are unknown sports for four out of five students in the class.

And even more remarkable is the fact that only ten students (29%) used the blank space to show their knowledge of the topics. On one hand, some students demonstrated their knowledge, such as in Participant 1's answer: '(In American football) you must try to take the ball to the enemy's area (...). The ball must not touch the ground'. Similarly, Participant 2 has a clear idea of what curling is: 'Se juega en hielo y un hombre debe lanzar una clase de vola [sic] con mango que se desliza por el suelo mientras otro barre delante para guiarlo a un punto indicado'. But, on the other hand, some of the comments did not match the students' perception of their own knowledge. For instance, Participant 3 –who marked 'agree' in Statement 13-- only wrote that 'el equipo argentino de esto [American football] es uno de los mejores del mundo'.

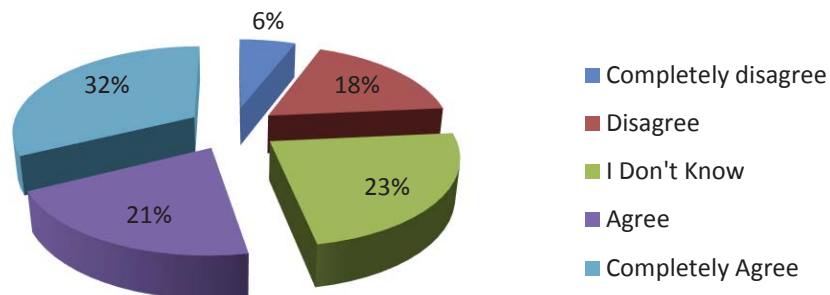
Looking on the bright side, overall, the knowledge the students possess regarding the sports mentioned is even less than expected: this proves to be a marvelous opportunity to learn.

Then, as seen in Graph 16, half of the class (17 students) see sports as cultural phenomena, while the rest does not think so (13 students) or is not sure about it (4 students). Precisely, helping students make deeper connections between different cultural experiences is one of the objectives of this workshop.



Finally, Statement 17 has to do directly with critical thinking. And, again, over one half of the class (53%) believe that participating in a culture workshop will help them understand their own culture, as Graph 17 shows. It is necessary to point out that one-fourth of the students do not think there is a connection between sports and culture, as seen in the previous question; and that almost another one-fourth is not sure that experiencing new cultures would help them understand their culture better. Hopefully, the implementation of workshops such as this one would help children and adolescents change their minds in relation to culture.

**Graph 17: I believe participating in a culture workshop will help me to understand my own culture**



## The Syllabus

**Workshop:** Sports in English-speaking Countries as a Reflection of their Culture

**Level:** Freshmen

**Duration:** 1 Semester (18 classes)

**Teacher:** Carlos Bello Antimán

**Mail:** c.belloantiman@gmail.com

### Rationale

This elective workshop combines two aspects of everyday life that people may not realise are deeply connected: sports and culture. The workshop includes a Situational/Procedural syllabus, whose target audience are freshmen students who might show an interest in the aspects mentioned previously. Its objective is to guide students to contrast different sports and the cultures in which they are played. Concepts such as critical thinking and valorisation of the students' own culture/s are also included as contents in the workshop, which ensures participation and skill development. Regarding the learning experience, the workshop will challenge students not only with vocabulary and language tasks that deepen what they cover on their regular English classes, but also with the possibility to practice the sport being studied in each unit.

Unit & topics	Contents	Specific objectives Students will be able to
Unit 1:  Cricket: The British Class	<ul style="list-style-type: none"><li>- How to play cricket</li><li>- Vocabulary related to cricket</li><li>- British culture seen through the sports British people practise</li><li>- Cultural connection between Cricket and UK</li><li>- Chilean culture</li></ul>	<p>Lesson 1: Identify basic rules and specific language used in cricket.</p> <p>L2: Apply the rules and language learnt previously, while playing cricket.</p> <p>L3: Analyse the influence of the sport in the country's culture.</p> <p>L4: Value Chilean culture by contrasting it with the one that is being experienced.</p>



