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College of Humanities and Social Sciences

Teaching English through Culture

A design project submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Teaching
English as a Foreign Language

By

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Dedication

This design project is dedicated to my mother...May your soul rest in eternal peace.

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Abstract

We can create and preserve cultures every day in our classrooms. This experimental project tested the effectiveness of integrating cultural components in an after-school language learning classroom to provide opportunities for cross-cultural awareness and to use English as a means to explore cultural facts. Using authentic texts, audios and videos, this course motivated the students to use the four basic language skills to understand the exact meaning of culture, traditions, international cuisine, art, gestures, language families, the concept of time, and stereotypes. The course also included fun games, pair and group discussions, role plays, a foreign guest speaker and a live cooking show. In addition, the students explored about different cultures and created projects using several online tools like VoiceThread and Google Docs. The mixed method research showed the impact of this course using qualitative and quantitative data from pre- and post-questionnaires and qualitative data from the semi-structured interviews with the students.

The project was piloted with the upper-Intermediate level students at the Experimental English Classes (EEC) and the originally set goals and outcomes were attained. The design project's overall effectiveness was assessed by corroborating the answers of the pre and post surveys.

Keywords: EFL classroom, Cultural awareness, cross-cultural competence, cross-cultural sensitivity

Chapter One

Introduction

This culturally remodeled English language course with the title ‘English through culture’ will guide the students to discover the similarities between cultures, appreciate their own, embrace the differences that give flavor and color to each unique language and culture, and motivate them to use English to engage in intercultural communications.

The limited exposure to intercultural topics in a classroom demotivates the students to communicate with each other using the shared language. The absence of the cultural discussions also results in an inappropriate use of language and misleading stereotypes. Now more than ever educators are realizing the importance of considering the culture of the students to adapt their teaching styles, materials and time allocation to deliver quality lessons in a multicultural classroom (Burgess and Head 2005). To elaborate, working in pairs or expressing their attitude towards a topic might not be common in some cultures, thus the teacher needs to be well prepared in terms of classroom materials and dynamics to engage students in the activities.

In addition, education has a great influence on the peaceful co-existence of different cultures in one community. There is the need to acquire intercultural competence to understand and communicate with each other with tolerance and of course a common language (Council of Europe, 2014). Since English is a shared language that brings many countries together, why not teach that competence through English?

In my research I corroborated the change in the students’ perceptions on cultural diversity before and after the course. A homogeneous sample was selected at EEC to analyze the

qualitative and quantitative data of the pre- and post-piloting questionnaires with semi-structured individual meetings to understand why they chose certain answers. Five units were created for 12 Armenian students in the upper-intermediate class to teach cultural diversity, traditions and values, international cuisine, art and gestures, stereotypes, and the concept of time.

The project deliverables are pre-survey, post survey and the lesson plans. Each unit was taught for 2 hours covering different cultural elements with the focus on language.

Chapter Two

Literature Review

2.1 Theme based Learning

Theme-based approach is a meaningful way of engaging students with the learning process, connecting the topic to the students' experiences, promoting positive attitude in learners and enrich students' success (Tessier & Tessier, 2015). Another advantage of thematic courses is the emergence of different outcomes with students who have different learning styles (Nurlaela, Samani, Asto, & Wibawa, 2018). Moreover, critical thinking is developed faster because students explore ideas, compare and contrast viewpoints, apply knowledge and create new ideas (Romani, 2019).

Students learn naturally with theme-based approach, learn easily new vocabulary in context and discover meaningful uses of the language. When the content of the lesson is relevant and interesting, students are more likely to try harder to understand and stay focused. A thematic approach to learning makes teaching activities and materials more structured, sequential, and well-organized. For these reasons, themes that concern the students directly and capture their interest should be selected when planning thematic instruction (Yang, 2009).

The thematic course is structured around certain themes or topics such as cultural knowledge, cross-cultural values, foreign films, international cuisine, etc. The language structures/items, activities and skills to be covered in a syllabus are determined by the theme or topic. Authentic materials for this theme can be collected from different online and offline sources like radio and television programs, songs, journal articles, brochures, consumer magazines and

feature movies. Teachers ought to choose authentic materials that is of interest and suitable for the proficiency level of the student. The teacher uses these materials to create readings, listening materials, games, role plays, simulations etc. The thematic classrooms create a positive interest both among teachers and students because of its topic relevance to real-life. The higher the relevance the higher will be the students' motivation to participate and learn the language through the theme (Strong, 1995).

2.2 What is culture?

Culture in broader terms is defined as the set of relationships, values, attitudes and behaviors that unite a society both consciously and unconsciously. People born into specific cultures learn from birth their different values and traditions. However, culture is dynamic and changes over time with new observations and experiences (Williams, n.d.).

The three layers of culture are the surface, sub-surface and deep culture elements. The surface layer involves food, music, dance; the sub-surface layer is comprised of body language, gestures, eye contact; The most complicated layer is the deep culture that includes the unconscious values and attitudes (Frank, 2013). All these elements whether physical, spiritual, emotional, and social constitute a community's culture (Gholson & Stumpf, 2005). Members of a specific society share a wide range of ideals, values, assumptions that are considered either right or wrong in their community (Kramsch, 1995). These ideas and beliefs shape the actions, words and patterns of thinking of the people within a society (Shin, Eslami, & Chen, 2011). Hence, teachers need to guide the students in a multi-cultural classroom to learn and respect what others think, make and do (Frank, 2013), because the knowledge of culture is essential in communication particularly in

a multi-cultural society to identify the content and the manner of the message (Al-Amir, 2017; Soomro, Kazemian, & Mahar, 2015).

2.3 The relationship between language and culture

Sometimes people consider that culture and language are not related, but the fact is that when we speak, we adopt social and cultural roles. What we say, how we say it and what we avoid saying is deeply related to our cultural understanding and convictions. Similarly, when we think of communication, it is culture that determines who talks to whom, when, how the messages are encoded, and when the communication stops or continues. In addition, behavioral conventions were also considered to be culture-related that impede communication such as politeness, frequency of turn-taking, the use of silence etc. In this context we can also add the language of deceiving, persuading, punishing, controlling etc. (CAAP, 2001).

Culture creates and solves problems. The way people talk and behave is greatly influenced by past experiences, perception and cultural background. Our communication style is noticed by the listener before listening to what we say (Giri, 2006). That is why cultural utterance or behavior might lead to minor or major conflicts that can only be solved through intercultural awareness. This implies that communication and culture are highly dependent on each other to create a healthy society. Thus, to be culturally aware means to know the proper verbal and non-verbal communication to competently communicate in a diverse society (CAAP, 2001).

Cultural stereotyping is another component that is not given the necessary attention. It's a human tendency to group people to specific categories without taking into consideration their

individuality. In this case, communication will have a drastic role in changing and shaping the shared stereotypes of cultures and subcultures (Beukeboom & Burgers, 2019). The fact that the general tendency is to keep the conviction of a certain stereotype rather than change it makes fighting those stereotypes a challenging task in the EFL classroom. Lyons and Kashima (2003) discuss about the broken telephone method which starts by a student reading a piece of information then rephrase it and write it from memory to pass on the paper to the second student and so forth. They wanted to prove that the message arrives to the last student more stereotypical than before. Therefore, the use of the acknowledged language to convey ideas can minimize the prejudices and focus on positive stereotypes.

2.4 Why teach culture in an EFL classroom.

The importance of teaching culture in the classroom lies in realizing the ever-changing cultures around the world and the need to teach the students to respect the similarities and differences (Gholson and Stumpf, 2005; Shemshadsara, 2012; Mazlaveckienė, 2014). Cultural awareness increases the acceptance and empathy towards other cultures. The student must be aware of his own and the others' cultural behaviors, also be able to express one's cultural standpoint (Shemshadsara, 2012; Mazlaveckienė, 2014; Kim, 2020)

An important consideration in the EFL classroom is teaching the students how to introduce their culture to foreign cultures to change the global position and politics which is the influence of our own perception of our position with regard to the rest of the world. Since English is an international language, students can be taught how to use that power of knowledge to articulate about their culture, the unique features, the differences and find common grounds with other societies (Byram, Nichols, & Stevens, 2001).

Furthermore, research showed that if teachers use stories or topics from different cultures students start relating them to their own culture. The introduction of multi-cultural topics also helps students remember the taught lessons and improve their understanding of cultural differences (Shin and Crandall, 2014).

It is equally important to sometimes use the language of the minority groups in the classroom to create a multicultural environment in the classroom. Teachers can involve the parents in the classrooms as guests to talk about their culture through stories, dances, recipes etc. (Baker, 2006).

2.5 Cultural knowledge to Intercultural awareness.

Human interaction requires analysis, interpretation and understanding of the cultural reality of the others. In this sense, interculturality has to consider 5 major areas when it comes to global communications. The first one is how we analyze beliefs and habits of other cultures followed by the emotional side i.e., the degree of empathy towards others. The third consideration is the creativity in the cultural synthesis and the fourth is the understanding of nonverbal communication across cultures. Last but not least, interculturality implies positive attitude to overcome conflicts that are caused by cross-cultural barriers (Piątkowska, 2015).

2.6 Cultural topics

There are different opinions on what to teach in class related to culture. Teachers ought to decide what topics are essential to tackle in their classroom to create a homogeneous class. Teaching culture in the classroom has proved to boost the imagination and future perceptions of different cultures (Kramsch, 1995). In one study there is the stress on the importance of teaching gestures, onomatopoeic sounds, and proverbs (Ciccarelli, 1996). In addition, the elements of

culture are the products i.e., Literature, art, music, artefacts; ideas i.e., beliefs, values; behaviors i.e., customs, habits, dress, food (Tomalin, Stempleski, & Maley, 1994). We can also divide culture to three levels referring to the cultural iceberg below. The first level are the visible cultural factors, then the less visible and finally not visible features. So, the two lower levels are somehow challenging to discover and the teacher plays as the facilitator of unveiling the unknown information (Weda & Atmowardoyo 2018). Some successful activities are Cultural collections, Web quests, Role plays, Cultural observations, and Culture journals (Frank, 2013).

Students should be exposed to the local, target and global cultures. This can only be realized through the integration of complimentary source, native and global materials (Shin, Eslami, & Chen, 2011).

In his study, Wang (2011) emphasizes the importance of teaching similarities and differences of different cultures to avoid misunderstandings. Also, other aspects like how people thank each other and why, how they complement and if they accept compliments. These were also considered some of the conflicting thoughts in some traditions.

To summarize, intercultural competence can only be achieved through observing other behaviors, suspending judgment, reflect on one's culture and compare with their own, accept behaviors and communicate with others (Otwinooska-kasztelanic, 2011). In other words, teach in the classroom how to B.R.I.D.G.E. their culture with other cultures. B stands for build a foundation for effective multi-cultural interactions, R is for remove prejudice and stereotypes that hinder communication, I is for initiating contact with other cultures, D stands for discover new cultures, G is to grow and change while learning about others and lastly E is to emerge as a world citizen by following successfully all the steps.



Figure 1.1. The cultural iceberg taken from <https://files.eric.ed.gov/fulltext/EJ1247320.pdf>

2.7 Why teach traditions and values in a multi-cultural course.

Traditions are a representation of cultures and the foundation of families and societies. Each individual is affected by the past traditions that shapes his present and future, and the true identity dies out when traditions are forgotten. Simultaneously, traditions reinforce values such as honesty, faith, curiosity, courage, and individuals set different priorities to different values (Sonnenberg, 2019). These differences in traditions and values might cause disagreements amongst friends, family members and work colleagues because what might seem an important

value for one person can seem insignificant for the other causing a sense of discomfort in the relationship. When we teach traditions and values of different cultures in the EFL classroom, students develop cultural sensitivity when communicating with others.

2.8 Why teach Art and Gestures.

Cultures communicate with each other through images, sounds and stories. Art itself is a means of communication which helps people express their thoughts and feelings. One and the same art may provoke different thoughts and feelings with different people. Moreover, art has the power to change opinions, teach values and influence social change. We can also learn from artistic work the history of a culture because it is the source of any given society's memory (Reference, 2020). Therefore, art can be a fun and valuable addition to the language classroom.

Gestures are non-verbal communication techniques that express an idea, reaction or thought through hand and body movements. Research has shown that similar gestures have different meanings in different societies like the OK sign or V-sign. To avoid sending the wrong message in a specific society, one must learn beforehand how their gesture will be interpreted (Haviland, 2005).

2.9 Why teach International cuisine.

When people exchange food, this means that they are exchanging cultures. The relationship between food and culture always exists because people create unique food preferences due to their cultural environment. Even rituals, traditions and religion have their impact on deciding what to eat and pass down from one generation to the next. Effectively, globalization and technology facilitate the transportation of different food items to different parts of the world. The availability

of these new items causes changes in the diet of the societies that in turn changes the routine cultural habits. However, there is one major disadvantage to the constant change in cultural diets and that is the elimination of the customary food habits that existed in cultures through time (Fischler, 1980). To summarize, we can teach students how culture and the environment shape the food choices made by a certain society. The cultural awareness in this area will also help minimize the food stereotypes on certain societies and certainly increase their understanding of their own food choices and family traditions.

2.10 Why teach about the concept of time.

Concept of time is a cultural component that causes cultural shocks in some unexpected situations. The differences can vary from familiar and right to unfamiliar and wrong on a time continuum that stretches from monochronic to polychronic time. Cultural rules on concept of time are the silent language of a society. Nevertheless, children in that society learn the notions related to time like what is early or late, wait or rush, its value, meaning and importance. Also, people get accustomed to the rules like the time spent on work or leisure, the sequence of short- and long-term tasks, accepted waiting time, time during social events and the usual silent time in a conversation (Levine, 2021). Cultural misunderstanding is common when people from different places with different convictions of time meet and interact. Learning and understanding about the time perceptions is important to eliminate the cultural shock.

2.11 Why teach about Stereotypes.

Heuristics are defined as our mental shortcuts by psychologists and they are responsible for making decisions about the things we see in the world. But what if the heuristics lead our mind to create wrong assumptions about people? (Jilani, 2019) That is why language classes can change the mindset of the students to see people as individuals and not categorize them to a specific group.

If we analyze David Hawkin's 'I-THOU-IT' framework, we can see the triangular relationship between the teacher, student and the subject matter. 'I' is the teacher who makes decisions about 'IT' which is the context of the lesson and help students reach higher level of critical thinking throughout the teaching process (Popovic, 2004). Teaching about stereotypes in an EFL context deepens the cross-cultural awareness of the students and fosters in learners the acceptance of differences as well as the similarities.

