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PONTIFICIA UNIVERSIDAD
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Learning English through the Eyes of New Zealanders.

A Workshop for Freshmen Students

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

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Introduction

What is culture?

For years experts from a wide variety of disciplines have tried to describe the term “Culture” without much success. However, P. Moran (2001), an English as a Foreign Language (EFL) professor, postulates his own interpretation that is more appropriate than other definitions. He defines culture as “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 set within specific social contexts.” (p.24) That is to say, “culture” is the way of life of a particular community that shares similar patterns of behavior, values, customs and traditions, which defines them both, as individuals and as a society in which they are immersed.

When people start thinking about what “culture” is, the first thing that comes to their minds is arts, music, literature, architecture, and so on; according to Moran (2001:4), this is known as the big “C.” However, the author also identifies a small “c” which involves “customs, traditions, or practices that people carry out as their everyday lives. These sort of things, such as the way people express themselves, walk or behave in a specific situation, are the ones that individuals do on a regular basis, yet do not pay much attention to. All these small details are part of a society and sometimes people tend to forget that these details are as important as the more concrete aspects of a culture. In fact, the small “c” is what would help a person to be able to “accomplish tasks in their language using their set of rules” (Moran, 2001:7). To truly understand a culture, someone has to be able to behave and act in the same way as the people of a particular culture do such as interacting in a conversation or exchanging greetings as native people do.

Culture as language is always evolving along with humankind. Teachers of English tend to be completely aware of the alterations that languages suffer over time but frequently neglect how culture influences the language and changes it. Tang (as cited by Cakir, 2006:154) once said, “Culture is language and language is culture...they are inextricably linked.” These systems of words are the tool to communicate inside a society, “it is the soul of a country and the people who speak it” (Tang, as cited by Cakir, 2006:154); that is to say, without language there is no culture and vice versa. Language by itself loses its meaning since it needs to be used within a society; in other words, it needs a context, which is paramount to the process of learning not just for English but for any language. Therefore, “each culture has its own cultural norms for conversation, and these norms differ from one culture to another” (Cakir, 2006: 154) In order to “speak a language well, one has to be able to think in that language.” (Tang, as cited by Cakir, 2006:155) These specific attributes for communication make each culture unique and different from the rest.

Furthermore, Bennett (as cited by Moran, 2001) contends that “people's first reaction to a foreign culture is to assume that their culture is the right one, and that all others are not.” Recognizing cultural differences properly is something rare; for that reason, it is crucial to understand, as Bennett claims that “developing cultural sensitivity does not come naturally...it has to be consciously learnt.” (Bennett, as cited by Moran, 2001) This is not just simple tolerance; it is genuine acceptance and this is what is needed inside the classrooms; not only to have a better comprehension of a specific culture and a better understanding of the world, but also to avoid all sentiments of rage and hate, to avoid bullying or any other form of aggression towards a different culture. The Ministry of Education states several cross-curricular objectives that are in close relation to the personal, ethical, social and intellectual development of the student. Learning about other cultures would help

enormously in these terms where teachers of English play a vital role since they not only cover contents, but also forge people. The understanding of another culture allows students to see the world from a new angle, a different perspective; by examining another culture such as New Zealand's, which is somewhat unfamiliar in the Chilean context, students will be able to develop their critical thinking by taking into consideration New Zealanders' worldview. Regrettably, in some Chilean school contexts, students learn the English language focusing all their work mainly on linguistic functions, thus undermining the cultural aspect of the language; for instance, the way people behave in a certain situation or the reason why people dress the way they do. However, the MINEDUC's English as a foreign language program neglects all these elements, thus creating a gap between language and culture. It is also important to consider the context in which students participate in the culture learning process since, in the Chilean EFL context where the main source of culture-related input is provided by the teacher, the students do not have any immediate contact with the target culture, as opposed to an ESL context, where students get involved with the culture on a daily basis (Moran, 2001). On top of that, the main task of teachers is to "make students aware of cultural differences." (Cakir, 2006:156) In this sense, for students to truly understand another culture, they first need to be aware of their own culture too. As Cakir (2006:156) states, a person has to "recognize the profound influence patterns of their own culture exert over their thoughts, their activities, and their forms of linguistic expression." For this reason, it is urgent to include cultural aspects of the English language in the Chilean curriculum that not only enrich the linguistic features during the learning process of the language, but also encourage students' cultural awareness through the extra-linguistic aspects as nonverbal communication that are part of the culture.

Learning about the New Zealanders' culture

As previously mentioned, Culture seems to be a concept difficult to grasp, so using it for educational purposes could represent a real challenge for some EFL educators. However, students will be able to understand the cultural phenomenon of a country, as Moran (2001) suggests, through its products, practices, perspectives, communities and persons.

After a review of the English textbooks provided by the MINEDUC, the culture of New Zealand is a new content used to teach English; therefore, it is expected to motivate teachers and students, engaging them in learning the culture of a country which still remains unexplored and overlooked in the Chilean EFL curriculum. By studying this culture, students will have the possibility to understand and cherish their own origins and beginnings by analyzing the existing relation between the Maori people and New Zealanders, which pride should be used as an example and motivation to Chilean students. Additionally, they might become intrigued about and involved with their own roots - particularly with the Mapudungun language – by getting to know the Mapuche people, the main tribe as well as one of the few lasting aborigine tribe still living in Chile. A needs analysis, conducted on high school students, revealed that students are not familiarized with the New Zealand culture (see Appendix 1); therefore, the study of this new culture can be the first step for new generations to change their way of thinking about their own country and its cultural features, opening their minds further to believe that each culture has its own relevance and that no culture is better than the other.

New Zealand, also known as The Middle Earth is a land yet to be discovered, and by studying it some of the secrets of their society will be disclosed. New Zealand is a multicultural and hospitable country that can offer immigrants a wide variety of opportunities to study, work, and have a better quality of life; a land that welcomes the foreigner with open arms.

Learning English through the Eyes of New Zealanders

Taking all the above into consideration, the workshop “Learning English through the Eyes of the New Zealanders: A Workshop for Freshmen Students” has been created in order to bridge the gap between what must be taught according to the MINEDUC’s in the EFL syllabus and what could be taught. Certainly, a language-culture teaching problem has been identified in such syllabus which neglects the importance of the cultural aspect of the language.

The general objective of this workshop is to help students to improve their linguistic skills by debating, discussing, and contrasting some features of the target culture with their own, through the use of critical thinking activities proposed in “Defining Critical Thinking” (<http://www.criticalthinking.org/pages/defining-critical-thinking/766>). Edward Glaser defines critical thinking as a “persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends.” Furthermore, throughout this culture learning process, students will be able to learn key vocabulary and some language functions, such as predicting, agreeing and disagreeing, asking questions, summarizing, to name a few. Consequently, the tasks and activities include relevant topics that are meant to stimulate students’ interest in the target culture and comprehensible inputs that enhance participation as well as the exchange of different points of view and opinions about culture in general. For this purpose, the selected materials combine internet information, documentaries, interviews, audio files and video recordings.