Unit 2:  American Football: The National Spectacle	<ul style="list-style-type: none"> <li>- How to play American Football</li> <li>- Vocabulary related to American Football</li> <li>- American culture seen through the sports American people practise</li> <li>- Cultural connection between American Football and USA</li> <li>- Chilean culture</li> </ul>	<p>Lesson 1: Identify basic rules and specific language used in American football.</p> <p>L2: Apply the rules and language learnt previously, while playing American football.</p> <p>L3: Analyse the influence of the sport in the country's culture.</p> <p>L4: Value Chilean culture by contrasting it with the one that is being experienced.</p>
Unit 3:  Rugby: Hard as Iron	<ul style="list-style-type: none"> <li>- How to play rugby</li> <li>- Vocabulary related to rugby</li> <li>- New Zealander culture seen through the sports New Zealanders practise</li> <li>- Cultural contrasts between USA and NZ, based on the sports studied</li> <li>- National and local cultures</li> </ul>	<p>Lesson 1: Understand the differences between rugby and American football by identifying the basic rules and specific language used in the sport.</p> <p>L2: Apply the rules and language learnt previously, while playing rugby.</p> <p>L3: Contrast American and New Zealander cultures by analysing the cultural influence of the sports they practice.</p> <p>L4: Value their local cultures by contrasting them with the national cultures that are being experienced.</p>
Unit 4:  Curling: Cold as Ice	<ul style="list-style-type: none"> <li>- How to play curling</li> <li>- Vocabulary related to curling</li> <li>- Canadian culture seen through the sports Canadian people practise</li> <li>- Cultural contrasts between the sports and cultures studied</li> <li>- Individual cultures</li> </ul>	<p>Lesson 1: Understand differences between sports and their underlying cultures, based on the rules and specific language used in the sport.</p> <p>L2: Apply the rules and language of curling learnt previously, while playing the sport.</p> <p>L3: Contrast the cultures experienced in the workshop by analysing the cultural influence of the sports they practice.</p> <p>L4: Value their own culture by contrasting it with the ones that have been experienced.</p>
Final Project  Sports and cultures seen in class	<ul style="list-style-type: none"> <li>- All the contents covered during the workshop</li> </ul>	<p>Carry out a final project by synthesising and evaluating their new knowledge.</p>

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# **SAMPLE ACTIVITIES**

# UNIT 1, LESSON ONE

## CRICKET: THE BRITISH CLASS



### ! Before reading:

Talk to your partner and answer the following questions. Then, share your answers with the rest of the class:

- I) What do you know about cricket? How is it played?
- II) Is there a sport similar to cricket that you can remember? Why is it similar?

### ! While reading:

Read the following text and do exercises I, II and III. Be prepared to share your answers:

#### What do you need to play cricket?

To play cricket, you need equipment to play properly. Six stumps, four bails, two cricket bats and a ball are required. Also, the batsmen and the wicket-keeper play with safety gear.

**Stumps and bails** are wooden pieces that are assembled to create the wicket, one of the most important objects in cricket.

The cricket **bat** is a large bat made of willow wood that is flat on one side and bulged on the other. The ball is hit with the flat part of the bat for the best distance on a hit.

The cricket **ball** is like a baseball in size and composition, but it is sewn in a straight line, creating two equal hemispheres separated by stitching. Cricket balls are traditionally red with white stitching; in modern times, white balls are sometimes used for better visibility during Limited Over games, which generally go into the night.

The wicket-keeper (a ball catcher) is allowed to wear safety equipment similar to that of a baseball catcher's: **webbed mitts**, **shin guards**, and a **helmet**. No other player is allowed to wear protective equipment in the field unless they are close to the batsmen in which case they get to wear a helmet and shin guards.