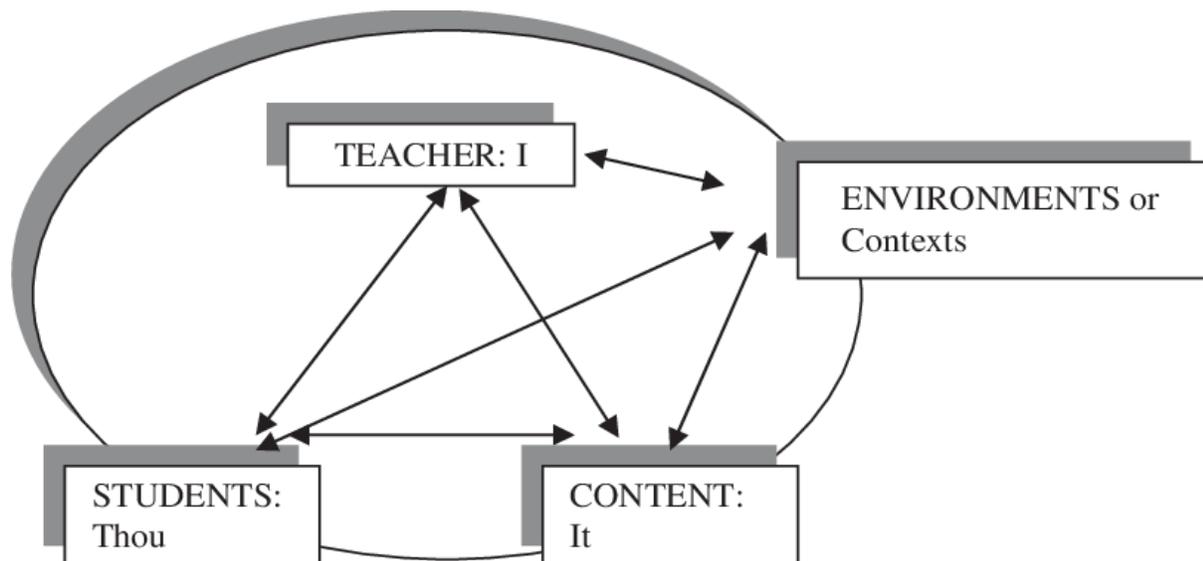


Figure 1.2. David Hawkin's 'I-Thou-IT' Framework taken from

https://www.researchgate.net/figure/Hawkinss-1967-I-Thou-and-It-plus-context_fig1_254335207

2.12 Challenges

There are some challenges we must be aware of before we integrate cultural materials in the syllabus or curriculum. First, we ought to consider the teacher's cultural knowledge, the permission to teach about culture and the education system before we start the culture integration course (Shemshadsara, 2012). The second one is the need to analyze the students' readiness to learn about other cultures. It might seem easier for them to use their own understanding to judge other's conversation and behavior but consequently misinterpretations happen. To avoid such misunderstandings, cultural awareness is vital in a classroom setting where we teach the students how to engage in effective cross-cultural conversations (Mazlaveckienė, 2014; Soomro, Kazemian, & Mahar, 2015).

To Develop the intercultural communication, we need to focus on three domains; cognition, affect and behavior (Soomro, Kazemian, & Mahar, 2015). There are five different ways the students experience new cultures; internal, dynamic, variable, multi-dimensional and interactive. To become intercultural speakers, students must learn the linguistic and sign characteristics of the other cultures; also, acquire a wide range of sociolinguistic and discursive competencies. The linguistic with the pragmatic skills allow the students to integrate with other cultures (Kim, 2020). By expanding the intercultural awareness students embrace the others by understanding the cultural element behind their behavior and find common grounds with their own culture (Frank, 2013). In other words, create a society with common competences like flexibility in thinking, world-mindedness, respect for differences, and the desire to overcome the communication barriers (Weda, S., & Atmowardoyo, 2018).

2.13 Teacher's role in teaching culture

The teacher facilitates discussions by taking the role of the ethnographer and gives the opportunity to the students to move from the familiar to the unfamiliar by breaking their ethnographic boundaries (Gholson and Stumpf, 2005; Al-Amir, 2017). The teacher's role is essential in exposing the students to local, target and global cultural constituents. Similarly, the teachers opt to show their positive attitude towards the cultural content and teaching methodology (Shin, Eslami, & Chen, 2011). The most important task of the teacher is to foresee possible conflicts in the classroom by carefully observing the students' behaviors like an anthropologist and avoid cultural clashes in the classroom (Ciccarelli, 1996). The four aspects of cultural awareness- convention, connotation, conditioning and comprehension- play a great role in helping students relate their culture to others (Ghorbani Shemshadsara, 2012). As an effective mean to end oppression in schools, teachers must accept all similarities and differences of their students and facilitate their students' acquisition of social skills (Weda & Atmowardoyo, 2018).

2.14 Student's role in learning about cultures

Students must recognize the fact that peoples' behaviors are shaped by their culture and variables such as age, sex, social class, place of residence affect their speech and reactions (Kizi & Ugli, 2020). In other words, students must turn to amateur ethnographers as well to investigate the surrounding peoples' cultures to foster intercultural skills (Gholson and Stumpf, 2005; Ciccarelli, 1996).

2.15 The role of technology in teaching culture

We cannot ignore the reliance of students on Technology in this day and age. Technology gives the opportunity for web enabled interactions, new learning platforms to meet people from other cultures and engage in appropriate communications. The role of media technologies is changing the way people interact especially in different cultural contexts. Teaching culture in the classroom prepares language learners to use the media responsibly and autonomously (Kim, 2020).

The role of the asynchronous Computer Mediated Communication (CMC) was found to improve the students' intercultural awareness learning the second language at the same time. CMC was found quite effective in creating a medium of cultural interaction between students because the written form of communication gave more room for the negotiation of meaning. Most importantly, CMC improved the attitude towards cultural studies while socially interacting with people from other cultures. It had also positive impact on modifying some cultural stereotypes because of the nature of the communication and the desire to understand the written text to be able to reply (Zeiss & Isabelli-García, 2005)

Digital storytelling tools offer diverse opportunities to language learners to share their cultural stories, show their presentation skills and understanding of the language or subject. The process of creating the digital story involves writing scripts, selecting pictures, music and videos. While doing all this, the students engage in self-reflection and choose elements that mirrors their own self (P.M. Ribeiro, 2016). The digital storytelling projects increase the cultural awareness of the students in a globalization era where learning about other cultures is key to survival in different places.

2.16 How the lit review guided me to come up with the design project

Many research articles talk about the effectiveness of integrating culture in language teaching because language and culture are highly interrelated. The positive findings in these articles motivated me to implement this project focusing on the four language skills to ignite the students' curiosity on intercultural topics.

Chapter Three

Proposed Plan and Deliverables

3.1 Course description

The ‘English through Culture’ theme-based course is designed for the Upper-Intermediate level students studying at EEC. The purpose of the course is to practice the four language skills through cultural content. It focuses on communicative activities and teaches useful cultural expressions to tackle different topics practicing indirectly grammar structures and rules.

3.2 Needs and Environmental analysis

I decided to create this project in Summer 2020 because I noticed a thread of miscommunication and some negative stereotypes about different cultures in both local and international social media groups. I also examined many English coursebooks and saw that they mainly focus on American, British, European or Chinese cultures. The textbooks lacked content about the Armenian culture and that of the geographical neighbors. Based on these two observations, I decided to create the supplementary course that includes information about Armenian culture, surrounding and global minority cultures.

The data was collected from pre and post surveys that were conducted individually to get reliable and valid information. The surveys comprised of Open/closed ended, Yes/No, and Likert scale questions. The individual interview was the best option to get accurate data of the pre and post knowledge and compare the shift in language acquisition and cultural sensitivity. There were 12 participants for the ‘English through Culture’ course, 7 male and 5 females.

The instruments used for this course:

- Pre and Post Survey conducted through individual interviews with 12 students occasionally asking clarification questions to understand their point of view (See Appendices A & B).

The course was designed based on the pre-survey answers and the following cultural topics were selected:

- Cultural Diversity
- Traditions
- Values
- International Cuisine
- Art
- Gestures
- Languages
- Concept of Time
- Stereotyping

The data collected from the survey unveiled great interest towards the theme. In general, the students had diverse opinions about cultures. There were eight students who thought that their culture is unique, but weren't able to articulate more sentences with adjectives and explain the unique features. One of the students even searched on google to find some sentences to answer the question. Nevertheless, the students gave clear and precise answers about their cultures after the piloting stage, which showed that the appreciation for their own culture does improve with this theme.

Based on all the data from the pre-survey answers, I designed the 'English through Culture' course to pilot, analyze and make recommendations for future studies.

3.3 Goals and Student Learning Outcomes

The 'English through culture' course has three prime goals. The first goal is to develop the students' four language skills through cultural topics. It includes a guest speaker and a live cooking show; the students engage in active discussions with the guest speaker asking relevant questions to learn about other cultures. They also create their own speaking projects after doing research and planning. The students improve their listening skills through music and videos to answer comprehension questions and share their experience about the topic. The reading skills are practiced through adapted authentic texts for their level. The texts are mostly for grammar practice, role plays, key words and definitions. The writing assignments are short essays, journal entries, and reflections.

The second goal was to teach the students vocabulary and expressions related to the theme.

The third goal was to raise the cross-cultural awareness and implant the curiosity to research about other societies. This course gives the students the basic knowledge of the components of the cultural iceberg and motivates them to communicate in English to discover the invisible elements of cultures and people. Most importantly, the students learn to appreciate their culture and look for similarities and differences with other societies.

The below table summarizes the goals, outcomes and the assessment plan for this project. The assignments and presentations were not graded but feedback was given to students about their writing and video recordings.

Goals Outcomes

Assessment

		Assessment		
		Checklist for attendance	Pre and post course language improvement	Cultural sensitivity
<i>Goal 1: Develop students' listening, reading, speaking and writing through cultural contexts.</i>	1.1. Listen to audios and videos about different cultures and engage in debates.	X		
	1.2. Read texts with cultural contexts	X	X	
	1.3. Use online presentation applications to record personal stories.	X	X	
	1.4. Write journals and reflections after doing extensive research on topics related to culture.	X	X	
	1.5. Teach grammar implicitly.	X		
<i>Goal 2: Learn cultural vocabulary and expressions.</i>	2.1. Learn and use new vocabulary in context.	X	X	
	2.2. Acquire and appropriately use new cultural expressions.	X	X	
<i>Goal 3: Foster cross-cultural awareness through discussions</i>	3.1. Listen to guest speakers and live cooking sessions to learn about other points of views.	X		X
	3.2. Learn to identify similarities and differences across cultures and appreciate diversity.	X		X

Table 3.1. Course goals, outcomes and assessment plan

LEARNING PLAN

		Listening	Reading	Speaking	Writing/Homework	Project
1	Cultural Diversity	<p><u>Ted talk:</u> https://www.youtube.com/watch?v=l-Yy6poJ2zs till 3:45 minutes</p> <p><u>Activity:</u> Crossword puzzle and class discussion on how to change the mind lens to accept other cultures</p>	<p><u>Text:</u> Definitions of cultural terminologies/anthropology</p> <p>Anthropologists</p> <p>Frank Boaz/Levon Abrahamyan</p> <p><u>Activity:</u> Class discussion on Frank Boaz conclusion on tolerance of societies</p>	<p><u>Pre-group discussions:</u></p> <p>Learn different levels of cultural acceptance</p> <p><u>Post group discussions:</u></p> <p>Decide on course of actions in different case studies</p> <p><u>Pair work:</u> Use the reported speech to record about peer's favorite food, language, music etc. on www.vocaroo.com</p>	<p>Write a report about an unfamiliar country</p> <p>Write a comment on a blog post</p>	<p>Create an e-book about the individual cultural identity on www.VoiceThread.com</p>
2	Traditions & Values	<p><u>A video about strange traditions:</u> https://www.youtube.com/watch?v=JY-0o1Jd9nI 0.40 till 2.05 minutes.</p> <p><u>Activity:</u> Class discussion on other strange traditions</p> <p><u>A video about Identity and values</u> Wellbeing for children: Identity and Values -</p>	<p><u>Text:</u> Foreign traditions</p> <p><u>Activity:</u> Name a similar tradition in Armenia</p>	<p><u>Pair work:</u> Find common values and research on minority group values</p> <p><u>Activity:</u> Class discussion and summary writing on the findings</p>	<p>Write an essay about an unaccustomed tradition</p>	

	<p>YouTube 0:20 till 2:15 minutes.</p> <p><u>Activity:</u> Match and compare personal values</p>				
3 International cuisine	<p><u>Live cooking session:</u> List ingredients/how to cook</p>	<p><u>Text:</u> Food habits in China, USA and England</p> <p><u>Activity:</u> Practice used to/be used to/get used to</p>	<p><u>Breakout rooms:</u> Group discussion: Find the relation between a specific and the tradition</p> <p><u>Activity:</u> Class discussion on the findings</p>	-	<p>Record a live cooking session.</p> <ul style="list-style-type: none"> list the ingredients Cook and explain the steps
4 Art and Gestures	<p><u>A video about Art:</u> https://www.youtube.com/watch?v=QZQyV9BB50E</p> <p><u>Activity:</u> A musical experiment</p> <p><u>Video on popular gestures:</u> <u>Gestures Around the World - YouTube</u></p> <p><u>Activity:</u> Tic Tac Toe</p>	<p><u>Text:</u> What is the role of Art?</p>	<p><u>Pair work:</u> Find an art that reflects a culture assigned to the group</p> <p><u>Activity:</u> Share the findings with the class and brainstorm on the benefits of Art</p> <p><u>Class Discussion:</u> What is the role of social media on the universality of the gestures?</p>	Write a journal entry of an inspiring art.	
5 Languages, Stereotypes and concept of time	<p><u>Video on word connections:</u> Etymology and surprising origins of words - YouTube watch selected parts of 2.44 minutes</p> <p><u>Activity:</u> True/False questions</p>	<p><u>Text:</u> The B.R.I.D.G.E technique and discuss</p> <p><u>Text:</u> Read an essay of a peace corps volunteer about differences in the concept of time</p>	<p><u>Class Discussion:</u> Talk about English words borrowed from other languages</p> <p><u>Activity:</u> Do we stereotype?</p>	-	

			<u>Activity: Find the keywords</u> from the text			
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Table 3.2. The Learning plan

3.4 Timeline of major steps for the project

- ✓ Draft of Chapter 2 (Literature review) – December 2020
- ✓ Proposal presentation – December 2020
- ✓ Needs analysis – January and February 2021
- ✓ Finalizing course goals, outcomes and learning plan – February 2021
- ✓ Piloting the course – February/March 2021
- ✓ Post-Interviews – March 2021
- ✓ Capstone defense – May 2021

3.5 Deliverables

The deliverables for this course were the following:

- 1- Pre-course survey (See Appendix A)
- 2- Post-course survey (See Appendix B)
- 3- Five PowerPoint lessons (Attached as separate documents)
- 4- Lesson plans for the PowerPoint lessons (See Appendix C)

3.6 The piloting procedure

The design project ‘English through culture’ was piloted online with the Upper-intermediate level class at EEC. There were 12 teenage students and all interested in the topic. The

students had the chance to share their experiences, convey their opinions and explore other cultures. I made some slight changes on the slides after the post-course interviews.

