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DE VALPARAÍSO
FACULTAD DE FILOSOFÍA Y EDUCACIÓN
INSTITUTO DE LITERATURA Y CIENCIAS
DEL LENGUAJE



PONTIFICIA UNIVERSIDAD
CATOLICA
DE VALPARAISO

Visiting the Capital of the World!

The multicultural reality of
New York City.

An elective workshop for high
school juniors.

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

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Introduction

Inside an EFL classroom the teacher must develop a friendly environment, a place where the student can feel secure and eager to participate; in addition, this environment must project the cultural traits of the target language's culture, in other words, the teacher must construct a multicultural classroom (Kendall, 1983). According to Alptekin (1983), the teaching of English as a Foreign Language (TEFL) intrinsically involves a process of enculturation. This statement poses a difficult challenge to EFL teachers as they must include cultural input in their curriculum and, even more demanding, train their students to integrate this input meaningfully.

Currently in the Chilean EFL teaching practice, there is an immense gap between the curriculum presented by the MINEDUC (Ministerio de Educación) and the curricula that each private school chooses to teach in terms of cultural content. In the program developed by the governmental body, specifically the one corresponding to high school junior year, almost none of the objectives points to the understanding of the target language's culture and there is a dominant focus on the receptive skills, leaving production with minor presence. As private schools can decide which curriculum to follow, some of them as The Mackay School in Viña del Mar and Colegio SEK in Santiago, have chosen to use curricula established by international organizations, which present a more elaborated input regarding culture. This gap is provoking a tremendous impediment to our public schools students as they can't profoundly comprehend the cultural traits that the English language carry. As long as the material supplied by the government doesn't include a cultural approach, the creation of a multicultural classroom in those schools will keep being an utopia. The MINEDUC is not only depriving these students of the opportunity to transport their mind across cultures, but it is obstructing a communicative improvement by leaving speaking and writing skills behind. Teaching English is not enough, as our learners need much more than to communicate effectively in L2; they need to know what lies in the background of the language: behaviors, habits, history, traditions, beliefs, etc.

Kakir (2006) defines culture as “the glue that binds a group of people together”, and it makes complete sense if we look it that way. Culture exists in the biggest spheres of our society as much as it does in the small communities and relationships we create with the rest of the people. When an individual has something in common (even if we don’t know that we share it) with someone, then we create a community.

Including socio-cultural input in the EFL class is mandatory if our goal is to develop meaningful communication in L2, as Krasner (1999) described: “Linguistic competence is not sufficient for successful communication. Culture is integrated in any communicative activity.” Language and culture are two major concepts that define each other and they cannot be taught without the other. As language is a representation of social identity (Kramsch, 1993), when Chilean learners communicate in English, they may adopt the character of native speakers, so in order to effectively express themselves, they must know the cultural background of the language.

The role of culture inside the EFL classroom has been a topic of debate during the last decades. Samovar, Porter, and Jain (1981) note that culture and communication are inseparable:

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication. (p. 24).

On the other hand, authors as McKay believes that English language needs to be considered as an “international language” (2003), characterization given by its condition as lingua franca in the atmospheres of businesses, entertainment, sciences and virtual communication. She promotes a culturally-free instruction of English as a Foreign Language where each teacher selects the material, content and method and modifies it in order to be culturally rich with students’ own conception of reality. Brown (1994) stresses this idea “... a language is a part of culture and a culture is a part of a language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 164.)

We can only really understand the definitions of our own culture when we differentiate ourselves with the rest; doing that, we can set a path to improve, or we can know which practices to avoid. A strong reason to encourage cultural instruction is that, in some cases, input in the classroom is the only opportunity some students have to be exposed to the L2; of course, the teacher must inspire its students to seek for input, written and oral, but not all students have the same resources and opportunities.

As conduit of cultural input, the City of New York has been chosen, as it is widely considered a symbol of the globalization process, a phenomenon directly related to the use of the English language in Chile. With the help of technology, the process of globalization has influenced most fields in our lives: what started to be a change in economics and politics, turned out to be a revolutionary change in our means of communications, arts, demographic structure, just to name a few. And what is significant to mention is that thanks to this “globalized world” that surrounds us, our students can contrast these aspects of their reality with those of English-speaking countries’ culture. The main objective of employing an intercultural approach in the EFL classroom is to incite critical thinking, as the learners will understand their own reality a lot deeper by comparing it with another.

Critical thinking is the skill to reason clearly and rationally about what to do or what to believe. With this project, the students will have the opportunity to defend numerous positions related to the social analysis of both, the Chilean and American societies. Facione (1998) describes six “core critical thinking skills”: interpretation, analysis, evaluation, inference, explanation, and self-regulation. Interpretation is comprehending and expressing the significance of various experiences, situations, beliefs and procedures. Analysis is the identification of the intended or inferential content of different linguistic discourses, detecting and analyzing. Developing the skill Evaluation, we can assess the credibility of each statement which are a description of people, society, lifestyle etc. It assesses the logical strength of every linguistic structure. Inference means to form conjectures by drawing valuable information in order to produce reasonable conclusions. The last skill is explanation, defined as the presentation of one’s reasoning, defending a position and describing different approaches. The learners will have to interpret information from both realities, then they will evaluate, and finally present their work, arguing and defend it.

By developing critical thinking in our students, we can switch the focus of any classroom, from a teacher-centered to a learner-centered class (Chapman, 2007). When the students are eager to express their opinion, they lose the fear of using L2, they feel confident and they manage to communicate meaningfully. The challenge is to elaborate a fair and effective evaluation that can assess this higher level of thinking, as standardized tests have proven to be unsuccessful doing so (Greene, 2015). If a cultural approach is applied on a critical thinking-based curriculum, students can be pushed to an analytic methodology, a deeper and more advanced stage in their understanding of culture.