(Adapted from <http://www.wikihow.com/Play-Cricket>)

#### I) Match the words in **red** with the following images:



a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_ f) \_\_\_\_\_

\_\_\_\_\_

**II) Read the following statements. Write T if the statement is true and F if it is false:**

- a) The wicket is made by the stumps and the bails \_\_\_\_\_
- b) The bat is used by the wicket-keepers to protect them \_\_\_\_\_
- c) The cricket ball is exactly as a baseball ball \_\_\_\_\_
- d) Normally, cricket balls are red \_\_\_\_\_
- e) No player is allowed to wear safety gear, apart from the wicket-keeper \_\_\_\_\_

**III) Complete the following description of the sport with words in the text:**

Cricket is a sport in which two teams of 11 players take turns trying to hit a \_\_\_\_\_ with a \_\_\_\_\_ to defend their wicket. The wicket is made of \_\_\_\_\_ and \_\_\_\_\_ and is defended by a batsman. Both, the \_\_\_\_\_ and the \_\_\_\_\_ are allowed to wear safety gear, such as \_\_\_\_\_ and \_\_\_\_\_.



**After Reading:**

Read the following questions and write your answers on your copybook:

- I) Do you think cricket is a sport easy to play? Why?**
- II) Cricket is very popular in Britain. Why do you think this happens? Do you think cricket could be popular in Chile? Why? Why not?**



# UNIT 1, LESSON THREE

## CRICKET: THE BRITISH CLASS



### ! Before reading:

Look at the picture and do the following exercises with your partner. How would you describe British people?

I) Circle the words you think describe British people. Use a dictionary if you need it:

Narrow- minded   Organised   Funny   Sensitive   Expressive   Cold   Elegant

II) Do you think the words you circled are expressed by British people in cricket? Share your answers with the class

### ! While Reading:

Read the following text and answer exercises I and II with your partner.

### In today's Britain, cricket is just a sport:

In the past, when cricket was used to acculturate British colonies **over the globe**, today's victory over Australia would have been celebrated intensely. Today, newspapers and news reporters don't seem to care.

What is going on? There are several reasons. For one thing, cricket is increasingly (though **not exclusively**) a game played by the middle classes and in private schools.

Also, some time ago there were only three or four television channels, and a big cricket match would be broadcasted for hours on one of them. Now, live coverage of cricket is owned by the **pay-to-view** satellite broadcaster Sky, with only highlights shown later on terrestrial television.

Perhaps, this is a reminder of how 'American' British popular culture is nowadays. Though this is hardly a new phenomenon and lots of newspapers around the world run photographs of Hollywood stars, the boundaries between British and American celebrity news seem to be **blurry**. Give it a few more years, and cricket may not be seen as a national game at all, but a local sporting eccentricity, like professional darts.

(Adapted from: [http://www.economist.com/blogs/bagehot/2011/01/british\\_culture](http://www.economist.com/blogs/bagehot/2011/01/british_culture))

I) What do the expressions in red mean? Use the following chart to show your point of view:

Expression	Definition
Over the globe	
Not Exclusively	
Pay-to-view	
Blurry	

II) Name the three reasons the author gives for the reduction in cricket's popularity

a)

b)

c)

### ! After Reading:

Together with your partner, write a 100-word text, where you answer the following question. Use at least 2 of the expression seen in While Reading, exercise I:

a) The author says cricket used to be crucial for the British Empire. How is it possible? How can a sport be used to expand an Empire?





# UNIT 1, LESSON FOUR

## CRICKET: THE BRITISH CLASS



### ! Before Listening:

Form groups of 4 and discuss the following questions.  
Then share your answers with the rest of the class:

**I) Do you think Chilean and British cultures are similar?**  
Do we express ourselves, dress, celebrate and act similarly, for example?