Chapter Four

Reflections and recommendations

4.1 Results of the piloting

The overall opinion of the students was elicited with a post-course survey. All the students were pleased for the opportunity of participating in this intensive thematic course. Analyzing the discussions with the students, I understood that the course was insightful, interesting and fun. Moreover, the theme course was an effective way to normally engage shy students because of its relevance to their daily lives. From the reflection papers, I discovered the fact that this course broadened their horizons to understand that for each person his/her own culture is unique, and that we must not stereotype others.

I will highlight the findings of the surveys by comparing the pre and post survey answers.

The survey had two sections. section A was for language assessment and section B was for intercultural knowledge and sensitivity. The pre and post surveys had similar questions to evaluate the changes after piloting. Additional questions were added in the post-survey questions to assess their acquisition of vocabulary and grammar, plus their overall takeaway from the course.

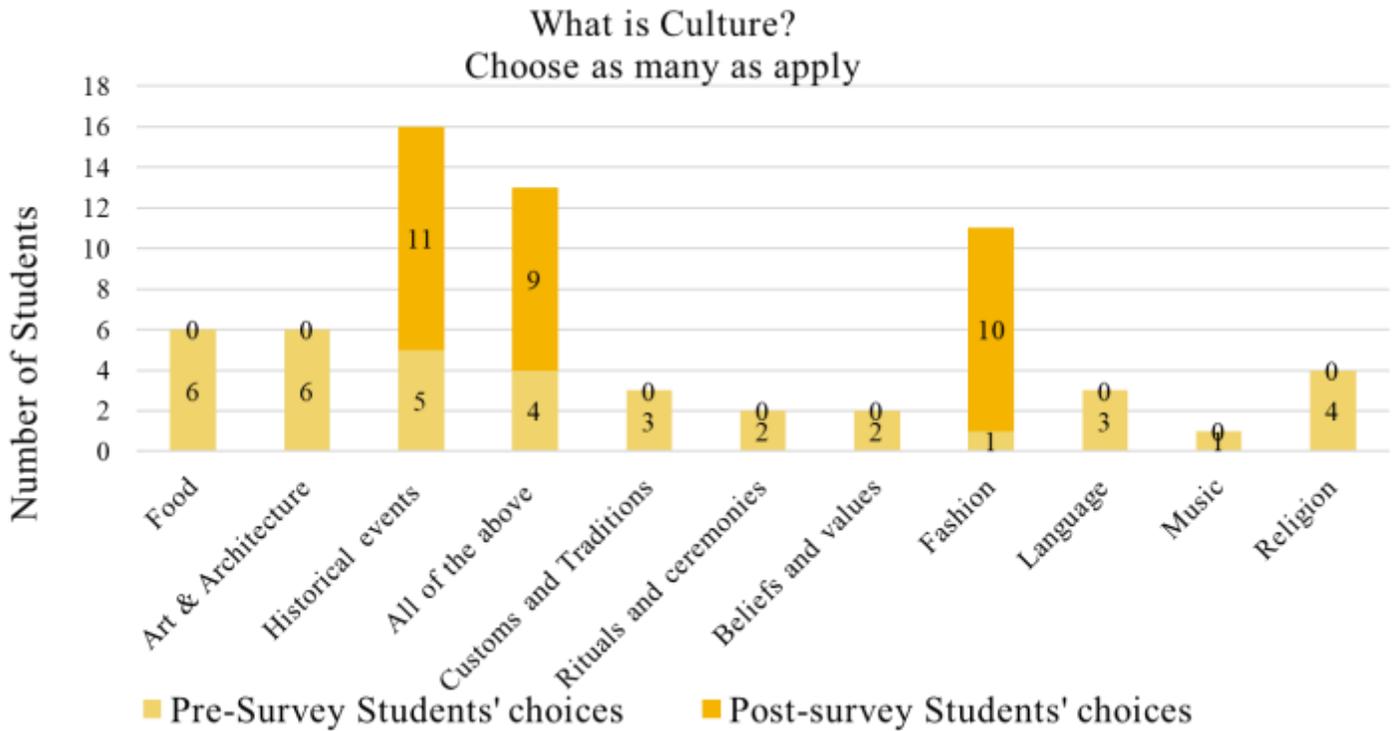


Figure 4.1. The students' choices of the term culture

In the pre-course survey (See Appendix A) the students were asked to identify the vocabulary items related to culture (Question 1). It is important to note that all of the eleven items on the list were, in fact, related to culture, but interestingly only four students gave the correct answer. The most selected items were Food, Art and architecture, and Historical Events. The least selected items were Language, Music, and Fashion. Being raised in an Armenian society and exposed to food, rich history, and Armenian art, they found a strong connection between these elements and culture. On the other hand, the majority didn't relate culture to language, music and fashion. The students are taught language and music at schools without understanding the direct relationship between these elements and culture.

Bearing in mind the results discussed above, the course was specifically designed to show the relationship between the items on the list and culture. Different case studies, role plays, music experiment, presentations made by guest speakers, live cooking of foreign dishes, and self-reflections implicitly led the students to discover that many things and phenomena in life are intertwined with culture.

After the piloting stage, the students were asked the same question in the post-course survey. The number of correct answers nearly doubled, only fashion and historical events were excluded by three students. This shows the effectiveness of the course in increasing students' awareness about culture and its relationship with the different elements.

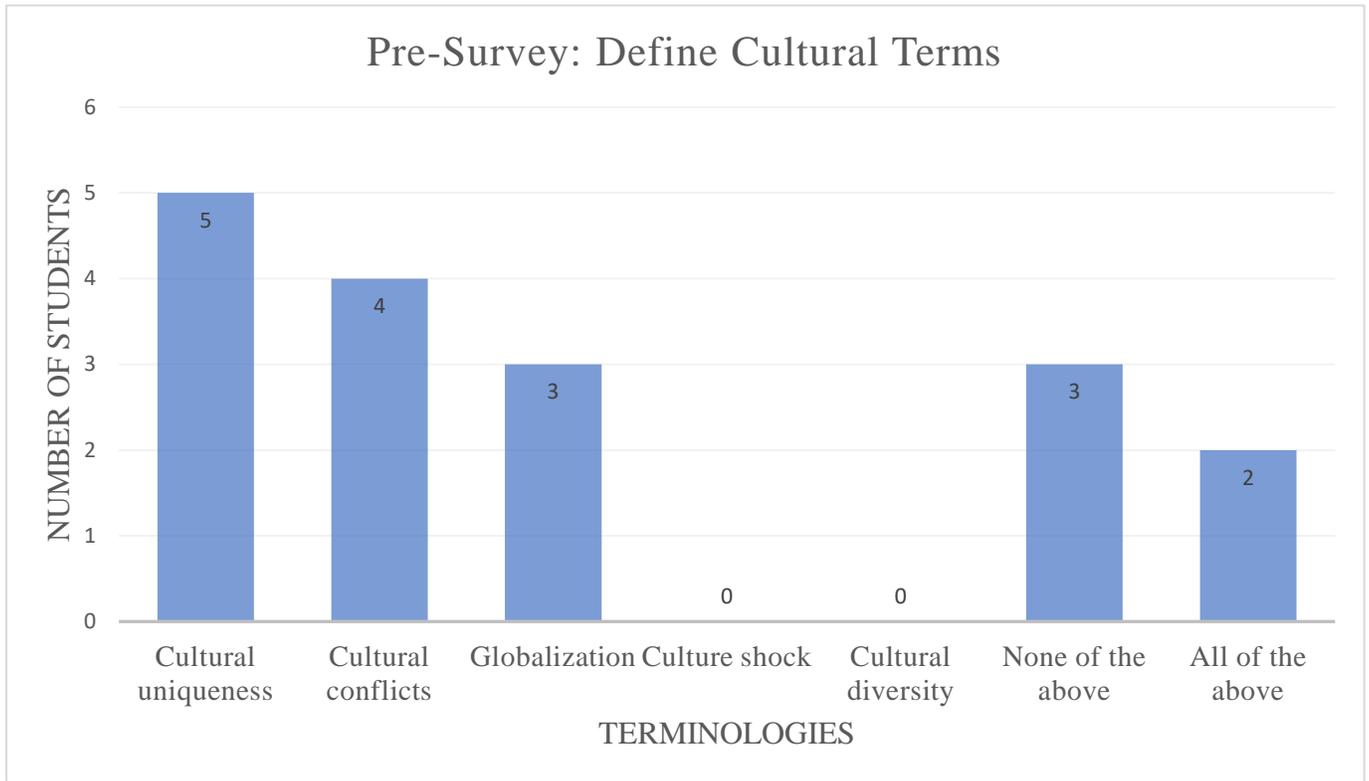


Figure 4.2. Pre-survey: Define cultural terminologies

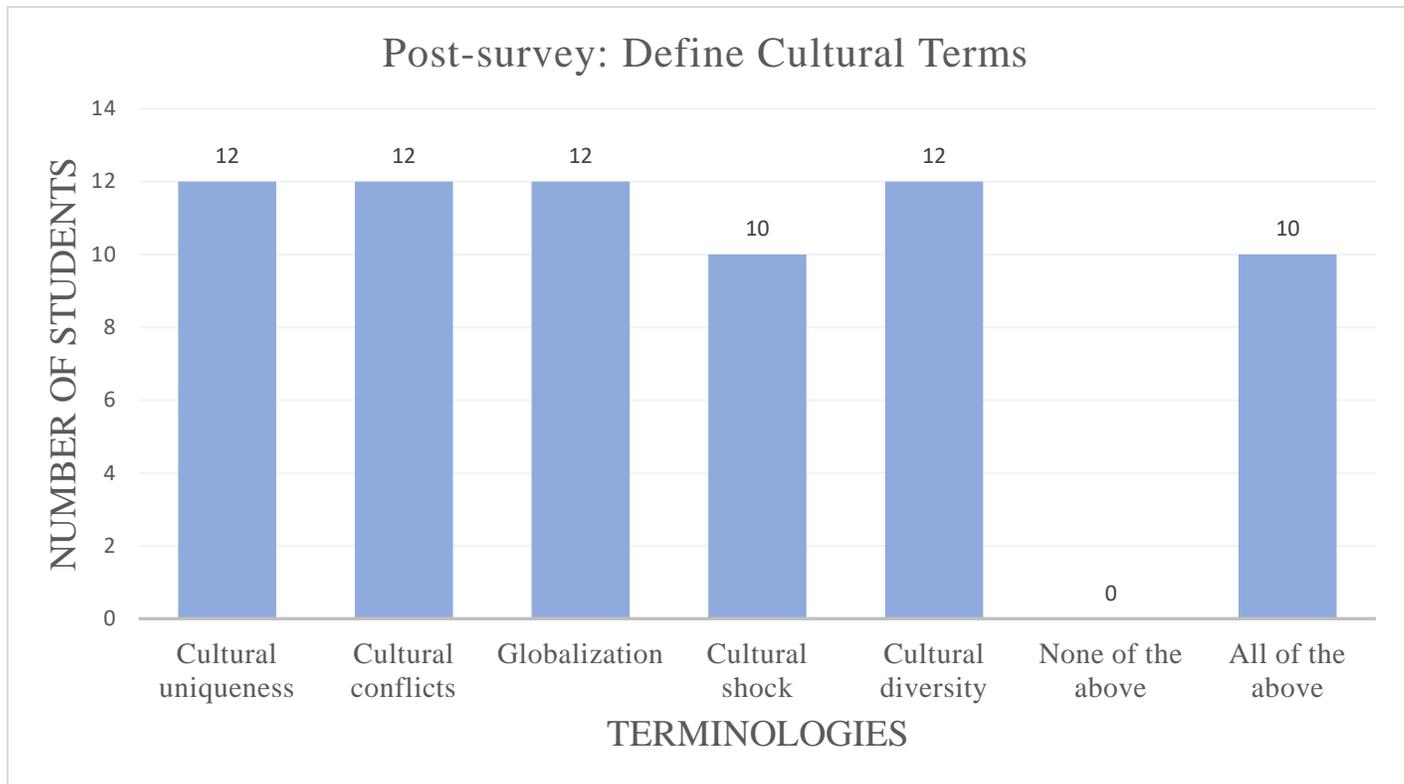


Figure 4.3. Post-survey: Define cultural terminologies

The knowledge of cultural terminologies was tested in pre and post surveys, the students were asked to define the same five terminologies (See Appendix A, question 2). Figure 4.2. and 4.3. shows the significant change in their aptitude in defining the terms. In particular, ten students accurately defined all terminologies in the post-survey as opposed to two students in the pre-survey. Also, only two students were unsure about the cultural shock definition in the post-survey as opposed to all 12 students in the pre-survey. This result surmises an important fact about the students not being exposed to cultural education at schools.