This project will explore New York City, the most populous city in the United States, emphasizing its history, demographic diversity, and touristic locations across the five counties that form the city: Manhattan, Brooklyn, Bronx, Queens, and Staten Island. The goal is that students will be able to understand the American reality and use that information to analyze the Chilean society. Presented first as an elective workshop for junior year students, it is highly recommended that activities and procedures like the ones presented in this project be added to the MINEDUC's program as every student from the beginning of the English instruction needs to relate its learning with the target language's culture. This project will work with juniors because at that point of their schooling, the students will have the required skills to analyze information, contrast ideas and defend their position.

In order to plan appropriate lessons that associate with the purpose of this workshop, the content-based syllabus has been selected as model to design the course. This model of syllabus focuses its activities in the topic being discussed, giving the teacher the autonomy to organize the procedures in the classroom considering the level of the students and objectives that are sought to accomplish. Aspects of a content-based syllabus is the use of realia and authentic material in reading and listening exercises, a strategy that creates an unique opportunity to study how the students react when they face elements that come directly from the target language's culture. The grammatical instruction lies underneath the information, a scenario that fits the course as the central point of the workshop is to analyze information and share opinions regarded immigration and its significances.

Considering the aspects discussed above, a workshop has been devised to fulfill the cultural gap in the MINEDUC program for junior year of high school. At the end of the

workshop, students will be able to defend positions regarding demographic diversity and critically analyze the Chilean reality, contrasting it with the American. Throughout the workshop oral presentations, acting scenarios of everyday life, analysis and construction of graphs (demographic studies), reading comprehension, use of realia, and practice of argumentative discourse are reviewed and studied.

Needs Analysis

A questionnaire was designed to identify students' opinions about the inclusion of culture in the EFL classroom and their knowledge about New York City. The first part of the questionnaire asks about students' confidence in their language proficiency, methodology in the classroom, the need for learning English, and the addition of culture content in the lessons. The second part of the survey lists a number of touristic locations in the five boroughs of New York City; the students had to select the ones which they had heard or read in the past.

The survey was answered by a sample of the target audience of this workshop: 23 junior students from Colegio Esperanza in Quilpué; 10 men, 13 women. Three students were absent that day, therefore they did not have the opportunity to respond to the instrument. The students have four pedagogical hours of English a week and employ the textbook provided by the MINEDUC.

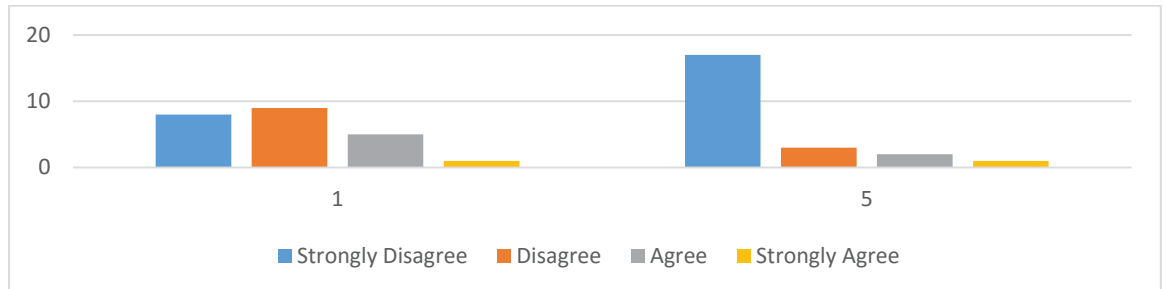
Analysis of the results

Part 1 (See Appendix)

The first part consisted of a series of statements regarding culture, language proficiency and class methodology. The students had to select their level of agreement with each statement.

Statements 1 and 5 ask about the methodology in the classroom; if the students are asked to perform presentations using L2 and if there are opportunities to discuss the American culture and its history.

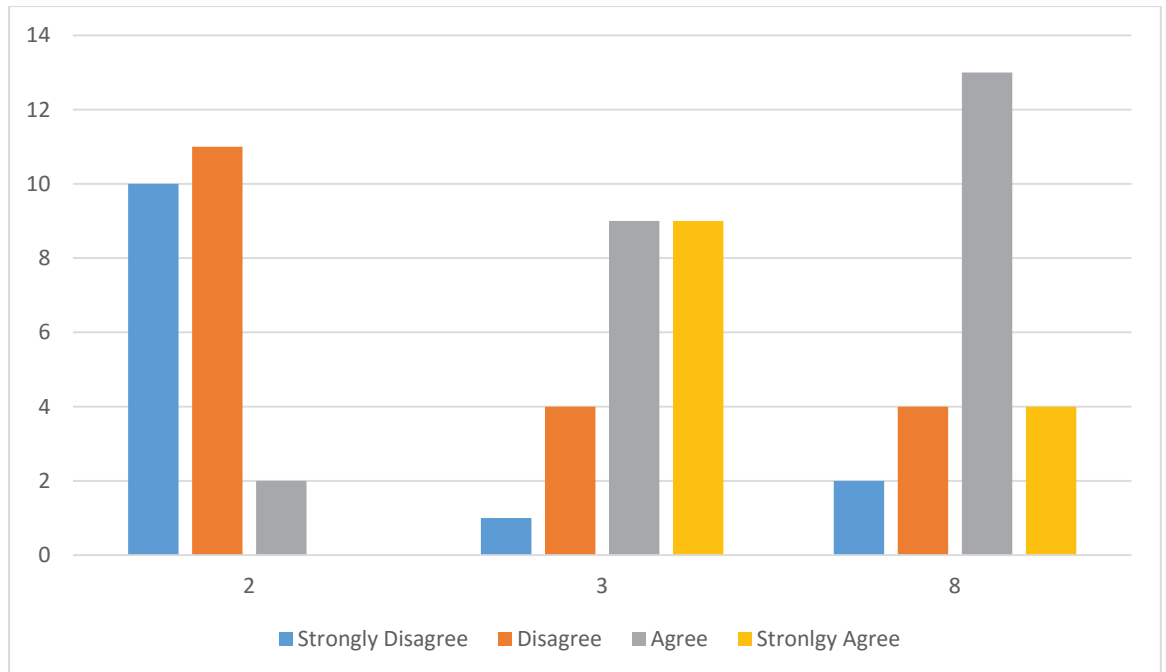
Figure 1- Part 1, Statements 1 and 5.