### ! While Listening:



Watch the video Pure Evil Chile - British Art Meets Chilean Culture ([https://www.youtube.com/watch?v=eUr\\_xYJDgbQ](https://www.youtube.com/watch?v=eUr_xYJDgbQ)) , take notes individually and comment with your group. In exercises I to IV, mark the correct answer:

**I) What is the name of the artist?**

- a) Charles Uzzell
- b) Chris Aztell
- c) Chazz Eztiel

**II) Why did he visit Valparaíso?**

- a) To see his great grandmother
- b) To make art on walls
- c) To visit a gallery

**III) Why does he mention a 'love poem'?**

- a) Because his work is a love poem to the city
- b) Because he likes poems
- c) Because the city is like a love poem

**IV) Why does the author recommend Chile?**

- a) Its art
- b) Its wine
- c) a and b are correct



### ! After Listening:

Discuss with your group the following questions and present your points of view in front of the class in a 2-minute presentation.

**I) Is this artist the typical British person you imagine?**

**II) Do you think cricket represents the modern British culture?**

**III) After this class, do you think Chilean and British cultures are similar in any way?**





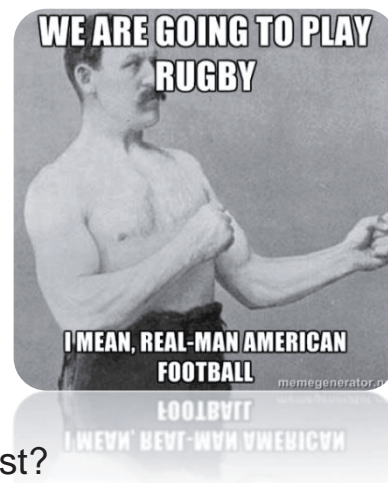
## UNIT 3, LESSON THREE

### RUGBY: HARD AS IRON

#### ! Before Listening:

Read the following questions and share your answers with the class:

- I) What are the differences between rugby and American football? Which sport do you like the most?
- II) Do you think American and New Zealander cultures are as different as these sports are?



#### ! While Listening:



Watch the video Rugby vs Football ([https://www.youtube.com/watch?v=-PryGih3p\\_g](https://www.youtube.com/watch?v=-PryGih3p_g)), take notes and do exercises I, and II:

#### I) Answer the following questions:

- a) Why does the speaker say American Football wins the first round?
- b) How does the speaker compare the two sports in terms of 'Teams'?
- c) The speaker asks people who watch the video to choose their preferred sport. Whose side are you on?



#### II) You are going to watch the video again. Complete the following part of the video with the words you hear:

What does \_\_\_\_\_ do in comparison? I'll tell you: a mouth guard. That's it. \_\_\_\_\_, a mouth guard. Why are they only focused on \_\_\_\_\_ their teeth? We British have the \_\_\_\_\_ teeth in the world, anyway!

#### ! After Listening:

Read the following text. Then choose one question and write a 160-word text answering it.

The Haka:

'The haka is a type of ancient Māori war dance traditionally used on the battlefield, as well as when groups came together in peace. Haka are a fierce display of a tribe's pride, strength and unity. Actions include violent foot-stamping, tongue protrusions and rhythmic body slapping to accompany a



loud chant. The words of a haka often poetically describe ancestors and events in the tribe's history. Today, haka are still used during Māori ceremonies and celebrations to honour guests and show the importance of the occasion'.

(Adapted from:  
<http://www.newzealand.com/int/feature/haka>)

I) Considering what has been seen in Units 2 and 3, including the class discussion at the beginning of this class, complete the following chart with characteristics of American Football and Rugby that are part of the game and of the cultures they represent. What differences can you find?

American Football and American culture	Rugby and New Zealander culture

II) As seen in the text, Haka is performed as a way to welcome guests and/or celebrate a special occasion. Moreover, it has a strong connection with the ancestors and the indigenous cultures. Would not that actually make American football more individualistic and violent than rugby? Use examples seen in both Units 2 and 3 to justify your point of view.



## UNIT 3, LESSON FOUR

### RUGBY: HARD AS IRON



#### ! Before Listening:

Read the following question and share your answers with the class:

I) Imagine you have to create a song about rugby. From which music style would your song be? Why?

#### ! While Listening:

Listen to the song 'World in Union' and do exercises I, II and III.