Students' Needs

In order to have a better understanding of the needs of a selected target audience, a questionnaire was conducted among 35 freshmen students from Liceo Santa Teresa de Los Andes, from Viña del Mar.

The main points of this questionnaire are the following:

- To find out if they are interested in learning about other cultures.
- To discover what they relate culture to.
- To determine what type of classwork they enjoy the most or feel more comfortable with.
- To identify what are the skills that they feel they have developed the most and which need more practice.
- To discover the way in which they practice their English outside of the classroom.
- To determine if they know something about New Zealand.
- To find out if they would participate in an English workshop on the New Zealand culture.

The results presented in the graphs (see Appendix 1) reveal that 89% of the students are interested in learning about other cultures, 75% of the respondents acknowledged to have learned something about other cultures through their English lessons. Furthermore, the students expressed that language (27%), traditions (18%), and history (17%) are the most important element to know when learning about a specific country.

In relation to what they relate culture to, 29% of them answered history, while a 19% and 18% associated it with music and food, respectively.

The results also show that 53% of the students like learning English. In terms of how they prefer to work at school, 47% of the students say they like to learn English by working in groups, while 20% answered they like to work alone, 19% chose to learn with the help of the teacher, and only 14% of the respondents like to work in pairs. Moreover, 29% of the students feel comfortable with listening-to-music activities, while 14% prefer to read dialogues, 13% like to work by doing video blogs, and 12% enjoy doing oral presentations. Thus, this workshop will take all these preferences into consideration.

In terms of skills and practice, the results yielded by the needs analysis suggest the students consider reading as their best skill (55%). On the other hand, the ability they need to improve is grammar (55%). Regarding the practice of the English language outside the classroom, 36% answer that they only do it sometimes, 34% say they practice it frequently and 22% of the students recognize not to practice it at all. When they were asked how they practice the language, 32% of the student said they do so by playing video games, 27% answered they practice it by listening to music in English, 12% of them by watching TV series and movies in English with Spanish subtitles, 9% of them exercise their English by having conversations with friends in English, and another 9% practice by watching TV series without subtitles.

Regarding the question about New Zealand and what the students know about it, 53% of them say that they have heard something about the country, only 39% of the respondents knew that it is located in the Oceania continent, 19% relate the rugby team as something they knew about New Zealand, and another 19% stated that the movie *The Hobbit* was filmed in that country. By the same token 16% of the students answer that Kiwi is related to the country, and only 5% say that they knew the Maori people was from New Zealand.

Finally, students were asked if they would like to take a workshop to improve their English language skills. 64% of them answer “yes”, and the 28% answer “maybe”. They were also asked if they would be willing to take a workshop about the culture of New Zealand, 55% answer “yes” and 28% answer “maybe.”

The syllabus

The type of syllabus chosen for this workshop is a topic-based (content-based) one. The syllabus emphasizes the lesson content that can work in favor of the students’ interest alongside with the language objectives, (Lúðvíksdóttir, 2011) while they are engaged in the cultural learning process. Therefore, the contents or topics can be related to any field of subject and not just to one specific area; this opens up the opportunity for students to choose topics of personal interests, thus creating a more enjoyable learning process/ environment. Moreover, Lúðvíksdóttir (2011) claims that “Topic-based instruction allows teachers to incorporate real life issues into the classroom – authentic issues which students can work with whilst developing their language skills. It gives students the chance to encounter authentic language which can support them later in situations where they must apply their language skills in order to communicate effectively.” (p.12) In other words, students will have a better understanding of how, when, and what to say in certain situations depending on the culture they are immersed in.

This workshop focuses on New Zealand’s specific aspects that will allow students to acquire knowledge to comprehend its culture. The contents are divided into four units coordinated with the main objective. In contrast to the textbook provided by the MINEDUC, the organization of the syllabus allows students to get involved with the topics easily throughout each lesson since it takes into consideration the students’ interests, and this can make the

culture learning process not only relevant but also appealing to them. This workshop is designed for freshmen students who, according to the MINEDUC, should be able to express their own ideas, experiences and feelings in a coherent and justified manner (Ministerio de Educación, 2011). Moreover, they are supposed to be learning about the different cultures of English-speaking countries; however, the EFL textbook provides neither the material nor the content to meet the needs of the students in this matter. For that reason, this workshop contains a set of lessons that are organized in order to fulfill those needs.

General Objective:

By the end of this workshop, the students will be able to analyze New Zealand's way of life in order to embrace its cultural values.

Specific Objectives:

- To compare the landscape of New Zealand to Chile's.
- To identify the places worth seeing of New Zealand.
- To discover the beginnings of New Zealand as a nation.
- To discuss the relation between the origins of New Zealand and its festivities.

Language Specific Objectives:

- Identify general and specific information from both oral and written texts.
- Ask and answer questions about different topics about New Zealand and Chile.
- Predict events using future tense.
- Summarize information from oral and written texts.

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Rationale

Learning English through the Eyes of New Zealanders is a four-month workshop that is aimed to improve freshmen's four linguistics skills by expressing opinions, and discussing the culture of New Zealand. This workshop includes four units that gives an insight into what New Zealand is like as a country such as its history, geography, festivals, sports and tourism. Most importantly this workshop will allow students to improve their linguistic skills alongside with their cultural awareness.

Assessment criteria

Students will be assessed according to what they do class after class. Some of the activities are the elaboration of video blogs, oral presentations, writing short essays, and so on. There will be formative assessments as well as summative assessments, the latter will be graded on the 60% scale, were 60% means the lowest achievement (4.0) and 100% will correspond to the highest achievement (7.0).

The final grade will be divided into two parts: 70% corresponds to classroom activities; 30% corresponds to the final project that consists on the creation of a tourist guide for a specific area of one of the islands; that will also include an oral presentation. This project will be graded on the 60% (4.0) scale and includes the oral presentation (30%), the presentation of the tourist guide (40%), self-evaluation (15%), and peer evaluation (15%).

Attendance

Students will be required to attend at least 85% of the classes.

Academic dishonesty

Students caught plagiarizing or cheating will be punished with the lowest grade and they will risk failing the workshop; however, they will be given one chance to improve their grade, on the 80% (4.0) scale, they will have to write an essay of 1000 words about “Why Chile needs to follow the example of New Zealand in terms of migration policies.”