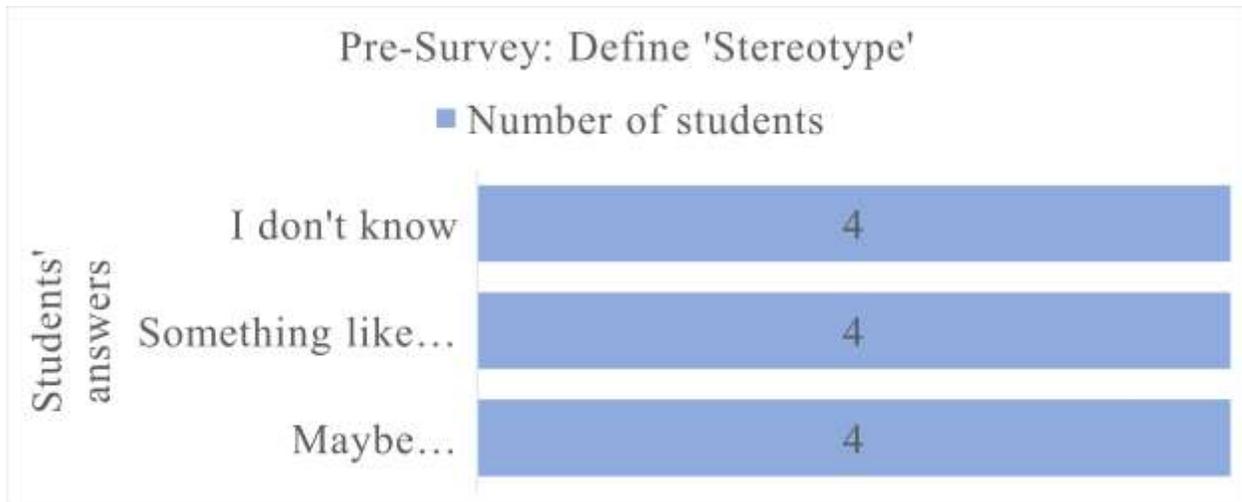


Figure 4.4. Pre-Survey: Define 'stereotype'

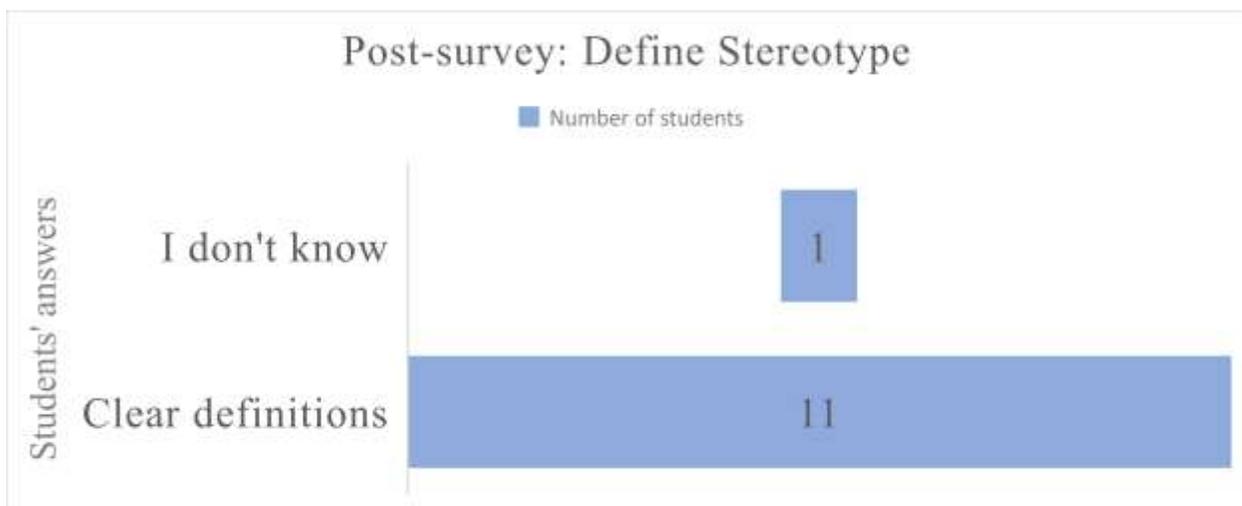


Figure 4.5. Post-survey: Define stereotypes

Another interesting observation were the stereotype definitions in the pre and post surveys. The responses to this question (See Appendix A, question 6) were equally distributed between 'I don't know', 'Maybe...' and 'something like...' sentences before piloting, indicating again to the lack of exposure to cultural topics. After piloting, eleven out of twelve students formulated correctly structured definitions. Thus, this finding proves that exposure to culturally sensitive topics can raise awareness.

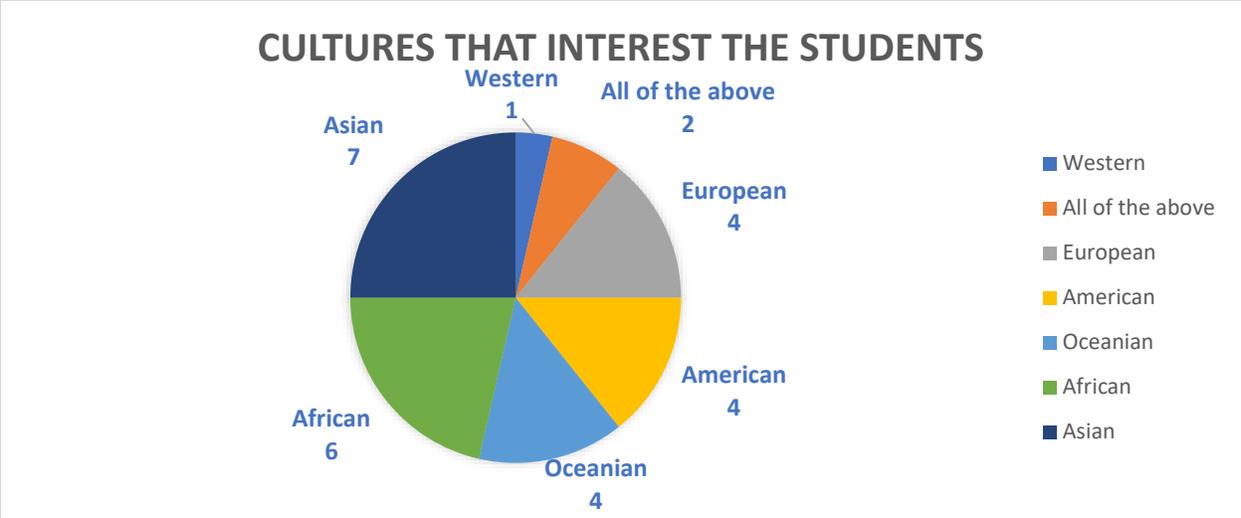


Figure 4.6. Cultures that interest the students

The data from question one in section B (See Appendix A) illustrated in figure 4.6. helped me choose the texts for the units. I added a fair share of real life Asian and African stories; also, some texts and videos on European and American cultures.

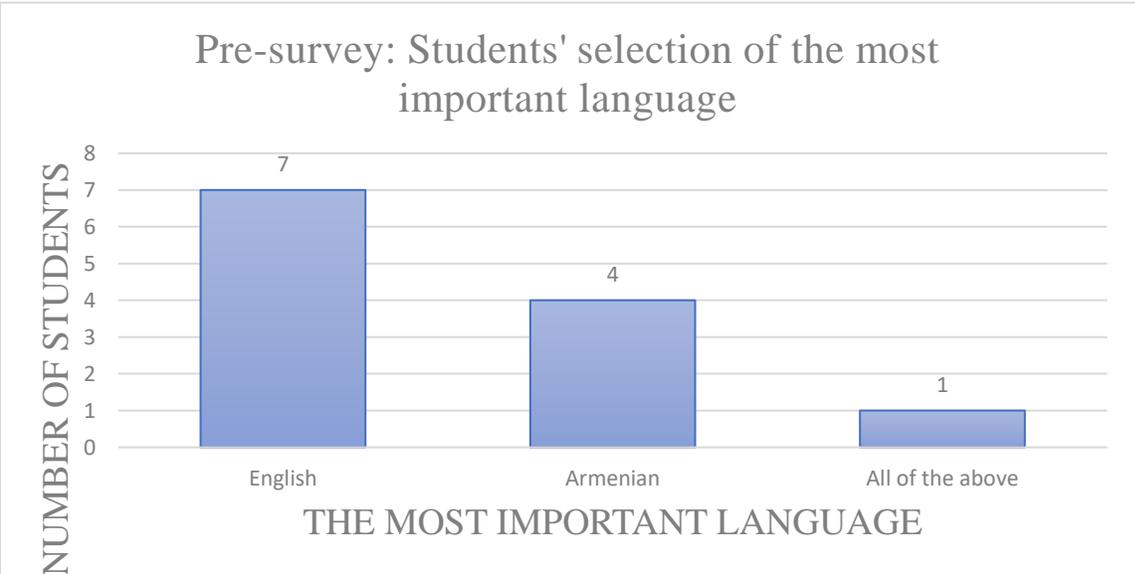


Figure 4.7. Pre-survey: Students' selection of the most important language

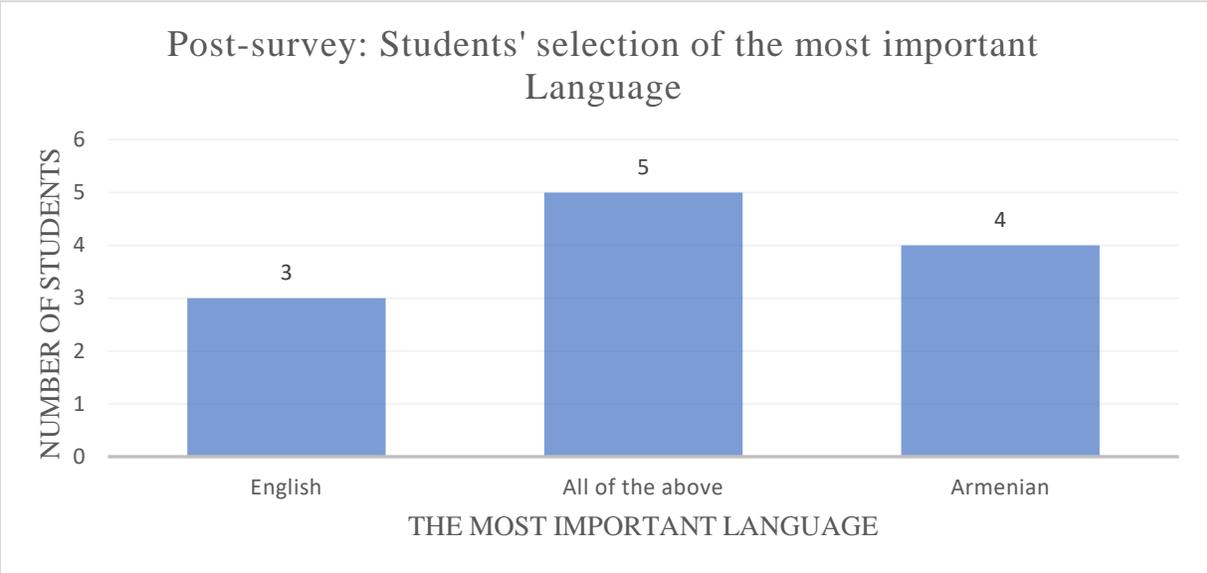


Figure 4.8. Post-survey: Students' selection of the most important language

Question ten in the second section asked the students to rank 15 languages from most to least important in the pre-course interview (See Appendix A). Evidently, English was the first option for more than half of the class followed by Armenian selected by 4 students. Surprisingly, one student declined to rank and argued about the equal importance of all languages.

Nevertheless, the findings in the post-survey for the same question prove the effectiveness of the course in raising intercultural consciousness. The pre and post survey data comparison revealed that more than half of the students who listed English as the most important language changed their view. Nevertheless, the number did not fluctuate for the Armenian language showing the great attachment of those students to their language. Interestingly, four students selected all of the above as opposed to one student in the pre-survey.

The question related to cultures being more different or similar did not show any fluxes in the answers before and after the piloting. These findings refute with the original target for this concept and that is to acknowledge that people are more similar. Therefore, a more careful analysis of this finding suggests that the question did not serve as a good tool to get the desired result. The word culture in the question can be changed to people in future projects.

Several questions were added in the post-survey in both sections to investigate in depth the outcomes of the course on both their linguistic and cultural development.

In the first section, they were asked about their vocabulary retention and their answers proved that it was not as effectual as initially planned. Unfortunately, the course was interrupted for 10 days because of unforeseen personal circumstances. This unexpected break between classes was the main reason behind this result. Despite this, they were able to remember 15 words as illustrated in figure 4.9.

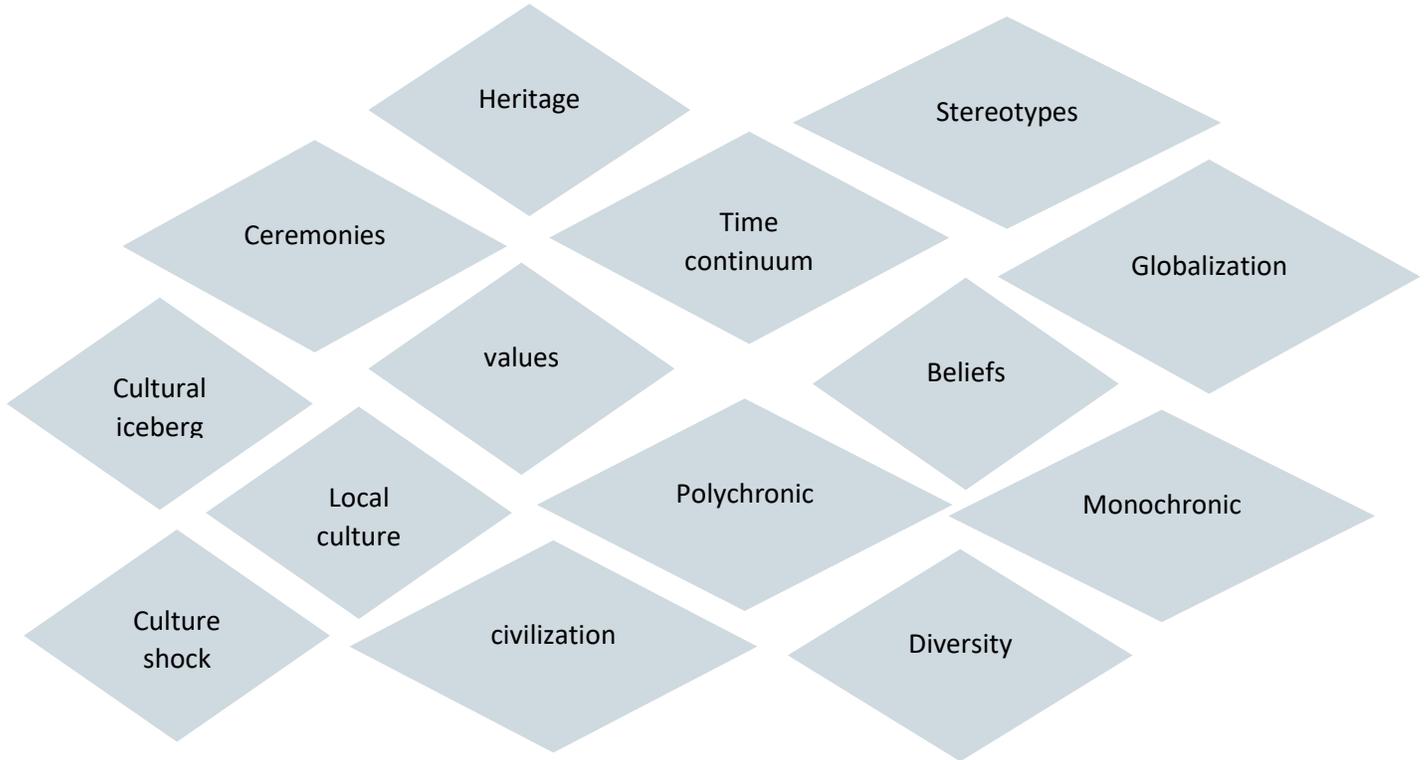


Figure 4.9. The retained vocabulary

Furthermore, the question regarding grammar validated that the grammatical formulas were practiced and understood in class. All the students chose ‘all of the above’ option to indicate the use of 5 grammatical concepts during the piloting stage.

Moving on to the second section of the survey, the students were supposed to agree or disagree upon hearing a statement.