The results show that the students have done presentations in L2 as 6 students agree with the first statement, but they are not a recurrent activity, and it would be fair to say that it is an uncommon procedure as most of the students disagree with the statement. During the workshop, the students will be asked to present in English, so it'll be interesting to see how they react to that activity. It can also be concluded that the teacher does not ask the students to discuss about American culture in the classroom; as it has been discussed earlier in this project, the study of American history and the impact of it in our country is not part of the MINEDUC.

Statements 2, 3 and 8 discuss the reasons to learn English or study American culture.

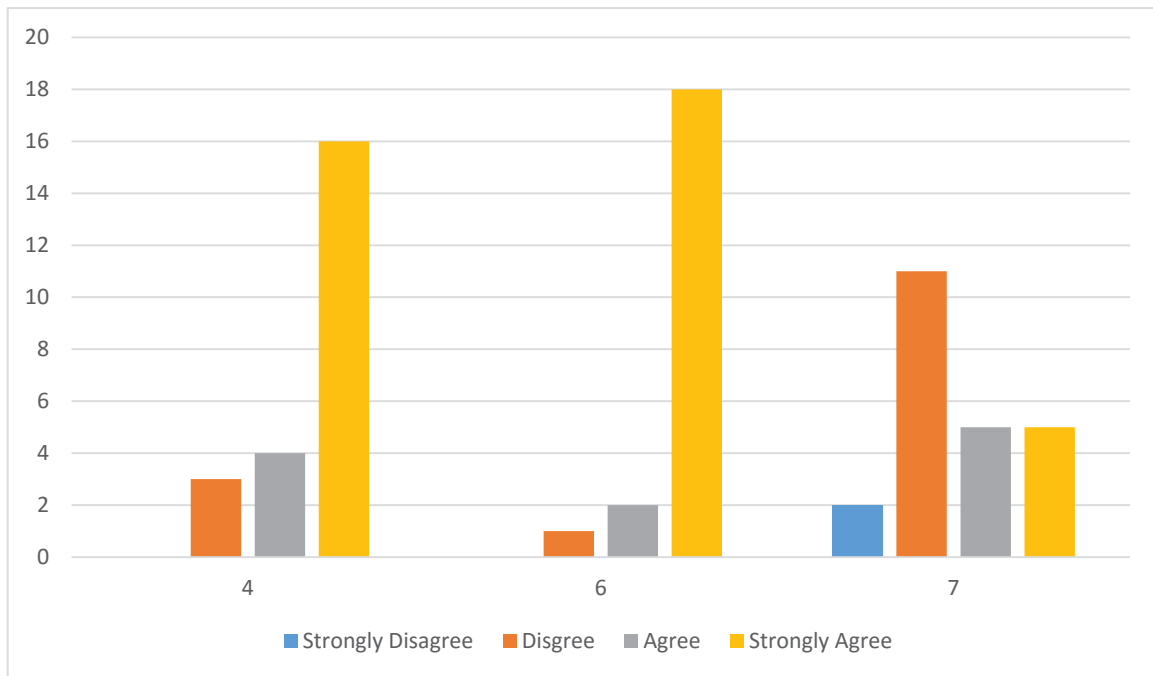
Figure 2-Part 1, Statements 2, 3, and 8.



Students' answers show that they think that English should be learned regardless of the reason, they consider that Chilean people should learn how to communicate in English even if a person is not considering on going to an English-speaking country. They also think that knowing about the American culture is useful even though they don't discuss about it in class as part of the lesson. This shows that they are interested in the topic, a topic that sadly has not been developed in their English class. Regarding statement 8, 17 students agree with it; they think that globalization is definitely one of the reasons Chileans learn English. This result shows that at least they know what globalization means and that they can grasp its consequences.

Statements 4, 6 and 7 discuss the topics that will be studied throughout the workshop: racial discrimination, immigration, and New York City.