I) Complete the song lyrics with words from the box:

CLIMB DRAW ROUGH RARE COLOUR WINNER HEART DRAW

#### "World In Union"

There's a dream, I feel  
So \_\_\_\_\_, so real  
All the world in union  
The world as one

Gathering together  
One mind, one \_\_\_\_\_  
Every creed, every \_\_\_\_\_  
Once joined, never apart

Searching for the best in me  
I will fight what I can beat  
If I win, lose or \_\_\_\_\_  
There's a \_\_\_\_\_ in us all

#### Chorus:

It's the world in union  
The world as one  
As we \_\_\_\_\_ to reach our destiny  
A new age has begun

We face high mountains  
Must cross \_\_\_\_\_ seas  
We must take our place in history  
And live with dignity

Just to be the best I can  
Sets the goal for every man  
If I win, lose or \_\_\_\_\_  
It's a victory for all

II) Listen to the song again. Complete the following sentences with your own words:

- a) When I listened to the song, I felt \_\_\_\_\_
- b) I thought the song was going to be \_\_\_\_\_
- c) I would have included \_\_\_\_\_

III) Discuss the following question with your partner and share your conclusions with the class:

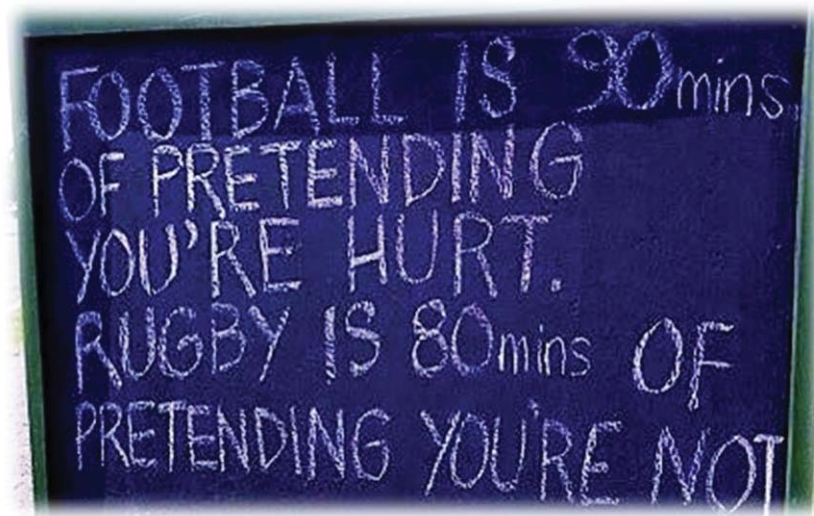
a) This song has been used in several rugby World Cups. Do you think it represents the sport?

**! After Listening:**

In groups of 4, prepare a short oral presentation in which you answer the following questions:

a) Do you think there are people in the world of rugby that may feel represented by the song? Why?

b) Local cultures are defined as the cultures that are shared by communities, such as cities, sports clubs, schools, etc. Think of a song that would represent you, as a group and share it with the rest of the class, stating your reasons.



# UNIT 4, LESSON FOUR

## CURLING: COLD AS ICE



### ! Before Auding:

Form groups of 4 and answer the following question.  
Share your answer with the rest of the class.

I) Having experienced 4 different cultures in the form of sports, which one do you think is the most similar to the Chilean one? Come to an agreement and support your view.

### ! While Auding:

You are going to watch some segments of The Simpsons episode 'Boy meets Curl'. Take notes and answer the following questions.



I) Write a summary of the segments in no less than 80 words.

II) How is Canadian culture portrayed in the segments?

III) What is your opinion on USA winning the Curling Olympic Game?

### ! Post Auding:

Up to now, you have experienced four different sports and cultures throughout the workshop. Form groups of four and make a 5-minute oral presentation in which you answer the following questions. Notice that you have to justify all your opinions with what has been seen in the workshop.

I) Which has been your favourite sport covered in the workshop sessions?

II) Which culture do you think is more similar to the Chilean one?

III) Do you know of a sport practised in Chile that represents the Chilean Culture?