Syllabus

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| Name of the workshop | “Learning English through the Eyes of New Zealanders – A Workshop for Freshmen Students.” | |
| Duration | 1 semester: 18 sessions – one session per week | |
| General Objective: By the end of this workshop, students will be able to analyze the New Zealanders’ way of life in order to embrace its cultural values. | | |
| Unit 1: The Long White Cloud’s beginnings | | Main Objective: To analyze how New Zealand became a nation. |
| 1.1 New Zealand and The Maori People Specific Objective: To identify the location of New Zealand and the main features of the indigenous people. | Contents: Location of New Zealand, the arrival of the Maori important tribes and their features. | |
| | Skills: reading, listening, writing. | |
| | Activities: Reading: “The first arrival in New Zealand”, “The origins.” and answer question about the text Listening: who are the Maori people of New Zealand and complete the | |

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| | sentence regarding the video/ what did you learn? |
| <p>1.2 British colonists reach NZ</p> <p>Specific Objective: To summarize the main events of the colonization period.</p> | <p>Contents: 1st encounter between the natives and the colonizers, Muskets War, British first steps, treaty Waitangi, New Zealand Wars, Wars during the colonization of Spanish people with the tribes in Chile.</p> <p>Skills: writing, speaking, reading.</p> <p>Activities: Reading: "European's arrival." Write a short summary of the reading. Group discussion on the video "New Zealand Maori wars." Fill in a chart with specific information related to the reading.</p> |
| <p>1.3 Today's Government</p> <p>Specific Objective: To compare the New Zealand's government with the Chilean system.</p> | <p>Contents: current government, its constitution, British relationship, Chilean governmental system.</p> <p>Skills: speaking, listening, writing</p> <p>Activities: listening to the video "New Zealand system of government" Complete chart with information of the Chilean system and New Zealand's system.</p> |

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| | Write a short essay about “which governmental system do you prefer.” |
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| Unit 2: Discovering the Land of The Hobbit | Main Objective: To discuss the way of life of New Zealanders according to their main cities. |
| 2.1 Two Islands Specific Objective: To distinguish the different natural factors on the two islands. | Contents: flora and fauna of each island, weather and demography. |
| | Skills: speaking, reading and grammar. |
| | Activities: reading: “Facts about native plants and animals.” Group discussion on “how many people there are and how they are divided” Complete sentences about the reading with the correct tense/ creation of a map of one of the islands. Using the correct symbols such as geographical features, latitude and longitude lines, and so on. |
| 2.2 Natural Resources Specific Objective: To establish a relationship between the resources of the main cities and their international business trades. | Contents: natural resources, importation, exportation, international business trades. |
| | Skills: writing, reading, grammar. |
| | Activities according to the reading “primary |

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| | <p>products,” write a short essay about the “primary products of Chile” and state a comparison between New Zealand’s primary products and Chilean’s in 500 words, using connectors, prior knowledge, and vocabulary/ write a short paragraph about “what did I learn”</p> |
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| <p>Unit 3: Traditions</p> | <p>Main Objective: To examine New Zealand’s arts and traditions that depict their cultural values</p> |
| <p>3.1 Arts and festivities</p> <p>Specific Objective: To analyze the meaning of New Zealand’s art and unique celebrations.</p> | <p>Contents: paintings, sculptures, festivals, festivities, traditional dances of the target culture.</p> <p>Skills: speaking, listening, writing.</p> <p>Activities: speaking: oral presentation in groups about specific festivities of New Zealand. In groups talk about the content of the video “what is the ANZAC Day.”</p> |
| <p>3.2 Traditional cuisine of New Zealand</p> <p>Specific Objective: To distinguish the most important characteristics of New Zealand’s gastronomy.</p> | <p>Contents: gastronomy of both islands, influences of other countries in their food and drinks.</p> |

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| | <p>Skills: grammar, listening, reading.</p> |
| | <p>Activities: reading “Favorite New Zealand foods.” Match ideas from column A to column B, look up for specific and general information.</p> |
| <p>3.3 Sports life in New Zealand</p> <p>Specific Objective: To identify the reasons behind rugby, cricket and netball’s popularity in the country.</p> | <p>Contents: rules of the game (rugby, netball, cricket), beginnings, reason for their popularity and what they represent for the society.</p> |
| | <p>Skills: listening, speaking, writing.</p> |
| | <p>Activities: listening: video “netball presentation.” Express opinion about the video. Elaborate a video with similar features of the video shown in class.</p> |

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| <p>Unit 4: The Pocket list of places to see in New Zealand.</p> | <p>Main Objective: To create and summarize the general and specific aspects of the two main islands in relation to the most famous and distinctive places to visit there.</p> |
| <p>4.1 Outdoor Activities</p> | <p>Contents: the most important touristic places of each island.</p> |

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| <p>Specific Objective: To highlight touristic an iconic places from both <i>Te Ika-A-Maui</i> (northern) island and <i>Te Waipounamu</i> (southern) island.</p> | <p>Skills: reading, writing, listening.</p> |
| | <p>Activities Listening: “New Zealand, home of the Middle Earth.” Filling the gaps. Reading: “New Zealand tourist attractions.” Creation of a poster with the specific information of the selected place, identifying core/ must-see places on the island, vocabulary and expressions.</p> |
| <p>4.2 Hands on</p> <p>Specific Objective: To organize previous ideas about New Zealand in order to create a guidebook related to the islands.</p> | <p>Contents: selection of important information from the different units to create the guidebook.</p> |
| | <p>Skills: speaking, writing, grammar.</p> |
| | <p>Activities: elaboration of the tourist guide. Preparation of the oral presentation about the tourist guide, correction of grammar, vocabulary related to the topic.</p> |

*Learning English through the Eyes of
New Zealanders.*



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Workshop for freshmen students

UNIT 1

Lesson 1.1 New Zealand and the Maori People



Before We Start

How much do you know about New Zealand?

Look at these pictures and discuss with a partner how these images are related to New Zealand.



Answer the following questions:

DID YOU KNOW?
Only 5% of NZ's population is human- the rest are animals.

1. In which continent is New Zealand located?
2. Could you find elements similar to the pictures above in your country? Which would they be?
3. What are the most iconic elements in your country? Name at least two.





Before We Start

What do you know about the aboriginal people of your country? Do you know how they get to the country?



Let's Read!

Key words

Nearby: not far away.

Fleet: a group of ships.

Vessels: ship or large boat.

Miles: unit for measuring equal to 1,609m.

Argue: to disagree with someone in words.

Origins

New Zealand is located west in the southwestern Pacific Ocean, approximately 900 **miles** east of Australia **across** the Tasman Sea. Other **nearby** countries include Fiji and Tonga, both of which lie about 600 miles north of New Zealand.

Edited from: <https://www.reference.com/geography/new-zealand-located-d1046760a9d2b24e#>

The Māori people of *Aotearoa* (New Zealand) are descendants of Polynesian peoples who had arrived by 1300 AD. While there is considerable debate about the **precise date** and the number of **vessels**, it is now believed that during the 1200s a number of ocean-going waka (canoes) process known as the **Great Fleet**, made their way from east Polynesia, to land at various points on the coast of New Zealand. Again there is much discussion about precisely where these ancestors came from. Some **argue** that they made their way from *Rarotonga* in the Cook Islands group; others say they left from Raiatea, in the Society Islands. Similarity of place, names, and languages suggests a link between the people of these islands and New Zealand.