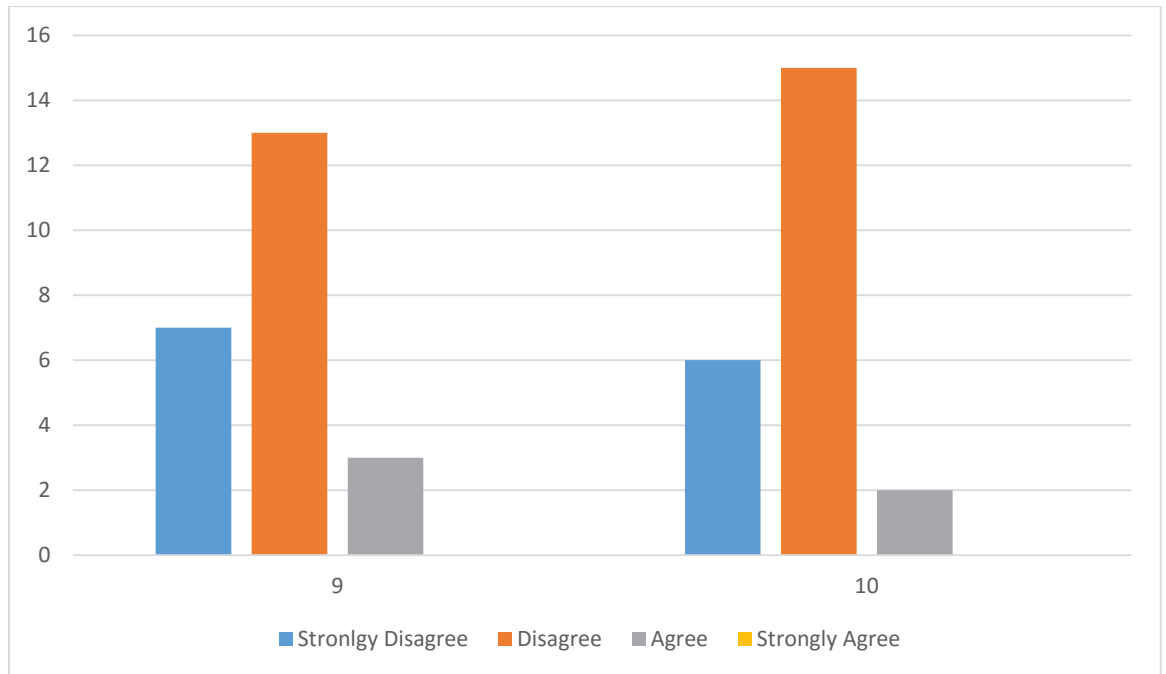
Figure 3- Part 1, Statements 4, 6, and 7.



20 out of 23 students think that racial discrimination is an issue that must be discussed. There is a concern on their part about this problem, and it will help in the latter part of the workshop when this topic will be studied. 20 students as well have heard about or listen to the City of New York, which gives sustainable foundation for the workshop. Regarding statement 7, although some students disagree with the idea that immigration is not a worrying issue in our country, some students do. This scenario should probably create interesting discussion about the topic.

The last two statements, 9 and 10, ask about students' language proficiency and how they evaluate themselves.

Figure 4- Part 1, Statements 9 and 10.

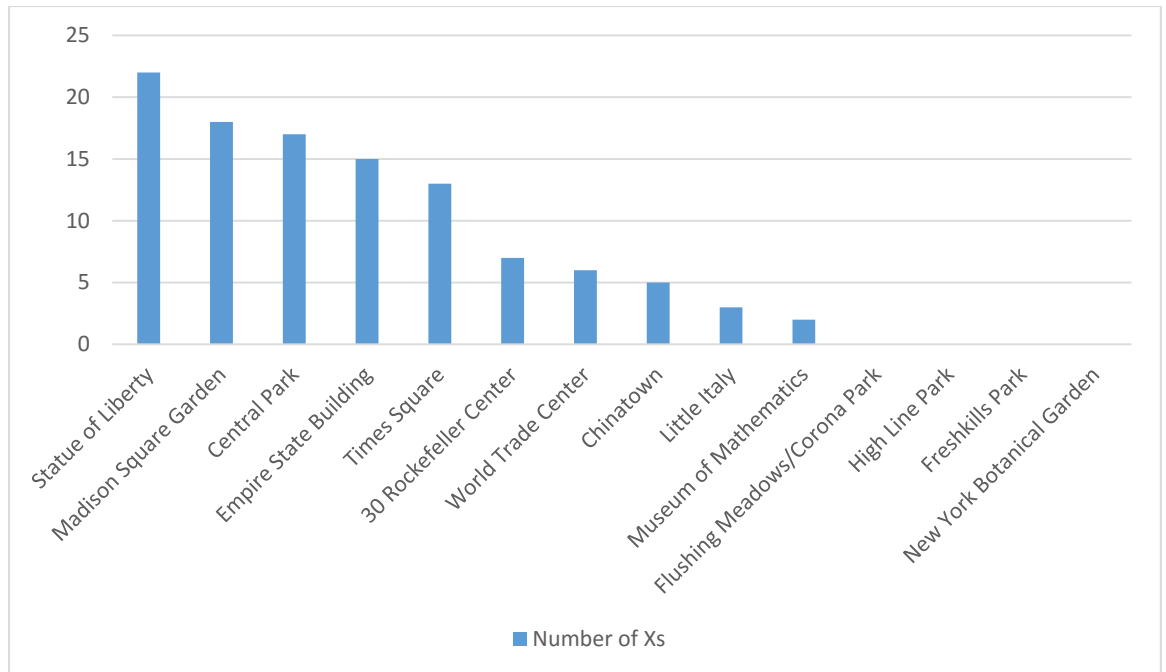


Most of the students do not feel confident about their speaking skills, an issue that can highly probable be solved throughout the workshop. The students also expressed their concern about their understanding of spoken and written texts in L2. The materials to be used in the workshop have been carefully selected in order to assimilate the ones recommended by MINEDUC to a junior-level student.

Part 2 (See Appendix)

The second part of the questionnaire asked if the students knew about some places of New York City. 14 places were chosen, including touristic location from the five boroughs. The students had to select the places they have read about or listened to.