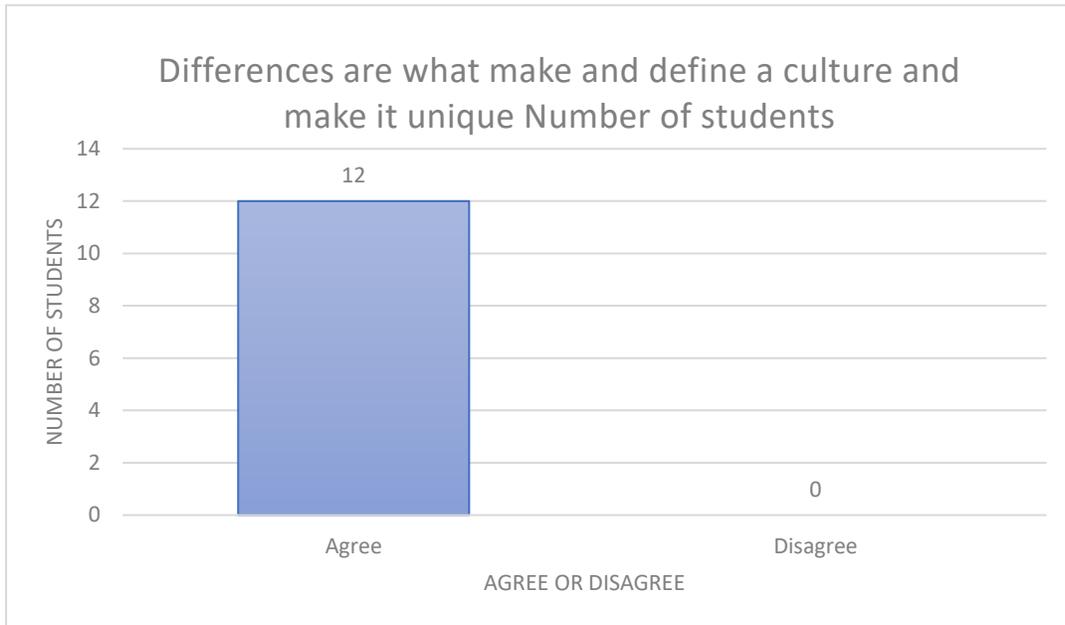


Figure 4.10. Differences are what make and define a culture and make it unique

The topic of differences was debated several times in the piloting stage, and the students were always consistent with the idea of preserving unique cultural differences in societies. For this reason, their attitude was reflected in the post-survey.

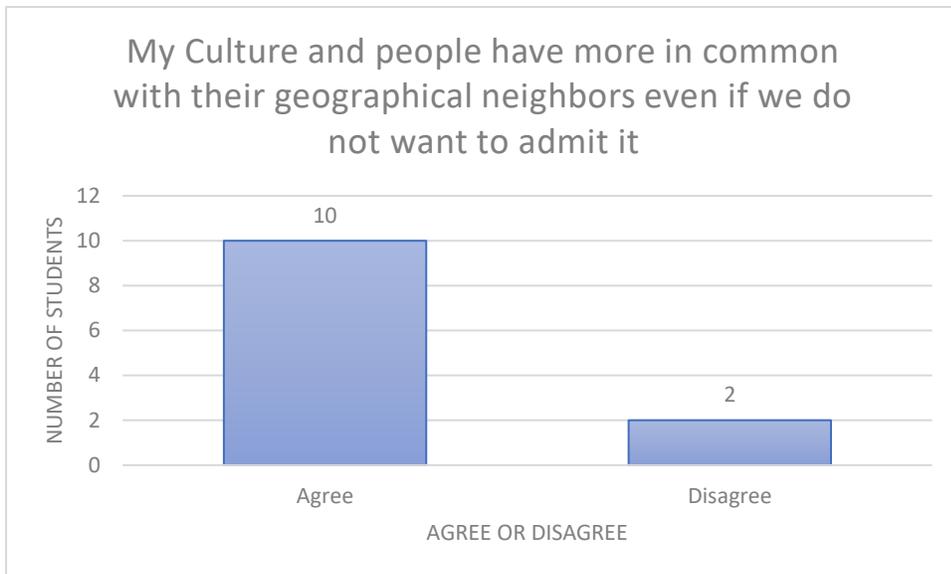


Figure 4.11. My Culture and people have more in common with their geographical neighbors even if we do not want to admit it

The students’ insightful approach appeared in figure 4.11. Ten out of twelve students admitted that religion and language separate them from neighboring countries, but they are more similar.

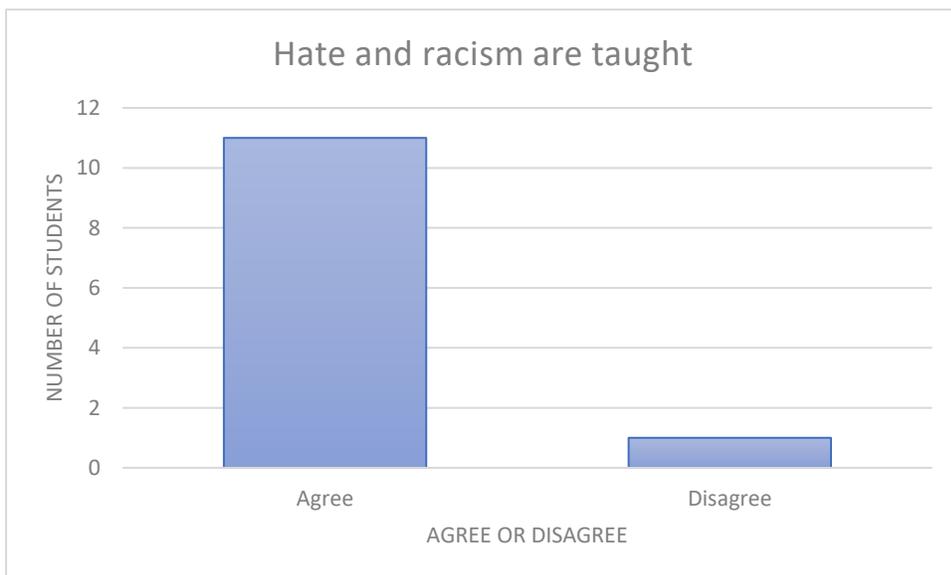


Figure 4.12. Hate and racism are taught

During the pre-survey interview, the Ss were asked if they had non-Armenian friends. There were 5 students who said they can be friends with anyone as long as they are not Azeris or Turks. Then, they were asked if they think the Turks and Azeris were born that way, and they confirmed that it is their nature. Interestingly, the questions about hate and racism in the post-survey revealed contradicting results, 11 students agreed that hate and racism are taught and they should not exist in the modern world. This was implicitly taught in the classroom with real life case studies, authentic texts and videos.

In addition, all the students agreed that both monocultural and multicultural societies have their positive and negative impacts.

Finally, the data showed mixed answers of 'yes' and 'maybe' in relating behavior to culture. Some commented that character plays a big role too but in general all were in favor of the answer that society dictates cultural identity.

In conclusion, we can integrate many real-life topics in language teaching. However, in this day and age cultural sensitivity is a must to end many global dilemmas. Integrating culture in an EFL classroom will improve the four language skills and enrich intercultural intelligence.

4.2 Reflection

After a personal experience of a cultural shock in Angola and not knowing the social norms of the new culture made me understand the importance of learning about cultures. To come out of my isolation, I first started learning the language to communicate with people which is essential for the adaptation period. I spent more time listening to the two languages that I was supposed to use with my friends and I observed their behavior in different contexts to see what tone and which

behavior are acceptable in that society. After ten years I moved to Armenia. My experience in Angola helped me adapt to the cultural differences and norms of Armenia quite quickly.

My choice of the design project is very reflective of my belief that language is the representation of culture. Learning about this theme in language classes will boost the tolerance and the respect in all societies.

I was so enthusiastic about this project that I started teaching a year ago to different ages using the same theme to analyze the possible success of the project. All the age groups gave positive feedback about the context and they enjoyed learning through animation and play.

The feedback from this project was also very encouraging and this implies that educators can try different ways of integrating such topics to create harmony in a globalized world. Only from five sessions, this course was able to change the attitudes of 12 students and convey thoughts that create a healthy society. The students were eagerly expressing their willingness to eliminate racism, not judge with negative stereotypes, and respect others for their differences.

I want to express my deep gratitude for my supervisor's unlimited patience and guidance. In addition, I would like to thank the TEFL staff for their understanding of the unexpected tragedy I had to go through during the piloting phase. In addition, the EEC teacher's and students' positive attitude throughout the piloting and data collection.

4.3 Recommendations

- My first recommendation is to give more time to such courses because there are many topics that can be integrated in cultural themes. Students can profit from the diverse topics and conversations to develop their vocabulary and language skills.

- The teacher ought to show a positive attitude towards the course to reflect the positivity on the students.
- The teacher should accept all cultures and be open to discuss differences in the classroom.
- A stress-free environment is necessary to encourage all to participate.
- The teacher ought to be ready for any technological problems and set plans in case there are unexpected issues.
- Homework due dates should be realistic not to put extra stress on the students.

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Appendix A

Pre-Survey

Name:

Mobile:

Email:

Date:

Dear Students,

Please fill in the survey. It will take 20 minutes. You can choose 'I don't know' when unsure. This survey is confidential and will only be used for my research. Your names will not appear or used anywhere.

Thank you!

Section A

1. Which words from the list do you associate with culture?

- a) Food
- b) Beliefs & Values
- c) Historical events
- d) Customs & Traditions
- e) Art & Architecture
- f) Music
- g) Fashion

- h) Language
- i) Rituals & Ceremonies
- j) Religion
- k) All of the above

2. Which of the following terms can you explain? Select as many as you can.

- a) Cultural Diversity
- b) Cultural conflicts
- c) Cultural uniqueness
- d) Culture shock
- e) Globalization
- f) None of the above
- g) All of the above

3. Subculture is a group that acts or speaks differently.

- a) Yes
- b) No
- c) Not sure

4. List Dialects you know:

5. Have you met or heard Armenians who speak in different dialects?

- a) Yes
- b) No
- c) Not sure

6. Define stereotype:

7. Stereotypes can be:
 - a) Positive
 - b) Negative
 - c) Both

8. Use racism in a sentence:

9. Give an example of an Armenian heritage:

10. Describe your culture in 3 sentences using 3 adjectives.

Section B

1. Choose as many cultures that you would be interested in learning about.

- a) Asian culture
- b) African culture
- c) Western culture
- d) Caucasus culture
- e) European culture
- f) Oceanian culture
- g) American culture
- h) Only my culture
- i) All of the above

2. Have you ever lived outside Armenia for any period of time?

- a) Yes
- b) No

3. If the answer to question 2 is yes, were the differences in your culture much different than the country you lived in?

- a) Yes
- b) No
- c) very similar
- d) Some differences

e) It depends

4. Were you fully accepted or felt like an outsider?

- a) Like an outsider
- b) Fully accepted
- c) A mix of both

5. Do you think the same happens to someone from another culture/country who comes to Armenia?

- a) Yes
- b) No
- c) Maybe

6. What do you notice first when you meet someone from another country?

- a) Accent
- b) Clothes
- c) Color of skin
- d) Gestures & Body language
- e) Other

7. Would you enter into a conversation with a person who is not Armenian?

- a) Yes
- b) No

c) Not sure

8. Do you have friends with backgrounds different from your own?

Describe some of the more obvious differences in them, and tell where they are from.

9. Have you ever tried any food from other cultures? Choose as many as apply

- a) Chinese
- b) Indian
- c) Thai
- d) Greek
- e) Middle Eastern (Lebanese, Syrian)
- f) Georgian
- g) Russian
- h) Italian
- i) French
- j) Mexican
- k) Korean
- l) Japanese (+Sushi)
- m) Vietnamese
- n) Persian (Iranian)
- o) Uzbek
- p) Hungarian
- q) Polish
- r) German
- s) Spanish
- t) Ethiopian
- u) Other _____

Which is your most favorite?
Which is your least favorite?

10. Rank the following languages from the 1 being the-most important to 15 being the least important.

- a) Armenian
- b) Russian
- c) Arabic
- d) Chinese
- e) Spanish
- f) French
- g) Farsi (spoken in Iran)
- h) Hungarian
- i) Albanian
- j) Swahili (spoken in Tanzania, Uganda, Kenya)
- k) English
- l) German
- m)Greek
- n) Hindi
- o) Japanese

11. Do you think people from different cultures are *more similar* or *more different*?

Appendix B

Post-Survey

Name:

Dear Students,

Please fill in the survey. It will take 20 minutes. You can choose 'I don't know' when unsure. This survey is confidential and will only be used for my research. Your names will not appear or used anywhere.

Thank you!

Section A

Dear Students,

Think about the three weeks of classes we spent on the cultural awareness course, see if you would reconsider any of your earlier answers from the previous survey. Please respond as honestly as possible. Thank you.

11. Which words from the list do you associate with culture?

- l) Food
- m) Beliefs & Values
- n) Historical events
- o) Customs & Traditions
- p) Art & Architecture

- q) Music
- r) Fashion
- s) Language
- t) Rituals & Ceremonies
- u) Religion
- v) All of the above

12. Which of the following terms can you explain? Select as many as you can.

- h) Cultural Diversity
- i) Cultural conflicts
- j) Cultural uniqueness
- k) Culture shock
- l) Globalization
- m) None of the above
- n) All of the above

13. Subculture is a group that acts or speaks differently.

- d) Yes
- e) No
- f) Not sure

14. What dialect of Armenian do Armenians from Iran speak?

- a. Eastern
- b. Western
- c. Not sure

15. What dialect of Armenian do Armenians from Lebanon and Syria speak?
- a. Eastern
 - b. Western
 - c. Not sure
16. Define stereotype:
17. Stereotypes can be:
- d) Positive
 - e) Negative
 - f) Both
18. Use racism in a sentence:
19. Give an example of Armenian heritage:
20. Describe your culture in 3 sentences using 3 adjectives.
21. Describe a foreign culture of your choice in 3 sentences using linking words.

22. List as many new words that you learned during these 3 weeks during these supplementary classes.

23. List two words you have learned during my classes that you will be using most.

24. Which of the following grammatical concepts do you think that you learned during the lessons with me? Choose as many as apply.

- a. Reported speech
- b. Food Adjectives
- c. Cooking verbs
- d. Linking words
- e. Be used to/Get used to
- f. Key words for essays
- g. All of the above
- h. None of the above

Section B

12. Choose as many cultures that you would be interested in learning about.
- j) Asian culture
 - k) African culture
 - l) Western culture
 - m)Caucasus culture
 - n) European culture
 - o) Oceanian culture
 - p) American culture
 - q) Only my culture
 - r) All of the above
13. When you meet someone from another culture do you look mostly for:
- a. similarities
 - b. differences
 - c. Both
 - d. None
14. Will you try any dish or food from another culture? Choose as many as apply
- a. Chinese
 - b. Indian
 - c. Thai
 - d. Greek
 - e. Middle Eastern (Lebanese, Syrian)
 - f. Georgian

- g. Russian
- h. Italian
- i. French
- j. Mexican
- k. Korean
- l. Japanese (+Sushi)
- m. Vietnamese
- n. Persian (Iranian)
- o. Uzbek
- p. Hungarian
- q. Polish
- r. German
- s. Spanish
- t. Ethiopian
- u. Other _____

Which culture's food you are not willing to try? Why?