Edited from: <http://www.teara.govt.nz/en/maori/page-2>

I. Answer the following questions in relation to the text.

Where is New Zealand located?

When did the ancestors arrive at New Zealand?

Where are they from?

Why is this process called the Great Fleet?



Writing Section.

Choose one of the many Chilean tribes and rewrite the text above in relation to the Chilean tribe of your choosing.

Before listening

What do you think the video is about? What does the name tell you? Do you know something about Maori people? Discuss with your partner.



Watch and listen carefully



Who Are The Maori People Of New Zealand?

Taken from:

<https://www.youtube.com/watch?v=tLsohqp30rs>



Listen again and complete the following sentences:

1. The *Te Reo* name *Aotearoa* means _____.
2. First arriving in the _____, Maori people were _____.
3. They are organized by _____, _____, _____ and _____.
4. Their crafts are literally imbued with _____, _____.
5. A carved _____ understood only by a select few outside of _____.
6. Secret language manifest _____.
7. You may also know the Maori for their war dance the *kapahaka* traditionally used to _____.
8. Famously performed by the _____ before every game.

9. War dance has contributed to the high rate of _____ among the Maori.
10. Maori only _____ about _____.
11. Maori are _____ in _____.



Listen again and check your answers



Let's Read

The Maori Story of *Kupe* and *Te Wheke*

A long time ago in faraway *Hawaikii*, a *Tohunga* (a magic man) named *Muturangi*, sat brooding, thinking of his revenge upon the villagers who had banished him to the far and lonely side of the island.

Muturangi was one day by the water when he came across a *wheke* (octopus) feeding in the shallows. Quickly using his powers, he charmed the creature and became its master.

Muturangi would send *Te Wheke*, the octopus, out to catch fish and bring them back for him to eat. One day he had an idea, and told *Te Wheke* "go to where the villagers set their fishing nets, and take the fish that are caught in their nets, it will be easier than having to catch the fish yourself".

Even with plenty of food, and revenge on the villagers, *Muturangi* was still unhappy and continued to brood.

The fishermen returned to the village without any fish at all, but worse, the nets had all been damaged, some now useless beyond repair.

"Who is taking our fish" cried one fisherman, "my net, it's ruined" said another. The fishermen were confused so they went to find *Kupe*, a very respected Maori warrior to ask him what it meant.

"I will go fishing, and see what is destroying our nets and taking our fish" said *Kupe*. Travelling in his *Waka* (canoe), *Kupe* was upon the fishing grounds as *Te Ra*, the sun, slowly rose to start his new journey.

Setting his net, *Kupe* lay in wait. Only a short time had passed when he noticed a disturbance in the water and then slowly became aware of the presence of magic.

Muturangi! - And he was using this *Wheke* to wreck the villagers' nets and feed himself!

Kupe struck *Te Wheke* with his *Taiaha* (a long club) and a great battle ensued, *Kupe* was very strong and as fast as the fastest wind, his fighting skill was famous but *Te Wheke* had eight arms and was quick also.

On they fought, on and on, striking, blocking, spinning out of the way, again and again, sometimes the eye unable to track what was happening, arms and *Taiaha* spinning everywhere.

This great struggle moved across *Te Moana Nui a Kiwa*, the great ocean of *Kiwa* (the Pacific Ocean), till *Kupe* managed to bring *Te Wheke* to *Te Tau Ihu* (the Northern part of the South Island) and with greater effort began to land more blows against *Te Wheke*.

Great gouges were carved out of the land and the sea rushed-into these gouges during the titanic struggle, till *Te Wheke* began to weaken, and tire.

Realizing his doom *Te Wheke* became more and more desperate to get away, the motion of his many arms backing away caused great boulders to be churned up in a long line.

Kupe could sense victory.

Leaping into the air *Kupe* brought all his weight to bear and delivered the mortal blow with such force that *Te Wheke* was killed outright, splitting him into two.

When *Te Wheke* was split his eyes landed in other parts of the *Te Tau Ihu* region. When they landed they turned to rock.

(Taken from: <http://www.tourism.net.nz/new-zealand/about-new-zealand/kupe-and-te-wheke.html>)

After reading

1. In groups of 5 or 6, create a statement, visual representation, concept map etc. about the text above.
2. Put your creation on a flip chart page.
3. The flipcharts are going to be collected by the teacher and post them randomly throughout the room.
4. Each student will be assigned two or three stick-on colored dots.
5. Placed the dots on the flip charts that best illustrates the topic. You can award all of their dots to the same flip chart, or split them up.
6. Count the dots and discuss the 3 top vote getters.
7. Why did you pick each as your favorite? Look at comparisons and concepts.



Reflections

What do you know about the Maori and their origins?

Can you find any similarity to an indigenous group of your country? What do you know about this tribe? Which are the similarities that you found?

What would you like to learn next class?

UNIT 3

Lesson 3.3 Sports life in New Zealand



Before We Start.

Do you know what type of sport is practiced in New Zealand? Do you think they play the same sports that we do? Do you recall any famous team from New Zealand? Discuss in pairs.



Before listening

What do you think the videos are about? What do the names tell you? Have you ever played these sports? Do you know how they are played? Discuss in groups.

Listen carefully



Video 1: Netball Presentation

Taken from:

<https://www.youtube.com/watch?v=WGaYDvaZ4No>



Listen again

Write down the main idea and some important characteristics of netball: rules, number of players, etc.



Listen Carefully



Video 2: Rugby for beginners

Taken from:

<https://www.youtube.com/watch?v=ke4XcnbulT0>



Listen again

Again, write down the main idea and some important characteristics of rugby: rules, number of players, etc.



Speak Out!

Share with the class

Did you find the listening to difficult to understand?

What was the hardest part to comprehend?

What did you do to full understand de listening?

How much time do you need to fully know what the listening was about?

In pairs complete the chart with the main features of each sport.

| NETBALL | RUGBY |
|---------|-------|
| | |



Hands on

Step 1: Get together in groups of 4.

Step 2: Choose a popular sport in your country.

Step 3: Identify the main characteristics such as rules of the game, description of the court or field, the number of players.

Step 4: Write everything down, and show it to the teacher for corrections.

Step 5: Elaborate a video by following the example of the Netball video. This step will be done by you at home and then showed to the rest of the class.



Let's Read!

Key words

Indigenous: native

Ashore: onto land

Strength: power

Withstand: tolerate

Bond: relationship

Hardened: unfeeling

Folk: people

Despite: in spite of

HOW DID RUGBY BECOME SO POPULAR?