Search information and describe the sport in your own words, supporting your point of view.



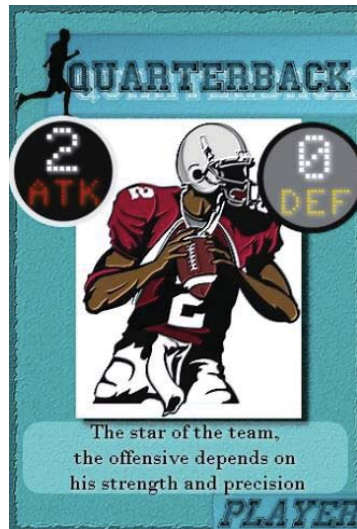


## FINAL PROJECT:

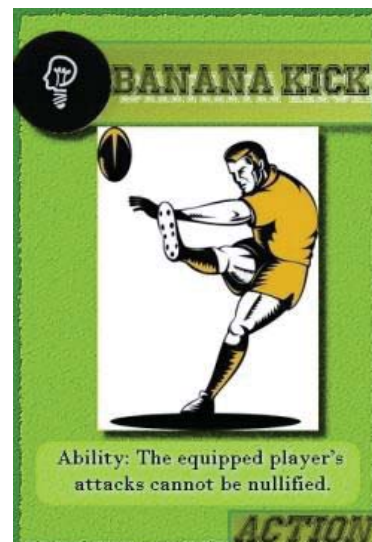
**Sport Wars:** Combination of a Trading Card Game and sports

**Objective:** Students will be able to carry out a final project by synthesising and evaluating their new knowledge.

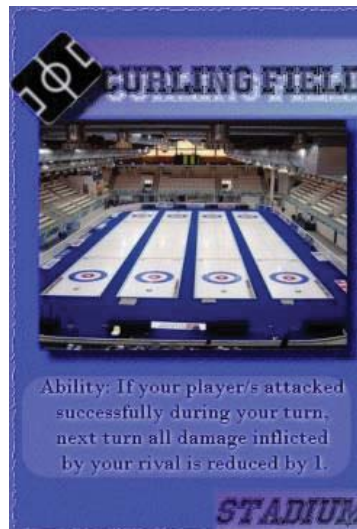
- The class forms four groups and designs fifteen cards with players, objects or actions that are part of one of the four sports seen throughout the workshop.
- All students must participate in at least one of the steps: designing, drawing and writing the cards.
- The following set of rules to play the game is suggested:
  - Each deck has 15 cards: 5 players, 9 items or actions, 1 stadium.
  - Each **player card** has a number between 0 and 3 that determines their attack and other that determines their defence.



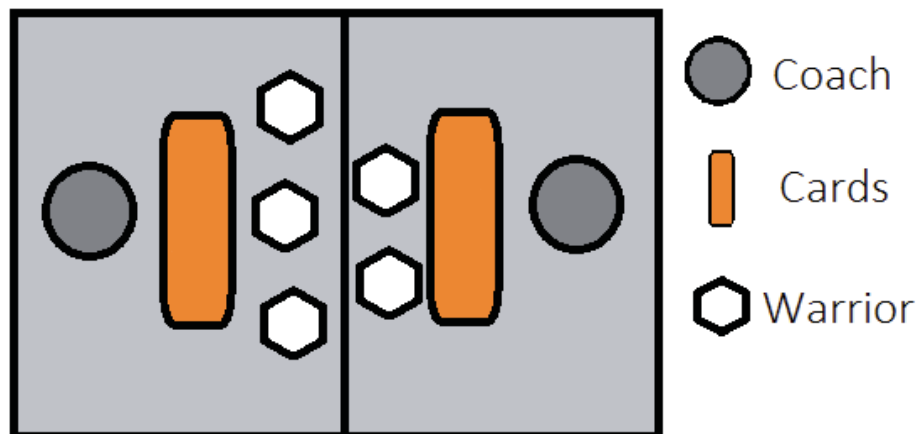
- Each **item** or **action card** can boost a players attack or defence by 1 or 2 points or give them a special ability.