Figure 5 – Part 2



As expected, locations like the Statue of Liberty or the Madison Square Garden ranked the highest. In the workshop, places that are worldwide known will not be taken into account, as the idea is to come up with an idea of what is like for New Yorkers to live in such a multicultural city. The students will read about places unknown to them, and discover that New York is more than what we see in touristic brochures.

Conclusion

The students' responses to the questionnaire were completely satisfactory for the purposes of designing a workshop like the one proposes, as they show how deficient the teaching of the Anglo-American culture has been. Some of them feel confident about their proficiency in the English language but most of them feel that work needs to be done. A majority of the students thinks that teaching culture and discuss about social issues related to intercultural realities are important in the English class; also, they noted that it is necessary to learn English even if a person is not planning to travel to an English speaking country to work or study. The statements related to methodology showed that the students need to be reinforced in class discussion and presentations.

The second part of the questionnaire proved that the selection of the touristic sites in New York presented in the workshop has been made correctly as most of them couldn't recognize places such as the Brooklyn Botanical Garden or the High Line Park; on the contrary, places as the Statue of Liberty or Central Park are widely known by the students and wouldn't have been productive to include those locations in the workshop's contents, as the idea was to instruct about a reality of New York City that mostly New Yorkers get to know.

PEDAGOGICAL PROPOSAL

Course Description

Course Name: Visiting the Capital of the World! The multicultural reality of New York City.
An elective workshop for high school juniors.

Instructor: Pablo Hernández Barraza

Type: Elective Workshop

Number of sessions: 16 lessons (1 hour 30 minutes per week)

Number of students: 20 students.

Contact Phone Number: 950163878

E-mail: pablo.hernandez.barraza@gmail.com

Level: Intermediate

Rationale: This course gives students the chance to explore the roots of American society, employing New York City as a model of how their culture has evolved throughout the last four centuries. In 16 lessons, students will be presented with the history of the city, a touristic overview of the five boroughs that make up NYC, and a description of how different ethnicities have found their place there. At the end of the workshop, students will be asked to analyze and construct diagrams that contains demographic data in order to determine if Chile is ready to be a multicultural society.

General Objective: This workshop seeks to develop high school juniors' critical thinking by analyzing how it would be possible to create a multicultural society replicating the model of New York.

Throughout the four thematic units, students will be able to:

Unit		Specific Objectives
Unit 1: History of New York, from New Amsterdam to The Big Apple	1: New Amsterdam	<p>Recognize the origins of the city as a Dutch colony.</p> <p>Describe how a city is formed and why that territory was chosen in order to be a city.</p> <p>Define what pilgrimage is and how that way of life affected the American society.</p>
	2: U.S. Revolution	<p>Recognize the events that led to the American Revolution.</p> <p>Describe the importance of New York City in the revolutionary process.</p> <p>Identify the most iconic individuals of the independence war.</p>
	3: Gangster era	<p>Identify the causes of the proliferation of mob gangs in the first decades of the XX century.</p> <p>Review the most iconic characters of this period of time.</p>
	4: September, 11 th .	<p>Explain the emotions triggered by the terrorist attacks on September 11th, 2001.</p> <p>Report a testimony from an survivor of the 9/11 terrorists attacks</p> <p>Write a letter, asserting a point of view about the attacks.</p>
Unit 2: Touring NYC!	1: Bronx	<p>Explain the cultural importance of museums, exemplifying with the ones established in the Viña del Mar/Valparaiso Area.</p> <p>Recognize the main attractions of the Museum of Mathematics in Bronx.</p>

		Analyze the significance of the Bronx borough to the Latin Community of NYC
	2: Staten Island	<p>Illustrate the relevance of including parks in a city planning.</p> <p>Describe the design of Freshkills Park in Staten Island, and the activities and events that are organized there.</p>
	3: Brooklyn	<p>Understand the life in Brooklyn by watching a movie trailer</p> <p>Explain how a movie can reflect the social issues that affect a community</p> <p>Explain the importance of botanical gardens</p> <p>Create a poster of a touristic place in your city</p>
	4: Queens	<p>Describe the activities included in an everyday routine of a New Yorker, by watching an extract from a typical American sitcom (King of Queens)</p> <p>Describe the main attractions of the World's Fair, events that took place in Flushing Meadows/Corona Park</p> <p>Organize a hypothetical 21st century World's fair, that would take place in Viña del Mar.</p>
	5: Manhattan	<p>Recognize the role that Manhattan has in American society.</p> <p>Describe the cultural value in restoring antique structures, giving them new functions.</p> <p>Identify the origins of High Line Park.</p> <p>Design building restoration, by drawing over images of old constructions.</p>
Unit 3: The melting pot or the big salad.	1: Little Italy	<p>Compose a movie synopsis</p> <p>Analyze the impact of Italian culture in Arthur Avenue, Bronx</p>

		Describe a hypothetical Chilean neighborhood.
	2: Irish Community	<p>Identify the impact of Irish heritage in American society, and examples of Irish iconography in business and entertainment.</p> <p>Analyze an Irish mythological tale, and its influence in Irish tradition.</p>
	3: Chinatown	<p>Recognize the significance of Chinatown to the Asian population in New York.</p> <p>Compare the influence of Asian heritage in New York with the impact of the increasing immigration of Asians in Chile.</p>
	4: Latin neighborhoods	<p>Recognize the classification of immigrants from Latin American countries.</p> <p>Analyze how Latin population has form different neighborhood in Bronx, Brooklyn and Queens.</p>
Unit 4: Santiago City	1: Chilean Reality	<p>Contrast NYC's demographic diversity with Chile's most popular metropolis.</p> <p>Explain the cultural significance of receiving immigrants in our society.</p>
	2: Immigration and globalization.	<p>Analyze charts and diagrams of immigration in our country.</p> <p>Design tables and graphs using factual data</p> <p>Recognize the consequences of globalization in our everyday life.</p>
	3: How can we create a multicultural society?	<p>Propose a plan to overcome the issue of discrimination.</p> <p>Redact what it takes as individuals to create a multicultural society.</p>