The **indigenous** people of New Zealand, the Maori, had been playing a game very similar to Aussie Rules before settlers even arrived. When the settlers from England came **ashore**, they brought rugby with them, which the Maori populations quickly adopted. It's a game that requires a lot of physical fitness, agility and **strength**; you need a lot of muscle to **withstand** the tackles. The fact that both the English and the Maori played similar games meant that it was a great way for them to **bond** and connect. It also fit the New Zealand way of life perfectly; the settlers that arrived were **hardened** rural farmers, but the real star of the show were the Maori who were very strong and already very skilled at a similar sport. **Despite** the fact that the British teams received more training and attention, when they first played off against the Kiwi's in the early 1900's they were not prepared for the Kiwi team; they were hardened rural **folk**. It clicked with the Kiwi way of life and it took off; New Zealand quickly became the best in the world.

(Edited from: <https://hakatours.com/blog/nz-rugby/>)



Speak Out!

Choose a popular sport from your country and discuss in groups of three, taking the ideas presented in the text above

Structure you can use to talk

- This sport has become popular because.....
- It is a game that requires.....
- It clicked with the way of life of.....
- Players are very.....
- It was a great way to bond and connect
- Despite the fact that other teams.....
- They are known all around.....



THINK ABOUT THIS!

Share with a partner, using the following expressions.

As far as I am concerned... / I'd say that.../ What I mean is.../ In my opinion.../ Speaking for myself.../ I believe that...

- From what you have read, do you think football is as popular and as important to Chilean society as rugby is to New Zealanders?
- In relation to what you know, why is football so important to Chilean society?
- Use your background knowledge, does football fit perfectly with the way of life of Chilean people?
- Does football show that people are proud of being Chilean as New Zealanders are about rugby?
- What does football represent to Chilean society?



Reflections

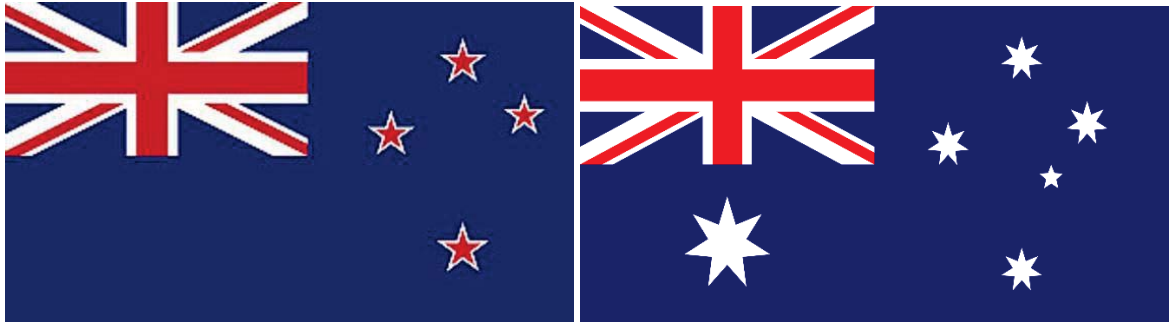
What do you like about this lesson the most?

What did you learn during this lesson?

What would you like to learn from next lesson?

UNIT 3

Lesson 3.1 Arts and Festivities



In pairs try to answer these three questions. Then compare your conclusions with another group.

- To which country does each flag belong?
- Why are they so similar?
- Which are the main differences between them?

The most important festivity of New Zealand THE ANZAC DAY



Before We Start

Read this short paragraph.

Anzac Day is a special day both in New Zealand and Australia. Unfortunately the true history and significance of Anzac Day is becoming muddled and forgotten. Most kiwis can tell you that it has something to do with the First World War, New Zealand soldiers landing at Gallipoli, and poppies, but unfortunately many of the details have been lost along the way.

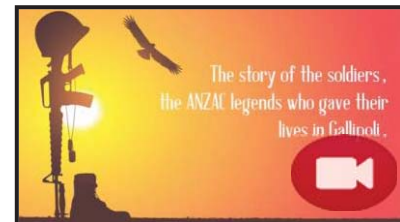
Taken from: <http://www.kiwifamilies.co.nz/articles/anzac-day/>



Listen carefully

Video 1 What Is ANZAC Day?

Taken from: https://www.youtube.com/watch?v=_7PRzZ_Z8xU



Listen again

Place a “T” (true) or “F” (false) according to what you hear from the video. Check your answer with a classmate.

- 1-. ____ The ANZAC day is celebrated on April 25th.
- 2-. ____ This festivity is not considered important among New Zealanders.
- 3-. ____ The soldiers of this battle fought bravely because they knew their country was worth fighting for.
- 4-. ____ The Battle of Gallipoli Peninsula occurred in the II World War.
- 5-. ____ New Zealand had been under control of the British Empire for 13 years.
- 6-. ____ Soldiers went to the Gallipoli Peninsula to claim Constantinople.
- 7-. ____ The Ottoman Empire was considered one of the enemies of Germany.
- 8-. ____ The Battle lasted for over 5 months until the soldiers were successfully evacuated by the British Empire.
- 9-. ____ The ANZAC soldiers are commemorated in Australia and New Zealand.
- 10-. ____ In 1916, they made April 25th the day these soldiers should be remembered for their sacrifices and for upholding the liberty of their country at all cost.

For further reading

The ANZAC dedication

At this hour, on this day, ANZAC received its baptism of fire and became one of the immortal names in history. We who are gathered here think of the comrades who went out with us to battle but did not return. We feel them still near us in spirit. We wish to be worthy of their great sacrifice. Let us, therefore, once again dedicate ourselves to the service of the ideals of which they died. As the dawn is even now about to pierce the night, so let the memory inspire us to work for the coming of the new light into the dark places of the world.

They shall not grow old, as we that are left to grow old; Age shall not weary them nor the years condemn. At the going down of the sun and in the morning. We will remember them.

Taken from: <http://www.kiwifamilies.co.nz/articles/anzac-day/>



Writing Section

Think of someone you have lost, and following the example of the ANZAC dedication, write your own dedication to that special someone in no more than four lines.



Speak Out!

In groups of four, prepare an oral presentation based on the following features:

1-. Select one festivity of your interest:

- Guy Fawkes
- Waitangi Day
- Matariki- Maori New Year
- Maori Language Week

2-. Choose the most important features of the celebration including the following:

- Brief history about the chosen festivity
- When it is celebrated
- Why it is celebrated
- How it is celebrated
- How it began
- Freak data
- According to what you have researched, why do think this festivity is crucial for New Zealanders? What does this festivity represent inside the society?

3-. Organize your presentation in a coherent way. (Main information and detailed information)

4-. Use specific vocabulary.

5-. Use visual material, handouts, clips, audios, etc.

6-. Make the presentation as interesting as possible, so your classmates want to participate in it.



After the presentation of your classmates, complete the following chart with an idea or concept from each festivity that has called your attention.

| Idea | Interpretation | Connection | Transfer | Insights/reflection |
|---|---|--|--|---|
| What is the big idea? (copy phrases/sentences exactly from text) | What does it mean? (write in own words) | How can you connect the idea to another subject? | How can you transfer or apply the idea to your life? | What insight or reflection do you have from the idea? |



THINK ABOUT THIS!