15. Rank the following languages from the 1 being the-most important to 15 being the least important.

- p) Armenian
- q) Russian
- r) Arabic
- s) Chinese
- t) Spanish
- u) French
- v) Farsi (spoken in Iran)
- w) Hungarian
- x) Albanian
- y) Swahili (spoken in Tanzania, Uganda, Kenya)

- z) English
- aa) German
- bb) Greek
- cc) Hindi
- dd) Japanese

16. Do you think people from different cultures are *more similar* or *more different*?

17. Name two cultures that you learned something new about which you didn't know before attending my classes.

18. Explain how your views have changed about global concepts after participating in the classes with me during these 3 weeks.

19. Which of the statements do you agree with? (You can choose as many as apply)

- a. People everywhere in the world share general basic values and are the same
- b. Differences are what make and define a culture and make it unique
- c. Armenian language and culture are unique and cannot fit into any category
- d. My culture is more similar to European culture
- e. My culture and people have more in common with their geographical neighbors even if we do not want to admit it
- f. Religion and language are the main factors that separate us from our neighbors, otherwise we are very similar.

- g. If I was not Armenian, I would think that Armenians, Georgians, Azeris, Turks and Iranians look the same.
- h. Hate is taught
- i. Racism is a learned behavior; we are not born racist.
- j. Monocultural societies are less welcoming to outsiders and racist
- k. Multicultural societies are more tolerant and less racist
- l. Not all tourists are liked and respected in the same way

20. After learning about how different components of culture and their effect on one's beliefs, do you agree that a person's behavior is highly related to his/her culture?

- a. Yes
- b. No
- c. Maybe

21. What type of society is healthier?

- a. Monocultural society
- b. Multicultural society
- c. Both
- d. Both have positive and negative aspects

Appendix C

UNIT 1

Lesson Plan 1

Cultural Diversity

Duration of Lesson: 1 hour

Learners' ages: 14 - 16

of students: 12

Target language proficiency level: Upper-intermediate level

Native language: Armenian-Farsi

Learning Objectives:

LO1	<ul style="list-style-type: none">• Skim a report about minority cultures in Armenia.
LO2	<ul style="list-style-type: none">• Read and comment on Repat Armenia blog posts.
LO3	<ul style="list-style-type: none">• Practice negotiation skills on the topic of cultural diversity.
LO4	<ul style="list-style-type: none">• Listen to a foreign guest speaker and practice interactive communication through turn-taking, initiating and responding to questions.

Cultural Objectives:

CO1	<ul style="list-style-type: none">• Learn the definition of Cultural diversity.
CO2	<ul style="list-style-type: none">• Listen to other people's perspectives about Armenia.

Materials:

- PowerPoint slides

References:

Avetisyan, B. A. (2020, January 17). Looking for a better life: the Indians coming to Armenia.

Retrieved February 3, 2021, from <https://oc-media.org/features/looking-for-a-better-life-the-indians-coming-to-armenia/>

Double Shock. (2018, August 17). Retrieved February 2, 2021, from

<http://repatarmenia.org/en/blog/a/jerald-zargarian/double-shock>

Minority Rights Group Europe. (2015, December 16). Eastern Partnership. Retrieved February

26, 2021, from <https://www.minorities-network.org/>

What it is to be “a proud Armenian.” (2021, March 9). Retrieved February 2, 2021, from

<https://repatarmenia.org/en/blog/a/magda-aghababyan/what-it-is-to-be-a-proud-armenian>

Before Class: Revise slides 1 to 8 (See the attached PowerPoint presentation), try all technological tools that will be used during the online session.

Procedures:

1. Warm-up: “Let’s see!”
2. Presentation: “Mind map” → LO#1, CO#1
3. Practice: “Blogging” → LO#2, CO#2
4. Practice: “Debate” → LO#3
5. Wrap-up: “Meet our guest” → LO#4, CO#2

Procedures:

1. Warm up: “Let’s see” (5 minutes)
 - a. Class Activity:
 - i. Ask Ss to think of a song they hum to when happy and post it in the chat box to see if there are similar results. (See Appendix 1)
 - ii. Ask them about the reason behind the different or similar answers. Allow some time for class discussion.
 - iii. Say that even in one or two cultures we have diverse preferences and attitudes, what would happen in multiple cultures!

2. Presentation: “Mind map” → LO# 1, CO#1 (10 minutes)
 - a. Class Activity:
 - i. Ask a S to read the definition of cultural diversity (See Appendix 2)
 - ii. Then, ask Ss about cultural diversity in Armenia.
 - iii. Share this link in the chat box: <http://www.minorities-network.org/wp-content/uploads/2014/09/The-ethnic-minorities-of-Armenia.pdf>.
 - iv. Tell Ss that they have 3 minutes to skim through the text and report to class the minority cultures that exist in Armenia.

3. Practice: “Blogging” → LO# 2, CO#2 (15 minutes)
 - a. Class Activity:
 - i. Have Ss read silently the blog post and comment sample on slide 5 (See Appendix 3). Tell them that in their group they will write a comment on a blog post.
 - ii. Ask Ss to take a screen shot of slide 6 (See Appendix 3). Tell them that they will write a comment to a blog post that has the same number as their breakout room.
 - iii. Tell them to nominate a S in the group to write the comment.
 - iv. Give them 5 minutes in the breakout rooms and then bring them back to the main session.
 - v. Ask each group to read the original blog and their answer.
 - vi. Whole Class: Discuss the importance of spreading positive thoughts on social media.

4. Practice: “Debate” → LO# 3 (15 minutes)

a. Whole Class:

- i. Tell Ss that they will debate about the benefits and drawbacks of Cultural diversity.
- ii. Tell them that they have five minutes in the breakout rooms: Group 1 will list the benefits and group 2 the drawbacks.
- iii. Bring them back from the breakout rooms.
- iv. Ask group 1 to report their answers and then group 2. Write in the table on slide 7 as they speak (See Appendix 4).
- v. Ask Ss to look at the table carefully. Tell them to highlight the points that they agree or disagree on.
- vi. Give 3 minutes for the Ss to debate on the topic.

5. Wrap up “Meet our guest” → LO# 4, CO#2 (15 minutes)

- i. Introduce the guest speaker: Matthew Bacon, a Canadian who lives in Armenia with his wife. Tell them that he will first talk about his cultural experience in Armenia and then talk about some similarities and differences between Armenia and Canada.
- ii. Advise the students to ask the guest speaker questions to understand his perspective better.
- iii. Thank the guest speaker for his time and information.

Appendix 1

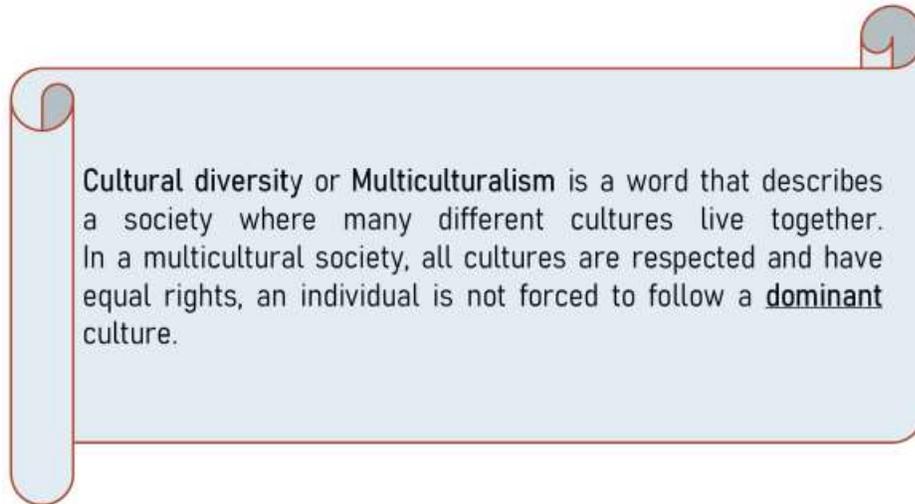
The warm up activity.

Post in the chat box the song you hum or want to listen to when happy. Let us see if we will find similar results!



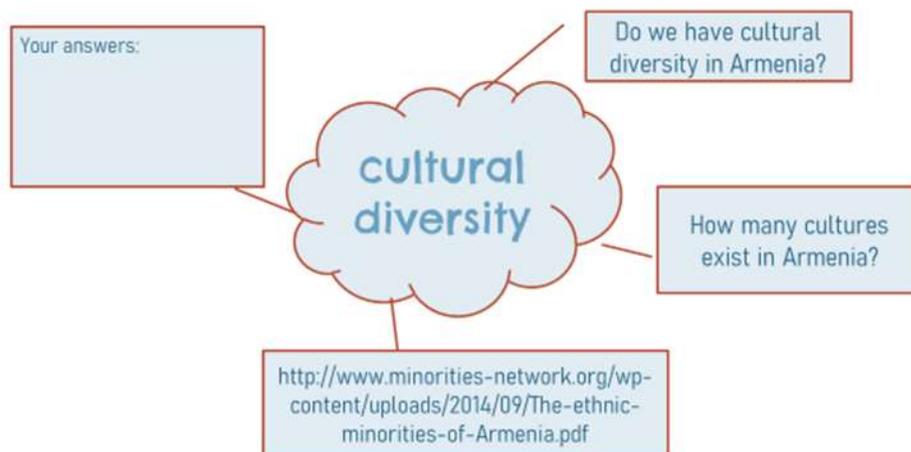
Appendix 2

Definition of Cultural diversity.



The minority report: <http://www.minorities-network.org/wp-content/uploads/2014/09/The-ethnic-minorities-of-Armenia.pdf>.

The mind map slide.



Appendix 3

The sample blog post and comment.

Blog post:

'At the end of my trip, I concluded that Armenians are intelligent, opinionated people who are finding it difficult to unite and work together. Since the challenges facing our nation are huge, I doubt any single person or even a group of highly intelligent people can overcome them. Therefore, I need to figure out a method which will allow me to join others, while holding my opinions.'

<https://repatarmenia.org/en/blog/a/magda-aghabyan/what-it-is-to-be-a-proud-armenian>

Blog comment:

Comment: Dear ---, Thank you for your positive thoughts. I agree with what you said in your blog. Armenians should unite together to create ONE strong nation. Although history shows that unity was never possible, but our generation will lead a strong and united Armenia (explain how)

Breakout rooms activity.

BLOGGING

In groups of 4 students you will write a comment to a blog post that corresponds with your breakout room number. These are blogs written by members of minority cultures in Armenia. Take a screen shot of this slide before I send you to breakout rooms.

1. 'I frequently come across people in Armenia that I share common language and my historical heritage, but we do not necessarily share our business views, communication standards, styles of management and motivations.'
2. 'I was talking very quietly, trying to help them over the phone, when a woman started saying loudly that "she's tired of these Indians". Why? What bad thing have I done? I want to explain that I love Armenia; I consider it to be a part of me'.
3. 'If, for example, I wanted to buy something, I waited until an Armenian would ask the price and buy it. Then I did my shopping right after him so that the seller would not lie to me and say an expensive price'.

<http://repatarmenia.org/en/blog/a/jerald-zar-garian/double-shock>

<https://oc-media.org/features/looking-for-a-better-life-the-indians-coming-to-armenia/>

Appendix 4

The instructions and table for the debate.

We will split to two groups. Group 1 will come up with a list of benefits of Cultural diversity and Group 2 with the drawbacks. You have 3 minutes, then we will return to the main session and share the lists.

Benefits of Cultural Diversity	Drawbacks of Cultural Diversity

Lesson Plan 2

Culture

Duration of Lesson: 1 hour

Learning Objectives:

LO1	• Use reported speech in context.
LO2	• Read a conclusion and express their point of view.
LO3	• Analyze case studies on cultural acceptance.

Cultural Objectives:

CO1	• Define culture and classify its elements in the cultural Iceberg.
CO2	• Read about cultural development and adjustment.
CO3	• Identify different levels of cultural acceptance.
CO4	• Learn about the three reactions to new cultures.

Materials:

- PowerPoint slides

References:

Conversations in the cloud. (n.d.). Retrieved March 4, 2021, from

<https://voicethread.com/>

culture. (n.d.). Retrieved February 28, 2021, from

<https://kids.britannica.com/kids/article/culture/399913#:~:text=Culture%20is%20a%20pattern%20of,cultural%20background%20of%20a%20person>

Famous Scientists. (2018, July 11). Franz Boas - Biography, Facts and Pictures.

Retrieved March 10, 2021, from <https://www.famousscientists.org/franz-boas/#:~:text=Boas%20proposed%20that%20the%20environment,American%20Indian%20Languages%E2%80%9D%20in%201911>

Gutiérrez, E. V. (2015, August 5). Amazing Cultural Facts and Traditions Around the World. Retrieved February 25, 2021, from

<https://www.sprachcaffe.com/english/magazine-article/amazing-cultural-facts-and-traditions-around-the-world-2015-08-05.htm>

How Culture Drives Behaviours | Julien S. Bourrelle | TEDxTrondheim. (2015,

July 10). [Video file]. Retrieved from <https://www.youtube.com/watch?v=l-Yy6poJ2zs>

Vocaroo | Online voice recorder. (n.d.). Retrieved March 3, 2021, from

<https://www.vocaroo.com>

Wikipedia contributors. (2021, March 25). Levon Abrahamian. Retrieved February

2, 2021, from https://en.wikipedia.org/wiki/Levon_Abrahamian

Before class:

- Sign up for www.voivethread.com.
- Choose pictures that relate to your culture to upload them on VoiceThread as an example for the students.