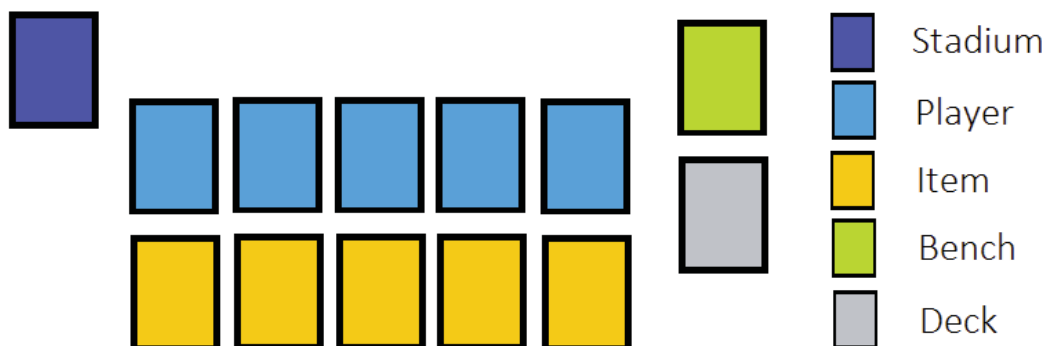
- The **stadium card** provides all players a boost or ability.



- The game is played by '**Teams**' of **Coaches** that use the cards and **Warriors** that perform the actions. The game can be played in 1 vs 1 or 2 vs 2 mode.
- The '**Field**' in which the game is played is like the following diagram, with both Teams in front of each other:



- The cards have their respective '**field**' as well:



- The turns have 3 **Phases**:
  - ❖ **Kick-off**: Coach draws cards until he or she has 3 on his hand
  - ❖ **Preparation**: Coach sends players to the field, equips items, uses action cards and builds stadiums.
  - ❖ **Attack**: Coach attacks with one of his players. The turn ends after the damage is calculated. Coaches cannot perform the Attack phase on their first turn.
- The 'Coaches' start with three cards in their hands and can use all of them. They draw cards until they have 3, at the beginning of each turn.
- Action cards, players sent out of the game and items unequipped are sent to the **Bench**. If a player is sent out, the Warrior personifying it is sent out as well.
- Coaches can have as many players in the field as they want, but they can only attack with one, each turn.
- As stated before, the players, items and actions must be respectively personified, used and performed by the 'Warriors' (people designated for such role). Otherwise, the 'move' is considered null.
- Coaches can only activate their cards and make 'moves' during their turns.
- 'Coaches' can choose to play with 5 or 10 'Life points'. Whenever players battle, the difference is subtracted from the loser's life points. When a Coach's life points reach 0, they lose the war.
- The students must play at least one 'war' of Sports Wars.



# APPENDICES

## Appendix 1:

### Needs Analysis Questionnaire:

The following questionnaire will collect your opinions regarding a workshop on sports and English-speaking cultures.

I.- Please, write an X in the space that corresponds to your opinion. On a scale from 1 to 5 how much do you agree with the following statements (being 1 the least and 5 the most)?

Statement	1 Completely disagree	2 Disagree	3 I don't know	4 Agree	5 Completely agree
1.- I think we learn about foreign cultures in the English class.					
2.- I like learning about foreign cultures.					
3.- I like practising sports.					
4.- I like knowing about sports that are not common in Chile.					
5.- I prefer listening and reading exercises.					
6.- I prefer speaking and writing activities.					
7.- I think I am good at English.					
8.- I feel comfortable working with partners.					
9.- I feel comfortable working on my own.					
10.- I like doing physical activities outside the classroom.					
11.- I know a lot about cultures of English-speaking countries.*					
12.- I know a lot about rugby.*					
13.- I know a lot about American football.*					

14.- I know a lot about cricket.*					
15.- I know a lot about curling.*					
16.- I think there is a relation between sports and culture.					
17.- I believe participating in a culture workshop will help me to understand my own culture.					