- In relation to what you learn with the presentations of the different festivities, why do you think these festivities are so important to New Zealanders?
- Do you think that Chilean society should have a language week, as New Zealand has?
- Is there any festivity in Chile that has the represents the Chilean society?

Rubric assessment for the group work.

| | EXCELLENT | GOOD | FAIR | POOR |
|----------------------------------|---|---|---|--|
| PLOT | Script has an in-depth, complete, logical description of the sport. | Script is complete, logical description of the sport. | Script is complete with a few rough spots; needs more length. | Script is incomplete with major gaps; length is too short. |
| SPELLING, GRAMMAR AND VOCABULARY | There were hardly any grammar / spelling errors. Beyond chapter vocab and used all verb tenses from the chapter. | There were few grammar / spelling errors. Voc. words and grammar from the chapter were used. | There were many grammar / spelling errors (5-7). Only words from the chapter were used and a limited usage of the grammar. | There were numerous errors that made it difficult to understand (8-10). Limited words and grammar from the chapter were used. |
| PRONUNCIATION AND DIALOGUE | Group is fluent, pronounces all words correctly. Uses complex ideas, native-like flow of speech. | In the group almost all words were pronounced correctly with the exception of 1-2 words. Uses more complex language, but with pauses or chunks. | In the group some words were pronounced correctly with the exception of 3-4 words. Uses simple sentences. | In the group many words were pronounced incorrectly. 5-6 words were pronounced incorrectly. Language is choppy and disconnected. |
| USE OF TECHNOLOGY | Excellent editing. Different scenes in film flow together naturally. The overall product is very convincing and well thought out. | Good editing. There is good flow between scenes. The end result is well adapted and convincing. | Adequate editing. Some aspects of film do not flow together well. The end result is convincing but more direction and fluidity is needed. | Poorly edited. Film does not flow/not convincing. Parts are hard to understand or lack structure or direction. Not well thought out. |
| TEAMWORK | All members contributed an equal significant role to the film/presentation. | All members contributed to the project, but some members did not play as significant a role in the production as a whole. | All members at least contributed something. Some members are far less prominent in the production and video than others. | All members at least contributed something. Some members are far less prominent in the production and video than others. |

(Adapted from: <https://www.rcampus.com/rubricshowc.cfm?code=WX734C6&sp=yes&nocache=1479339506343>)

Rubric for writing sections

| Aspect | 4 pts | 3 pts | 2 pts | 1 pts |
|----------------------------|--|---|--|---|
| Topic Sentence | Topic is clearly stated in a complete opening sentence. | Topic is stated in an opening sentence but sentence structure is not correct. | Topic is not clearly stated but sentence structure is correct. | Topic is not stated in an opening sentence. |
| Body | Student has written at least 3 supporting details, in a logical order & ideas are clearly explained. | Student has written at least 3 supporting details, in a logical order, but ideas need more explanation to make the meaning clear. | Student has written at least 3 supporting details, but the details are not in a logical order. So, ideas are not clearly stated. | Student has written less than 3 supporting details, and the details are not complete so the ideas are not fully explained. |
| Concluding Sentence | Effective concluding sentence ends the paragraph well. | Concluding sentence ends the paragraph. | Weak concluding sentence. | Concluding sentence missing. |
| Spelling | There are 0-2 spelling errors. | There are 3 spelling errors. | There are 4-5 spelling errors. | There are more than 6 spelling errors. |
| Sentence mechanics | Sentences are complete, maybe 1 error in punctuation, capitalization, or noun-verb agreement. | Sentences are complete, maybe 2-3 errors in punctuation, capitalization, noun-verb agreement, or a run-on or fragment. | Many sentences are complete, maybe has 4-5 errors in punctuation, capitalization, noun-verb agreement, or a few of run-ons or fragments. | Most sentences are not complete, more than 6 errors in punctuation, capitalization, noun-verb agreement, or a number of run-ons or fragments. |

(Adapted from <http://www.rcampus.com/rubricshowc.cfm?code=G5922B&sp=true>)

Oral presentation rubric

| Category | 4 | 3 | 2 | 1 |
|--------------------------------|--|---|--|--|
| 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. |
| Speaks clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word. | Often mumbles or cannot be understood, or mispronounces more than one word. |
| Content | Shows a full understanding of the topic, and provides with the information requested | Shows a good understanding of the topic. Provides some of the information requested | Shows a good understanding of parts of the topic. Provides little of the information requested | Does not seem to understand the topic very well. It does not provides with the information requested |
| Vocabulary | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty 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. |
| Time-limit | Presentation is 5-6 minutes long. | Presentation is 4 minutes long. | Presentation is 3 minutes long. | Presentation is less than 3 minutes OR more than 6 minutes. |

(Adapted from

http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4§ion_id=1&)

Tourist guide evaluation

| CATEGORY | 4 | 3 | 2 | 1 |
|------------------------------------|---|---|--|--|
| Title | There is a creative catchy phrase as a title, which is completely related to the topic. | There is a catchy phrase as a title, but it isn't creative. | The catchy phrase is somewhat confusing and not creative. | There is no title. |
| Organization of information | The information is placed in a logical order, using subtitles to divide it effectively, and the way it is presented and organized keeps the interest of the reader. | The tourist guide has attractive formatting and well-organized information. | Some information and subtitles are not in a logical or expected order. | The tourist guide's formatting and organization of material are confusing to the reader. |
| Conclusion | The conclusion is strong: it includes a complete summary of the ideas exposed in the tourist guide. | One of the ideas exposed in the tourist guide is missing in the conclusion. | The conclusion is incomplete: only one of the ideas exposed in the tourist guide is present. | There is no conclusion. |
| Grammar | There are no grammar mistakes. | There are 1-3 grammar mistakes. | There are 4-6 grammar mistakes. | There are more than 6 grammar mistakes. |
| Spelling | There are no spelling mistakes. | There 1-3 spelling mistakes. | There are 4-6 spelling mistakes. | There are more than 6 spelling mistakes. |
| Design | The design is appealing and creative. The use of colors and graphics is excellent. It is highly likely that it will call the reader's attention. | The design is very creative, but the use of colors or graphics can be improved. | The design is very creative, but the use of colors and graphics can be improved. | The use of colors and graphics is sloppy: it lacks color, the graphics are small and/or not clear. |

Score: _____

Grade: _____

(Adapted from: <http://rubistar.4teachers.org/>)