Procedures:

1. Warm-up: “Culture” → CO#1
2. Presentation: “Cultural iceberg” → CO#1
3. Practice: “My peer’s favorite things” → LO#1
4. Presentation: “Agree or Disagree” → LO#2
5. Presentation: “Cultural Development and Adjustment” → LO#3, CO#2, CO#3
6. Project: “Prepare a book presentation”
7. Wrap up: “Three possible reactions to new culture” → CO#4

Procedures:

WARM UP

1. “Culture” → CO#1 (5 minutes)
 - a. Class Activity:
 - i. Ask Ss to silently read the definition of culture (See Appendix 1).
 - ii. Then, read the definitions of customs and beliefs. Ask them to give examples of Armenian customs and personal beliefs (See Appendix 1)
2. “Cultural iceberg” → CO#1 (5 minutes)
 - a. Class activity:

- i. Together look over the three layers of the culture Iceberg (See Appendix 2)
 - ii. Ask Ss if they agree on this distribution and which elements go in which layer.
 - iii. Ask them which layer is more visible and why?
3. “My peer’s favorite things” → LO#1 (15 minutes)
 - a. Pair and class work:
 - i. Have two students read the reported speech examples on slide 13 (See Appendix 3).
 - ii. Tell them that they will do a pair work. They will have 4 minutes in the breakout rooms to discuss their favorite food, music, language, art, and custom (See Appendix 3).
 - iii. Then, tell them to go to the website www.vocaroo.com and record their partner’s favorite things using reported speech. Ask them to share the recordings via email.
 - iv. Then, have them discuss in class the similarities and differences in their findings.
4. “Agree or Disagree” → LO#2 (10 minutes)
 - b. Whole Class:
 - i. Tell Ss that anthropology is the study of human beings (See Appendix 4).
 - ii. Read about the anthropologists, Levon Abrahamyan and Franz Boas (See Appendix 4)
 - iii. Share with class one of Frank Boaz book conclusions (See Appendix 4). Initiate a discussion about tolerance to different cultures: Do you agree or disagree with the statement.
5. “Cultural development and adjustment” → LO#3, CO#2, CO#3 (10 minutes)
 - a. Whole class:
 - i. Read about the development of culture (See Appendix 5).
 - ii. Tell Ss to look at Craig Storti’s cultural adjustment model (See Appendix 5).

- iii. Ask them to share an experience of a cultural incident and explain their reaction: withdrawal or awareness.
 - iv. Discuss how people ought to behave to have a balanced society.
 - b. Ask Ss to volunteer and read the different characters that differ in the level of cultural acceptance (See Appendix 6).
 - i. Tell them that they will be divided to three groups. Each group will have a case study to analyze and find a solution assuming one of the characters discussed earlier.
 - ii. Ask them to take a photo of the slide (See Appendix 6).
 - iii. Divide the class to three breakout rooms. Give them five minutes to decide together on a solution. Visit the breakout rooms to check if they have questions.
 - iv. Get them back to the main session. Tell group 1 to explain their case and what they have decided.
 - v. Ask the Ss if they have questions for group 1.
 - vi. Do the same with group 2 and 3.

- 6. “Prepare a book presentation” (5 minutes)
 - a. Whole Class:
 - i. Show Ss how to create a book presentation on www.voicethread.com:
 - a. First, show the pictures that affected your cultural development.
 - b. Then, go to www.voicethread.com.
 - c. Next, click on create to upload the chosen pictures in the correct chronological order.
 - d. After making sure that the slides are in order, press on each slide to narrate what this picture represents/how it affected your cultural development.
 - ii. Tell them to send the assignment to the Ts email and get ready to present in class after two weeks.

WRAP-UP

7. “Three possible reactions to new culture” → CO#4 (10 minutes)
 - a. Whole Class:
 - i. Tell Ss that they will watch a ted talk: Julien Bourelle talks about the three ways, confront-conform-complain, people react in new cultures and how people can change the mind lens on how they look at other cultures
<https://www.youtube.com/watch?v=l-Yy6poJ2zs>.
 - ii. Ask them to take notes while listening to fill in a crossword puzzle after watching (See Appendix 7)
 - iii. Play the ted talk. Play a second time if the Ss ask.
 - iv. Then ask them to volunteer and give the answers of the crossword puzzle.
 - v. Finally, ask them if they would change the LENS through which they look at minority cultures in Armenia (See Appendix 7).
 - vi. Assign homework: Tell them to choose an unfamiliar but an interesting country and write a report using reported speech (See Appendix 8)

Appendix 1

Definition of Culture



What is Culture

Culture is a pattern of behavior shared by a society, or group of people.

Many different things make up a society's culture. These things include food, language, clothing, history, music, arts, rituals, customs, beliefs, and religion.

Definition of Customs and beliefs



A custom is a common way of doing things. Many customs are things that people do that are passed down from the past. Can you give examples of Armenian customs?



BELIEF

A belief is a firm thought that something is true. Belief can also be defined as having trust or faith in something or someone.

what are other
words for
belief?

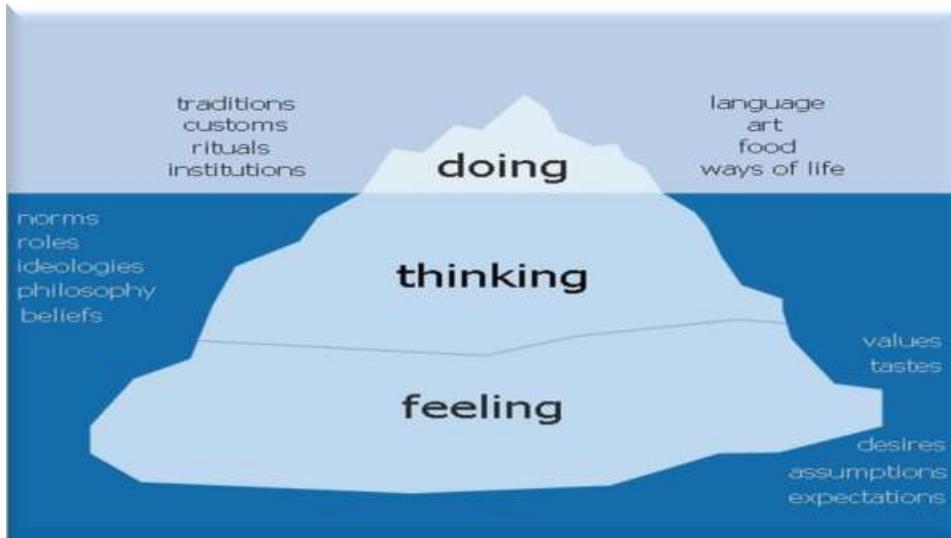


opinion, notion, faith,
conviction, view, trust,
confidence, persuasion,
credence, reliance



Appendix 2

The cultural iceberg



Appendix 3

The examples on reported speech.

Reported speech: Simple present

Diana: Did you know that people in Germany knock on their table at the end of a really good meeting.	She said that people in Germany knocked on their table at the end of a really good meeting.
--	---

Josh: I hear that people in Spain kiss complete strangers on both cheeks to say hello.	He heard that people in Spain kiss complete strangers on both cheeks to say hello.
--	--

Pair work activity.

Pair discussion: share with a partner your favorite:



1. Food
 2. Language
 3. Music
 4. Art
 5. Cultural tradition (custom)
- I. Then record your partner's favorite things in the following website <https://vocaroo.com/> using reported speech and then we'll share it with the class.
 - II. Were there more similarities or differences between your two lists?

Appendix 4

Definition of Anthropology.

Anthropology

Anthropology is the study of human beings. Scientists who study human culture are called anthropologists.

Anthropologists have found that certain parts of culture are universal. This means that all people all over the world share these behaviors. All societies have ways of dealing with relatives, telling good from bad, making art, playing games, choosing leaders, and raising children.

Anthropologists: Franz Boas and Levon Abrahamyan.

ANTHROPOLOGIST

Cultural Anthropologists do research in many places and study how people live now and how they may have lived in the past. They study how groups of people consider time, space, life, etc.

Famous anthropologists: Franz Boas (considered the father of anthropology), Levon Abrahamyan (An Armenian anthropologist and a historian)

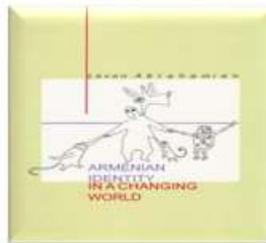


Do you know Levon Abrahamyan?

Abrahamian's anthropological research focuses on ancient and modern Armenia and Armenians, including Armenian identity, traditions, and the cultures of Australia and Oceania.

He has two published books in English:

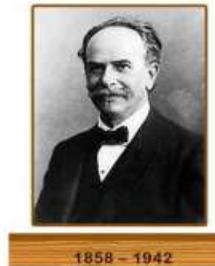
- *Armenian Folk Arts, Culture, and Identity* (2001)
- *Armenian Identity in a Changing World* (2006).



For the discussion about tolerance towards societies.

Franz Boas in his 1911 book publication "The Mind of Primitive Man" said:

"I hope the discussions in these pages have shown that the data of anthropology teach us a greater tolerance of societies different from our own, that we should learn to look on foreign races with greater understanding and knowledge that, as all races have contributed in the past to cultural progress in one way or another, so they will be capable of advancing the interests of mankind if we are only willing to give them a fair opportunity."



1858 - 1942

Do you agree or disagree with what he said?

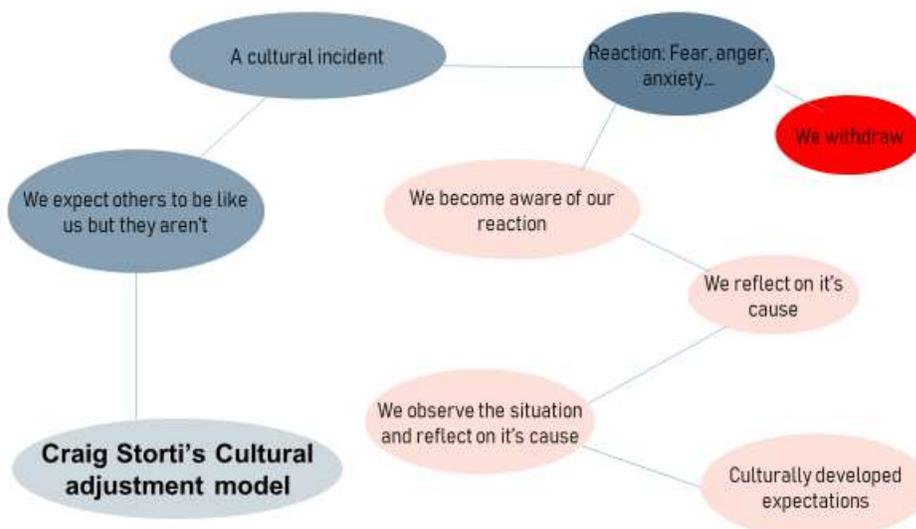
Appendix 5

The development of Culture.

The development of Culture

Each culture does things in different ways. Older people pass culture down to younger people. In this way a group can keep the same traditions for many years. However, culture also changes over time. This may happen when the environment changes. It also happens when different groups come into contact with one another. Each group brings new ideas that can cause changes in the other group's culture. Sometimes conflict happens when different cultures come into contact. Other times the contact is peaceful, and the groups share their cultures in positive ways.

Craig Storti's Cultural adjustment model.



Appendix 6

The different levels of Cultural acceptance.

Let's learn about the different levels of cultural acceptance:

Character A

You believe your culture is the only real one. You interact very little with people from other cultures. You do not like to travel to other places. You do not understand or care what cultural differences are since your culture is the only one that matters. You are not very interested in other groups.

Character B

You understand that people have different cultural backgrounds, but you do not like this. You do not really want to interact with people of different cultures. Cultural difference is responsible for a lot of problems in society. Any interaction with "the others" would only threaten the "purity" of your culture.

Character C

You understand that people have different cultural backgrounds, but you think difference is not important. You believe most aspects of your own cultural world view are universal. You believe people should be treated the same and make no attempt to understand different cultures or how they influence people's behaviors. After all, we are all humans, that's what matters!

Character D

You acknowledge and respect difference. You accept different behaviours, values and world views. Acceptance does not mean agreement, but you do not judge differences based on ethnocentric or hierarchical world views. You try to understand them. You consider your culture and world view to be just one of the many complex world views. You accept and are interested in interactions with people from other cultures.

Character E

You interact with people with different cultural backgrounds on a regular basis and this is normal for you. Culture is not a given, it's a process, it develops all the time. You also learn from other cultures and extend your world view this way. You try to understand others by putting yourself in their shoes.

Character F

You have a lot of experience of working and living in various cultural contexts. You view your identity as fluid and define it in terms of lived experiences and your relationship to a given context. You have the ability to evaluate different situations and world views from one or more cultural perspectives.

In groups of 4 decide which character fits best in the following situations and decide a course of action:

Group 1: You are the board of a school and you need to decide whether the newly arrived students who fled a country where there is currently a civil war can be integrated into your school. Their arrival has caused a lot of controversy among parents, so you need to carefully analyze the situation before making a decision on whether to accept them or not.

Group 2: You are the members of the committee in a building. A foreign family moved in not long ago, and since they arrived there have been complaints from the other neighbors: some said they make too much noise, others said that they cooked smelly food, others said that they have a lot of children who play all the time with the elevator. You need to carefully analyze these complaints and decide what to do.

Group 3: You are the board members of a school, where 40% of the students belong to one of the national minorities living in your country. This year, the parents' association made a proposal to translate all the school messages and the school website into the language spoken by the minority students, in order to state that the school is truly multicultural and respectful of diversity. They have also proposed organizing a "week of diversity" to celebrate the different cultural affiliations students have. You need to carefully discuss this proposal and decide whether to accept it or not.

Appendix 7

TED talk-Julien Bourelle <https://www.youtube.com/watch?v=l-Yy6poJ2zs>

The crossword puzzle.

Read the horizontal and vertical clues below and write the correct answers in the chat box.



Horizontal

1- Isolate yourself in social bubbles of foreigners, live in segregation with the society.

Vertical

2- Adapt, benefit from cultural diversity, learn and understand the culture you are living in.

3- Think that your behavior is the right behavior.

Discussion about changing the mind lens.

Class Discussion

Think about the idea of changing the LENS through which you look at other cultures. Think of people from other countries who live in Yerevan and in which ways their lives differ from yours?



Let's all write our ideas on padlet:
https://padlet.com/talar_melkissetian/eiftn0rtiifis9d0

Appendix 8

Homework.

Homework:

Choose a country that you do not know much about but are interested in. Write a report about that country using reported speech: According to my research Wikipedia states that

Please send the report to my mail: talar_Melkissetian@edu.aua.am

Tips for writing:

1- Write an Introduction about the country; famous food, music, religion, art etc. details that you can look up in a dictionary or you might know about through social media.

2- Write whether you could see yourself living in that country, why or why not.



UNIT 2

Traditions and Values

Learning Objectives:

LO1	• Use linking words to compare discussions
LO2	• Define personal values
LO3	• Write descriptive essays

Cultural Objectives:

CO1	• Acknowledge that there are similar traditions to Armenian traditions.
CO2	• Understand that each individual has a different list of values and that is why sometimes misunderstandings happen.