II.- Use the following space to write about your knowledge of the sports mentioned in the questions with asterisk (\*) :

## Appendix 2:

### Writing Task, Unit 1

Criteria					Points
	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge.	_____
<b>Grammar and Spelling</b>	Work has ten or more spelling errors and/or grammatical errors.	Presentation has between six and nine misspellings and/or grammatical errors.	Presentation has no more than five misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
<b>Neatness</b>	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
<b>Expressions included</b>	Student did not include expressions required	Student included one or two expressions, but failed to use them correctly according to the context.	Student included one expression correctly.	Student included the expressions required in a successful way.	_____
				<b>Total----&gt;</b>	_____

(Adapted from: teach-nology.com)

### Appendix 3:

#### Oral Presentation, Unit 1

	Criteria				Points
	4	3	2	1	
<b>Body Language</b>	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	_____
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	_____
<b>Introduction and Closure</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	_____
<b>Content Knowledge</b>	Student demonstrates full knowledge.	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information; student cannot answer questions about subject.	_____
<b>Voice</b>	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	_____
				<b>Total----&gt;</b>	_____

(Adapted from: teach-nology.com)

## Appendix 4:

### Writing Task, Unit 3

Criteria					Points
	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge.	_____
<b>Grammar and Spelling</b>	Work has six or more spelling errors and/or grammatical errors.	Presentation has five misspellings and/or grammatical errors.	Presentation has no more than four misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
<b>Neatness</b>	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
<b>Examples</b>	Work displays no examples from previous classes, nor from prior knowledge.	Examples included fail to support the rest of the text.	Examples included are from only one source, previous classes or prior knowledge.	Work displays examples from both, previous classes and prior, personal knowledge.	_____
				<b>Total----&gt;</b>	_____

(Adapted from: teach-nology.com)

## Appendix 5

### Oral Presentation, Unit 3

	Criteria				Points
	4	3	2	1	
<b>Body Language</b>	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	_____
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	_____
<b>Introduction and Closure</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	_____
<b>Pacing</b>	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	_____
<b>Poise</b>	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	_____
<b>Voice</b>	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	_____
<b>Opinion</b>	Student demonstrates confidence and expresses informed opinions.	Student is at ease with the presentation, but fails to elaborate.	Student is uncomfortable presenting his or her points of view.	Student does not express opinions and does not answer the questions required.	_____
				<b>Total----&gt;</b>	_____

(Adapted from: teach-nology.com)

## Appendix 6

### Oral Presentation, Unit 4

	<b>Criteria</b>				<b>Points</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Body Language</b>	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	—
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	—
<b>Introduction and Closure</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	—
<b>Pacing</b>	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	—
<b>Poise</b>	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	—
<b>Voice</b>	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	—
<b>Content Knowledge</b>	Student demonstrates full knowledge.	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information; student cannot answer questions about subject.	—
<b>Opinion</b>	Student demonstrates confidence and expresses informed opinions.	Student is at ease with the presentation, but fails to elaborate.	Student is uncomfortable presenting his or her points of view.	Student does not express opinions and does not answer the questions required.	<b>Opinion</b>
				<b>Total----&gt;</b>	—

(Adapted from: teach-nology.com)



## Appendix 7

### Final Project

<b>Process</b>	<b>Below Avg.</b>	<b>Satisfactory</b>	<b>Excellent</b>
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
<b>Product (Project)</b>	<b>Below Avg.</b>	<b>Satisfactory</b>	<b>Excellent</b>
1. Format	1, 2, 3	4, 5, 6	7, 8, 9
2. Mechanics of speaking/writing	1, 2, 3	4, 5, 6	7, 8, 9
3. Organization and structure	1, 2, 3	4, 5, 6	7, 8, 9
4. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
5. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9, 10
6. Other:	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: \_\_\_\_\_

Teacher Comments:

(Retrieved from: [teach-nology.com](http://teach-nology.com))