Self- evaluation

Name: _____

| CATEGORY | 4 | 3 | 2 | 1 | SCORE |
|----------------------------------|---|---|---|--|--------------|
| Planning | I participated actively in the planning of the work. I constantly gave ideas to organize the work. | I sometimes participated in the planning and gave ideas to organize the work. | I rarely participated in the planning, giving just a few ideas to organize the work to do. | I did not participate in the planning at all. | |
| Professionalism | I never interrupted my classmates, turned off my cell phone, and never talked to classmates from other groups. | I rarely interrupted my classmates. However, I sometimes talked to classmates from other groups OR played with my cell phone. | I sometimes interrupted my classmates. Moreover, I sometimes talked to classmates from other groups and, on occasions, played with my cell phone. | I repeatedly interrupted my classmates, talked to classmates from other groups, and played with my cell phone. | |
| Team Work | I worked well with others giving ideas, participating, discussing actively, listening to and criticizing others respectfully. | I worked well with others. I gave some ideas, participated actively | I gave only a few ideas and did not participate much in the discussion. Plus, I had a disrespectful attitude while discussing. | I did not work well with the group, and I had a disrespectful attitude while discussing. | |
| Materials and preparation | I brought needed materials (handouts, laptop or folder) to class and was always ready to work. | On a few occasions I forgot to bring needed materials to class, but I was always ready to work. | I forgot the materials many times and only sometimes was ready to work. | I rarely was prepared to work. | |

Score: _____

Grade: _____

(Adapted from: <http://rubistar.4teachers.org/>)

Peer evaluation

Name of evaluator: _____

Peer 1:

Peer 2:

Peer 3:

| | 4 | 3 | 2 | 1 | Peer 1 | Peer 2 | Peer 3 |
|----------------------------|--|---|---|--|------------------|------------------|------------------|
| Contribution | Constantly provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. | | | |
| Problem-solving | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Let others do the work. | | | |
| Quality of work | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. | | | |
| Working with others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. | | | |
| Preparedness | Brings needed materials to class and is always ready to work. | Almost always brings needed materials to class and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work. | | | |

Score: _____

Grade: _____

(Adapted from:

http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=15§ion_id=6&)

7. Do you like learning English?

- a) Yes b) Very much c) Not much d) No

8. How do you like to learn English? You can choose more than one alternative.

- a) Alone c) In pairs
b) In group d) With the help of my teacher

9. Order the skills you are good at. (Assuming that 1 is the best)

- ___ Reading
___ Writing
___ Listening
___ Speaking
___ Grammar

10. Do you practice your English outside the school?

- a) Always b) Frequently c) Sometimes d) Never

11. If the answer to question number 10 was "a" or "b," how do you practice English? Choose the more suitable for you.

- a) Listening to music in English
b) Doing grammar exercises
c) Playing video games
d) Having conversations with friends in English
e) Transcribing lyrics of songs
f) Watching movies or TV series with Spanish subtitles
g) Watching movies or TV series without subtitles
h) I don't practice my English outside the school
Other _____

12. Have you ever heard anything about New Zealand?

- a) Yes b) No

13. If your answer to question number 12 was "YES," what do you know about New Zealand? You can choose more than one alternative.

- ___ Kiwis.
___ The Maori.
___ Long white cloud.
___ The Hobbit.
___ Kangaroo.
___ The islands.
___ The rugby team.
___ Peter Jackson

14. Do you know in which continent is New Zealand located?

- a) Europe b) America c) Oceania d) Africa

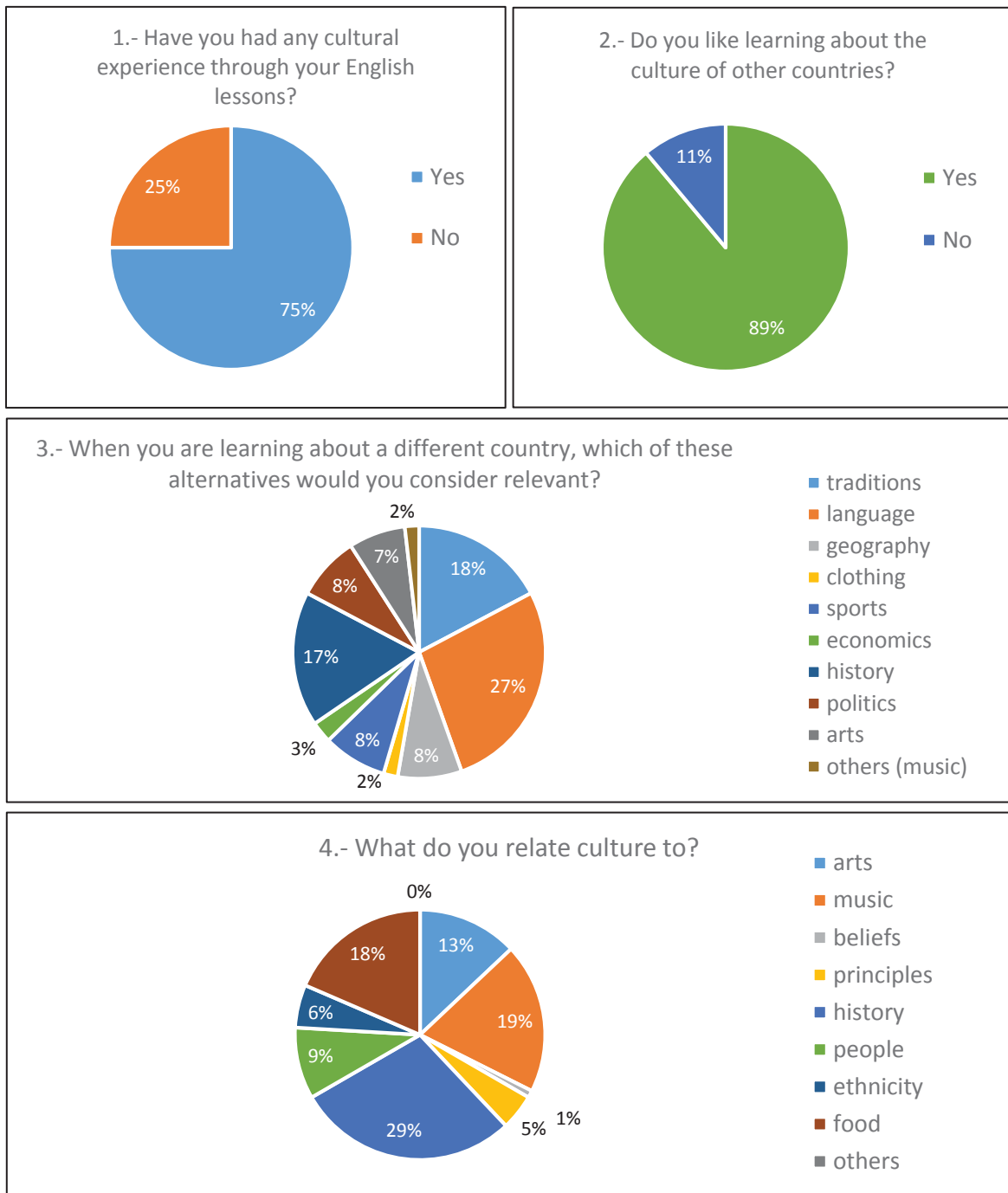
15. Would you like to participate in a workshop that helps you to improve your skills in the English language?