UNIT 1: LESSON 4

SEPTEMBER 11TH: THE TERRORIST ATTACKS TO THE WORLD TRADE CENTER

Objectives

- ✓ To understand the emotions triggered by the terrorist attacks on September 11th, 2001.
- ✓ To report a testimony from an American that tells its story about 9/11
 - ✓ To write a letter, asserting a point of view about the attacks.

- 1) SHARE WITH A CLASSMATE THE INFORMATION YOU HAVE HEARD OR READ ABOUT THE EVENTS THAT OCCURRED ON SEPTEMBER 11TH, 2001.
- 2) WHY WERE THE EVENTS SO SHOCKING TO THE REST OF THE WORLD? DO YOU KNOW THE CONSEQUENCES OF THOSE ATTACKS?

LET'S DISCUSS IT AS A GROUP!



3) WHICH EMOTIONS DO THE PREVIOUS IMAGES EVOKE?

TALK TO YOUR PARTNER AND ADD ITEMS TO THE LIST BELOW

SADNESS – HOPE – PATRIOTISM - _____

4) YOU ARE GOING TO WATCH THE TESTIMONY OF TWO SURVIVORS OF THE ATTACKS. CHECK IF ANY OF THE FEELINGS OR EMOTIONS YOU WROTE IN EXERCISE 3 ARE EXPRESSED BY THE INTERLOCUTORS OF THE VIDEO.

YOU ARE GOING TO WATCH THE VIDEO AGAIN.

NOW IN YOUR NOTEBOOK, TAKE NOTES ABOUT THE MOST IMPORTANT IDEAS THAT EACH OF THEM COMMUNICATES. PAY ATTENTION TO HOW THEY TELL THEIR STORIES BY CONNECTING THE EVENTS THEY REMEMBER.



9/11 Survivors, Ten Years Later

NOW **REPORT** AT LEAST THREE EXPERIENCES THAT EACH OF THE INTERLOCUTORS EXPRESSED.

5) IN YOUR NOTEBOOK!

WRITE A LETTER TO A NEW YORKER EXPRESSING THE FOLLOWING:

- A) HOW YOU WOULD REACT IF A SIMILAR EVENT HAPPENED HERE IN CHILE
- B) YOUR OPINION ON TERRORISM AND HOW WE CAN SOLVE THIS INTERNATIONAL ISSUE
- C) HOW A PERSON CAN OVERCOME THE SHOCK OF SUCH A VIOLENT EVENT.

UNIT 2 – LESSON 3

BROOKLYN, NY

OBJECTIVES:

- ❖ TO UNDERSTAND THE LIFE IN BROOKLYN BY WATCHING A MOVIE TRAILER
- ❖ TO EXPLAIN HOW A MOVIE CAN REFLECT THE SOCIAL ISSUES THAT AFFECT A COMMUNITY
- ❖ TO EXPLAIN THE IMPORTANCE OF BOTANICAL GARDENS
- ❖ TO CREATE A POSTER OF A TOURISTIC PLACE IN YOUR CITY



1) WATCH THE TRAILER OF SPIKE LEE'S MOVIE "DO THE RIGHT THING":

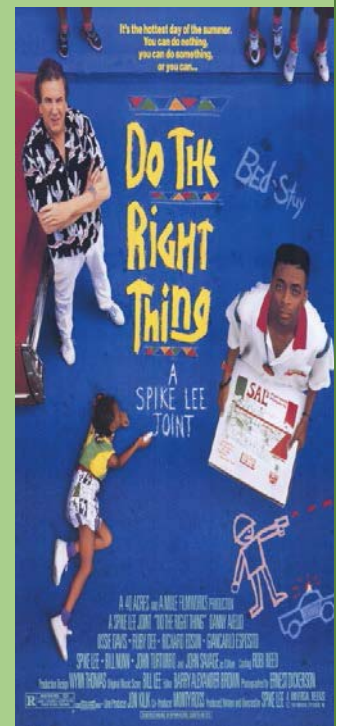


DO THE RIGHT THING - TRAILER

2) IN GROUPS OF 4 STUDENTS, DISCUSS AND ANSWER THE FOLLOWING QUESTIONS:

- DOES THIS MOVIE SHOW YOU WHAT LIFE IS LIKE IN BROOKLYN?
- CAN YOU IMAGINE LIVING THERE?
- WHAT ARE THE ISSUES PRESENTED IN THE MOVIE?
- IS THERE A MOVIE THAT REPRESENTS CHILEAN CULTURE? DO YOU LIKE THAT MOVIE? WHAT DO YOU LIKE ABOUT IT?
- WITH A CLASSMATE, WRITE A LIST OF THE MOST COMMON PROBLEMS PRESENTED IN CHILEAN MOVIES THAT REFLECT OUR SOCIETY.

DISCRIMINATION? POVERTY? DRUG ABUSE?

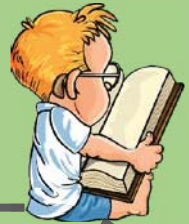


A. HAVE YOU VISITED THE BOTANIC GARDEN IN VIÑA DEL MAR?

IF YOU HAVE, WHAT DID YOU LIKE ABOUT IT? PARTNER UP AND SHARE YOUR EXPERIENCES



B. NOW YOU ARE GOING TO READ ABOUT THE BOTANICAL GARDEN OF BROOKLYN.



CITING THE NEED FOR SOME DEDICATED GREEN SPACE, THE NEW YORK LEGISLATURE PUT ASIDE 39 ACRES IN 1897 FOR THE BUILDING OF A BOTANIC GARDEN. THOUGH IT TOOK 13 YEARS TO DESIGN AND OPEN THE GARDEN, IN 1910 IT FINALLY OPENED TO THE PUBLIC. THROUGH THE FIRST DECADE, THE GARDEN CONTINUED TO GROW WITH NEW ADDITIONS INCLUDING ROCK GARDENS, A JAPANESE GARDEN, AND A CHILDREN'S GARDEN.

IN 1917, AN AUXILIARY WAS FORMED TO SUPPORT THE GARDEN AND THINGS CONTINUED TO EXPAND WITHIN THE 39 ACRES (16 HA), EVENTUALLY STRETCHING TO 52 ACRES (21 HA) TO INCLUDE THE ADDITION OF THE ROSE ARC POOL, THE STEINHARDT CONSERVATORY, AN EDUCATION CENTER, AND THE PALM HOUSE.

SINCE 2000, A NUMBER OF ELEMENTS HAVE ALSO BEEN RESTORED OR RENOVATED AND THE BROOKLYN BOTANIC GARDEN NOW HOUSES SOME TEN THOUSAND DIFFERENT KINDS OF PLANTS FROM AROUND THE WORLD.

- A TEXT FROM AVIEWONCITIES.COM -

C. WHY ARE BOTANIC GARDENS NECESSARY?

DRAW THE BOTANICAL GARDEN OF BROOKLYN USING THE DESCRIPTION IN THE TEXT.

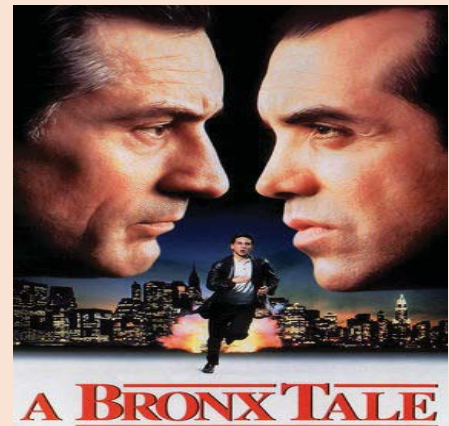
3. A. FORM GROUPS OF FOUR STUDENTS
- B. CHOOSE A TOURISTIC LOCATION IN YOUR CITY
- C. DESIGN AND CREATE A POSTER INVITING THE PUBLIC TO VISIT IT INCLUDE ATTRACTIONS AND THE PRICE OF THE PLACE.

Little Italy

OBJECTIVES:

- TO REDACT A MOVIE SYNOPSIS
- TO ANALYZE THE IMPACT OF ITALIAN CULTURE IN ARTHUR AVENUE, BRONX

1.
 - A. HAVE YOU SEEN A GANGSTER MOVIE? WHAT WAS IT ABOUT? SHARE IT WITH THE CLASS!
 - B. WATCH THE TRAILER OF THE MOVIE "A BRONX TALE," A MOVIE ABOUT HOW A FATHER AND HIS SON CREATE A SPECIAL BOND WITH A LOCAL MOB GANG.



- C. YOU ARE GOING TO WATCH THE VIDEO ONE MORE TIME, TAKE NOTES ABOUT THE EVENTS THAT YOU WATCH
- D. IN NO MORE THAN SIX LINES, WRITE A SYNOPSIS OF THE MOVIE. PAY SPECIAL ATTENTION TO HOW THE FATHER AND THE GANG LEADER INTERACT WITH EACH OTHER.

2. A. NOW YOU ARE GOING TO READ ABOUT LITTLE ITALY, A VERY SPECIAL NEIGHBORHOOD IN BRONX.



ON A WALK DOWN THE BRONX'S ARTHUR AVENUE YOU'LL SPY PEDESTRIANS OF EVERY AGE AND BACKGROUND AMBLING IN AND OUT OF FOOD SHOPS, GOSSIPING ON SIDEWALKS AND, WEATHER PERMITTING, TUCKING INTO SLICES OF PIZZA ON OUTDOOR PATIOS. THIS IS FOR GOOD REASON: ARTHUR AVENUE, AKA NEW YORK CITY'S "REAL LITTLE ITALY," IS

KNOWN NOT ONLY FOR ITS AUTHENTIC AND DELICIOUS ITALIAN FOOD BUT FOR ITS OLD-WORLD CHARM, COMMUNITY PRIDE AND WELCOMING ATMOSPHERE. THE COMMERCIAL STRIP IS THE HEART OF THE BELMONT NEIGHBORHOOD; MOST OF THE ACTION TAKES PLACE THERE OR ON THE AVENUE'S SIDE STREETS, PROMPTING TRAVELERS FROM NEAR AND FAR TO SHOP, DINE AND OTHERWISE IMMERSE THEMSELVES IN THE COLORFUL EXPERIENCE.