- a) Yes b) Maybe c) No

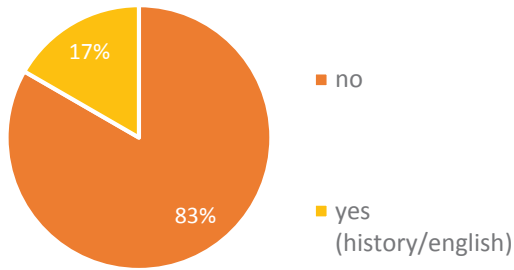
16. Would you consider taken a workshop about New Zealand's culture and way of life?

- a) Yes b) Maybe c) No

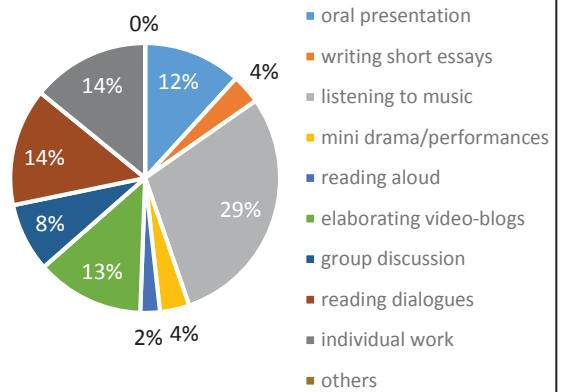
Appendix 2: Needs analysis – Results



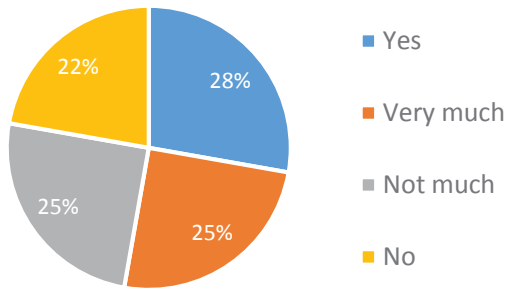
5.- At school, do you have any instances to talk about culture?



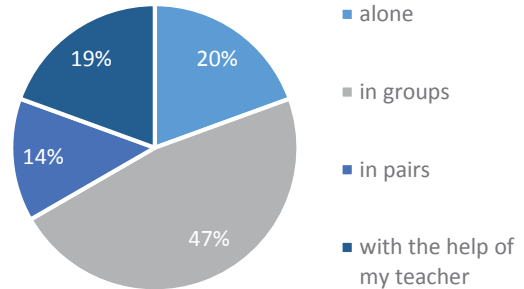
6.- In terms of classwork, which of the following activities do you feel more comfortable with?



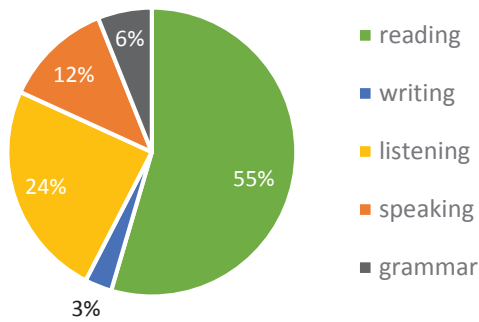
7.- Do you like learning English?



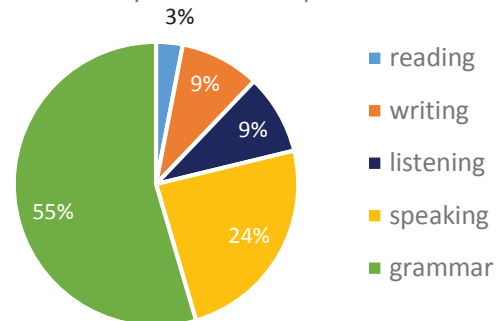
8.- How do you like to learn English?



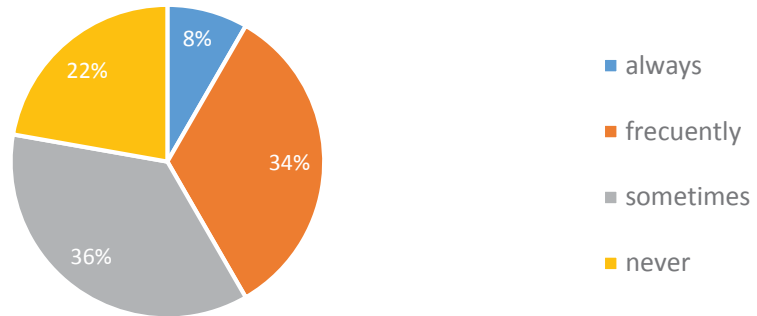
9a.- Which of the following linguistic skills have you developed the most?



9b.- Which of the following linguistic skills do you need to improve?



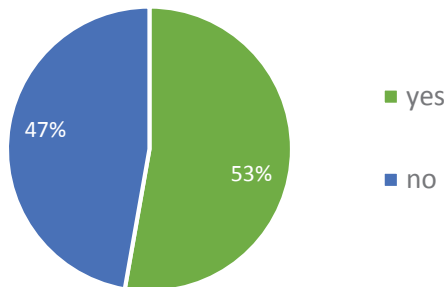
10.- Do you practice your English outside the school?



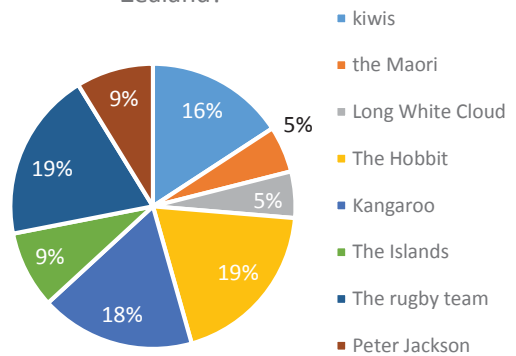
11.- How do you practice you English?



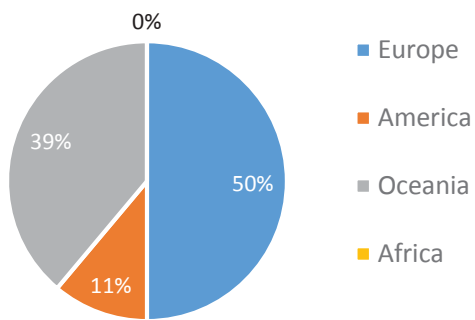
12.- Have you ever heard anything about New Zealand?



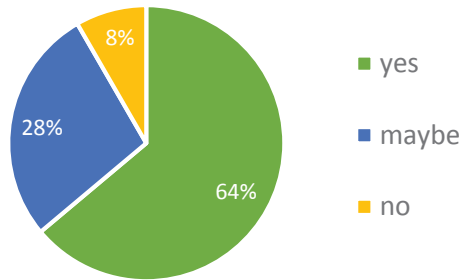
13.- What do you know about New Zealand?



14.- Do you know in which continent is New Zealand located?



15.- Would you like to participate in a workshop that helps you to improve your skills in the English language



16.- Would you consider taking a workshop about New Zealand's culture and way of life?