IN THE LATE 19TH AND EARLY 20TH CENTURIES, A WAVE OF ITALIAN FAMILIES MOVED TO BELMONT FROM LOWER MANHATTAN (ENCOURAGED IN PART BY THE DEVELOPMENT OF AN ELEVATED TRAIN LINE THAT RAN BETWEEN THE BOROUGHs). THESE IMMIGRANTS SET UP SHOPS AND PUSHCARTS ALONG ARTHUR AVENUE, SELLING ITALIAN GOODS AND CREATING A TIGHT-KNIT, EUROPEAN-STYLE COMMUNITY. BY 1940, MAYOR FIORELLA LAGUARDIA DESIGNATED THE INDOOR ARTHUR AVENUE RETAIL MARKET AS AN OFFICIAL SPOT FOR THE VENDORS TO PEDDLE THEIR WARES. ALTHOUGH RECENT DECADES HAVE SEEN IMMIGRANTS FROM ALBANIA, MEXICO AND ELSEWHERE, ALONG WITH RESIDENTS FROM PUERTO RICO, SETTLE IN THE AREA, THE NEIGHBORHOOD'S ITALIAN INFLUENCE STILL HOLDS STRONG, AS LONG-ESTABLISHED VENDORS PASS STORE OWNERSHIP DOWN FROM GENERATION TO GENERATION.

- B. WHAT'S YOUR OPINION ON REPRESENTING A NEIGHBORHOOD WITH A COUNTRY OR A CULTURE?
- C. DO YOU THINK THE SAME PHENOMENON HAPPENS IN CHILE? WHERE?

SHARE YOUR THOUGHTS WITH A CLASSMATE.

3. IMAGINE A CHILEAN NEIGHBORHOOD IN NEW YORK.

IN YOUR NOTEBOOK, WRITE WHAT FOOD MUST BE EATEN THERE, WHICH MUSIC MUST BE LISTENED AND WHICH TRADITIONS OUGHT TO BE FOLLOWED.

CHANGE YOUR WORK WITH A CLASSMATE AND COMPARE WHICH ASPECTS YOU HAVE IN COMMON AND WHICH ONES ARE DIFFERENT.

Assessment:

Oral Presentation Rubric

CATEGORY	4	3	2	1
Content	Shows a full understanding of the assignment. Covers every aspect requested	Shows a good understanding of the assignment. Covers most of the aspects requested	Shows a good understanding of parts of the assignment. Covers a few aspects.	Does not seem to understand the assignment very well. Covers at the most two aspects requested.
Vocabulary	Uses vocabulary appropriate for the audience. Complex structures are well used. Commits 0 -2 grammatical errors.	Uses vocabulary and language complexity appropriate for the audience. Commits 3 - 4 grammatical errors.	Uses vocabulary appropriate for the audience. Commits 5 - 6 grammatical errors.	Commits more than six grammatical errors. Language is poor and needs complexity.
Preparedness	Student is fully prepared and has evidently rehearsed.	Student seems closely prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-90%) the time, and mispronounces no words.	Speaks clearly and distinctly all (89 - 75%) the time, but mispronounces a few word.	Speaks clearly and distinctly most (74- 50%) of the time. Mispronounces a number of words that interrupt the fluency of the presentation.	Often mumbles, cannot be understood OR mispronounces several words during the presentation.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Graphs Rubric

	Excellent	Good	Acceptable	Poor
Execution	The graphs are clear and the information is correctly organized.	Generally, the graphs show a few errors but the information is clear	Some information can't be read. Lacks order and organization	Most of the work is unorganized and the information can be understood because of it
Directions	The students followed the instructions correctly. Every objective has been completed.	The students followed most of the instructions. Some objectives weren't completed	The group couldn't do a proper activity. The instructions were not followed correctly	The students didn't follow most of the instructions directed by the teacher. The work lacks order.
Effort	The activity was finished during the class. The group worked thoroughly and organized.			The activity couldn't be finished in time. The group was asked to hand it in the next session.

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Web Resources

9/11 Survivors, 10 Years Later - <https://www.youtube.com/watch?v=IipKqoF4mOk>

Do the Right Thing – Trailer <https://www.youtube.com/watch?v=muc7xqdHudI>

A Bronx Tale – Trailer <https://www.youtube.com/watch?v=q5nQyoo1LwY>

Oral Presentation Rubric – Adapted from a model retrieved from <http://www.rubistar.com>

Little Italy lesson's reading resource – retrieved from <http://www.NYCgo.com>

Brooklyn, NY lesson's reading resource – retrieved from <http://www.Aviewoncities.com>

Appendix

School: Colegio Esperanza

Grade: 3° Medio _____

Date: _____

Questionnaire:

Dear student,

I am conducting a study on a potential topic for an elective workshop at junior level.

Please answer this questionnaire as sincerely as possible, and take notice that you are responding totally anonymously.

Thanks for your help.

Pablo Hernández B.

I. Mark with an X the option that reflects your opinion on the following statements:

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
Frequently we are asked to present in the English class.				
Only people that plan to work or travel to an English-speaking country should learn English.				
It is useful to know different characteristics of American culture				
I believe that racial discrimination is an issue that must be discussed.				
In the English class we frequently discuss about American culture and history.				
I have read or watched about the New York City multiple times.				
Immigration is not a worrying subject in Chile.				
I think that globalization is one of the reasons why we learn English in Chile.				
I speak English fluently.				
I understand spoken and written pieces in English.				

II. **Mark with an X next to the names of the places of New York City that you have heard or read about:**

Results: Number of X of each location

Statue of Liberty		Empire State Building	
Flushing Meadows/Corona Park		Museum of Mathematics	
30 Rockefeller Center		Freshkills Park	
Little Italy		World Trade Center	
High Line Park		Times Square	
Madison Square Garden		Chinatown	
Central Park		New York Botanical Garden	