Materials:

- PowerPoint slides

References:

Odd Traditions from Around the World. (2016, February 2). [Video file]. Retrieved from

<https://www.youtube.com/watch?v=JY-0o1Jd9nI>

Wellbeing For Children: Identity And Values. (2018, August 10). [Video file]. Retrieved from

<https://www.youtube.com/watch?v=om3INBWfoxY>

Procedures:

1. Warm-up: “Armenian Traditions”
2. Presentation: “Just like us” → CO#1
3. Practice: “Compare your favorite traditions” → LO#1
4. Presentation: Strange Traditions: “Strange traditions” → LO#3
5. Practice: “Descriptive essay – Strange traditions” → LO#3
6. Presentation: “Our values” → LO#2
7. Practice: “My, your and their values” → CO#2

Procedures:

WARM UP

1. “Armenian Traditions” (10 minutes)
 - a. Class Activity:
 - i. Ask Ss to name Armenian traditions (See Appendix 1)
 - ii. Then, ask them if they follow all the traditions and how?

PRESENTATION & PRACTICE

2. “Just like us” → CO#1 (20 minutes)
 - a. Class Activity:
 - i. Have students to silently read the foreign traditions: supra feast, Smygus-dyngus, Chaharshanbe-suri (See Appendix 2)
 - ii. Ask them about the similar traditions in Armenia and if they were surprised from the similarity.
3. “Compare your favorite traditions” → LO#1 (25minutes)
 - a. Pair work:
 - i. Tell the Ss that they work in pairs to discuss their favorite traditions. It can be Armenian or a foreign tradition (See Appendix 3).

- ii. Then, ask them to write a summary of their discussion using linking words to compare their choices. Some examples of linking words: but, on the other hand, although, while, etc.
- iii. Then, have each pair read the summary in the main session.
- iv. Discuss the summaries and differences.

PRESENTATION & PRACTICE

- 4. “Strange traditions” → LO#1 (10minutes)
 - c. Watch <https://www.youtube.com/watch?v=JY-0o1Jd9nI> 0.40 till 2.05 minutes (See Appendix 4)

- 5. “Descriptive essay” → LO#3(10 minutes)
 - a. Whole Class:
 - i. Show the slide of the writing assignment (See Appendix 5)
 - ii. Ask a S to read the steps.
 - iii. Tell them that they will write a descriptive essay about a strange tradition.

PRESENTATION & PRACTICE

- 6. “Our values” → LO#2 (20 minutes)
 - a. Whole class:
 - i. Lecture: Tell the class that they will watch a video about values and that we will have a general discussion after.
<https://www.youtube.com/watch?v=om3INBWfoxY> 0:20 till 2:15 minutes (See Appendix 6).
 - ii. Play the video and ask their opinion about what they heard.
 - iii. Then, let them read the definitions on the slide and match it with the correct value (See Appendix 6).
 - iv. Tell them to list the values on the slide from most to least important (See Appendix 6).

7. “My, your and their values” → LO#1, CO# 2 (25 minutes)
 - i. Whole Class: Tell the Ss that they will do a pair activity (See Appendix 7).
 - ii. Ask them first to list five values that they see important in their lives.
 - iii. Then, tell them that you will send each pair to a breakout room and they will:
 - a. compare their lists and find matches
 - b. research about a minority group in Armenia to find about their values.
 - c. Write a one paragraph summary for each pair discussion of the major similarities and differences between your lists and the minority group.
 - iv. Lastly, get them back to the main session and ask them to read their paragraphs.

Appendix 1

The students add Armenian traditions in the list.

Name some traditions Armenians follow.

- Armenian Christmas celebrated on Jan 6th



Appendix 2

Students find similar Armenian traditions to the foreign traditions.

Read the descriptions of foreign traditions below. Do we have similar traditions in Armenia?

- Supra feast is celebrated on birthdays, death days, weddings, anniversaries, national holidays, religious holidays, days of commemoration, or in honor of a guest.
- Śmigus-dyngus is an opportunity to stage the ultimate water fight. Participants blast each other with water to celebrate Easter.



- Chaharshanbe Suri people celebrate by making fires and jumping over them.

Appendix 3

The pair work activity.

You will now work in pairs



- Each will share his/her favorite tradition. It can be Armenian or a foreign tradition.

- Then, together you will write a summary of what was discussed in the pair discussion using comparison linking words like but, however, nevertheless, although, while, on the other hand and in spite of.

Example: In spite of our disagreement in the choice of traditions, we both enjoy dancing.

5

Appendix 4

The link to Ellen's talk about strange traditions

<https://www.youtube.com/watch?v=JY-0o1Jd9nI> 0.40 till 2.05 minutes.

Listen to Elen talk about strange traditions.



6

Appendix 5

The writing assignment: Descriptive essay.

Writing assignment due for next class:



You researched and found a strange tradition that you can never imagine yourself doing. Write an essay of 120 words.

1) Describe the tradition in the 1st paragraph (How is it celebrated/why/special costumes/food etc.).

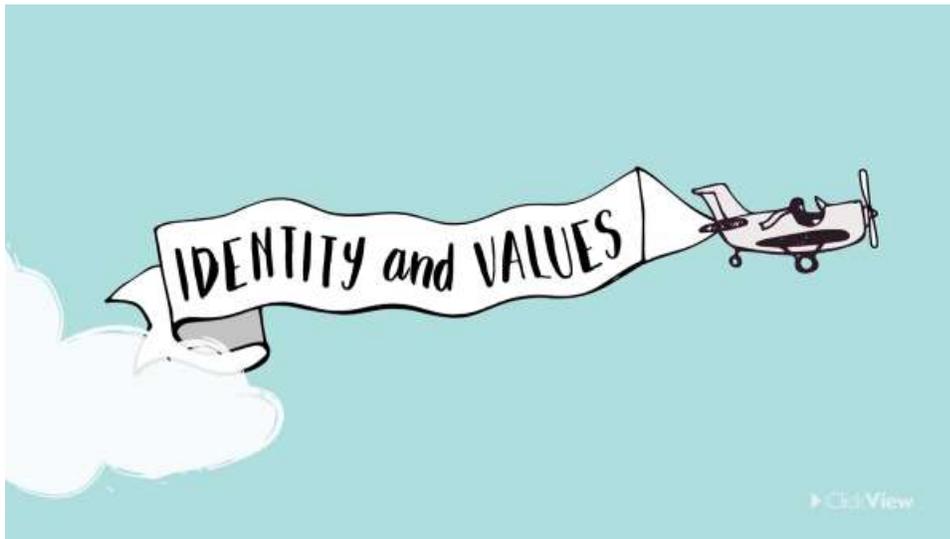


2) Write about its importance for that community in the 2nd paragraph.

3) Express your opinion in the 3rd paragraph.

Appendix 6

The video about values <https://www.youtube.com/watch?v=om3INBWfoxY> 0:20 till 2:15 minutes.



Matching activity.

Match the word with its definition.

Acceptance

Modesty

Reliability

the quality of being trustworthy

agreement with or belief in an idea or explanation.

the quality of not talking about or not trying to make people notice your abilities and achievements:

List the values from most important to least important

List the following values from the most to the least important in your life: 

- Acceptance*
- Courage*
- Honesty*
- Positivity*
- Modesty*
- Curiosity*
- Independence*
- Reliability*



11

Appendix 7

Pair work activity: “My, your and their values”

Pair Activity: 

1- You have 3 minutes to write down 5 values that you see important in your life.

2- You will have another 3 minutes to work in pairs and compare your lists.

3- In pairs you will choose a minority population living in Armenia (in your neighborhood, school etc.).

4- Google search on the values that they have.

5- Compare your lists with theirs (You have 10 minutes for steps 3, 4 and 5).

6- Write a one paragraph summary of the discussion using linking words to describe similarities and differences.

7- Lastly, we will discuss your findings in the main session.



12

UNIT 3

International Cuisine

Duration of Lesson: 2 hours

Learning Objectives:

LO1	• Use the correct imperative verb in context.
LO2	• Sequence the steps of a recipe.
LO3	• Apply the correct form of used to/be used to/get used to in a given text.
LO4	• Use adjectives to describe food.

Cultural Objectives:

CO1	• Learn food names of foreign countries.
CO2	• Connect food with culture

Materials:

- PowerPoint slides

References:

StackPath. (n.d.). Retrieved March 19, 2021, from

<https://www.simplyleb.com/recipe/foul-ful/>

Ushakova, M. (2019, September 10). Spas (Armenian Yogurt Soup). Retrieved March 19, 2021, from <https://www.curiouscuisiniere.com/spas-armenian-yogurt-soup/>

Procedures:

1. Warm-up: “Traditional food in your country”
2. Presentation: “Spin the wheel” → CO#1
3. Practice: “Spas soup” → LO#1,2
4. Practice: “Food and Culture” → CO#2
5. Practice: “Food habits” → LO#3
6. Practice: “Describe your favorite food” → LO#4
7. Wrap up: “Live cooking”

Procedures:

WARM UP

1. “Traditions in your country” (10 minutes)
 - a. Class Activity: Ask Ss to name traditional food in Armenia and on what occasions do they eat them (See Appendix 1)

PRESENTATION

2. “Spin the wheel” → CO#1 (15 minutes)
 - a. Class Activity: Tell Ss that we will play the wheel spinner competition.

- i. Tell them in this game they will be given the names of some international dishes.
- ii. Explain that once the arrow stops on the name of the food, they will do a quick research on google to find out the food the arrow landed on is which country's specialty and write it in the chat box. Whoever writes first scores 1 point (See Appendix 2)
- iii. Do the first slide as an example: When the wheel stops on 'Tagine', show the picture, and say that it is the specialty of Morocco (See Appendix 3)
- iv. Then, move on to the next slide and play the game till slide number 8 (See Appendix 3)
- v. Share the score and the winner's name.

PRACTICE

3. "Spas soup" → LO#1,2 (20 minutes)
 - a. Individual Activity:
 - i. Have students read the instructions (See Appendix 4).
 - ii. Then, show them the slide of the activity and ask one of the students to fill in the blanks of number one as an example (See Appendix 5)
 - iii. Ask them what is the next step after filling in the blanks to make sure they understood the instructions.
 - iv. Then, have them work individually to complete the missing imperative verbs in the table and re-arrange the steps of cooking spas which is a famous dish in Armenia.
 - v. Ask them to share the sequence in the chat box then correct together. The correct sequence is: **4a, 3b, 2d, 5f/c, 1e** (See Appendix 5)

4. "Food and Culture" → CO#2 (25 minutes)
 - d. Whole Class:
 - i. Discuss with class: how each culture is affected from the surrounding environmental and economical conditions that result in the consumption of specific food. Also, that in time

that turns into traditions that are passed on from one generation to the other.

- ii. Tell them that they will now work in groups to find out why certain societies eat specific food on special holidays.
- iii. Ask them to take a picture of the slide so that they discuss the one that has the same number as their breakout room (See Appendix 6)
- iv. Tell them that they will use the internet to find the information.
- v. Then, bring all to the main session and ask them to share their discussions.

5. “Food Habits” → LO#3(10 minutes)

a. Class Activity:

- i. Tell the students that they will read about food habits in China, United States and United Kingdom (See Appendix 7)
- ii. Tell them that they will choose the correct answer near each colored number.
- iii. Ask students to volunteer to read one sentence at a time.
- iv. Complete the text giving chance to all students to participate.

6. “Describe your favorite food” → LO# 4(10 minutes)

- a. Ask Ss to volunteer and read the definitions of each adjective (See Appendix 8)
- b. Pair work: Tell them that they will work in pairs to describe their favorite food using the adjectives we just read.
- c. Monitor the discussions by moving from one breakout room to the other.

WRAP-UP

7. “Live cooking” (20 minutes)

- b. Before class: Teacher can choose any dish that she thinks appropriate, prepare the ingredients, and set the kitchen to have a live cooking session.
- c. In class:

- i. List the ingredients and show them
- ii. Explain the mode of preparation
- iii. Then, cook the food (See Appendix 9)

8. Homework: Ask Ss to record themselves while cooking their favorite food following the example of the teacher (See Appendix 10)

Appendix 1

Slide 1: traditional food in Armenia

Traditional food in your country

-
-
-
-
-
-
-



Appendix 2

Instructions for the wheel spinner activity.

We will now play the wheel spinner and learn the names of some international dishes.

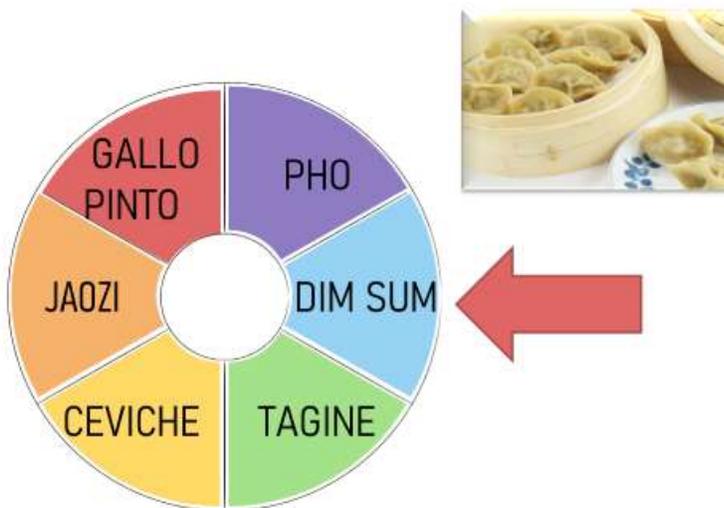
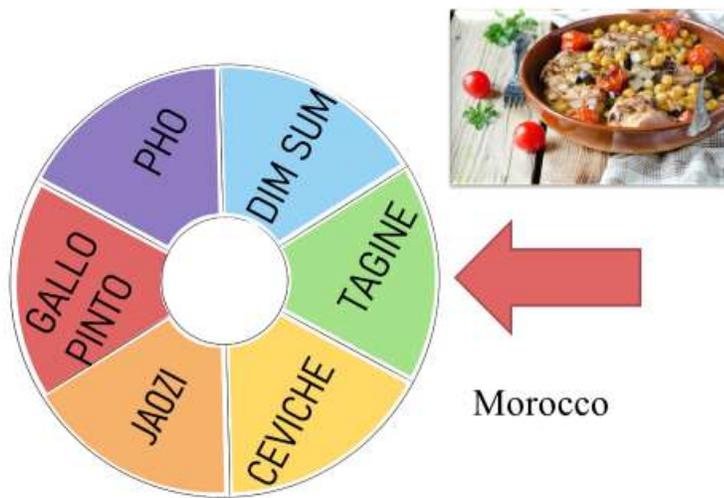


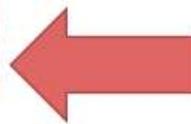
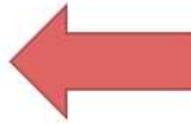
Once the arrow stops on the name of the food, you will do a quick research on google to find out the food you landed on is which country's specialty and write it in the chat box. Whoever writes first scores 1 point.

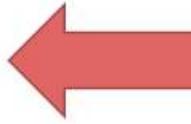
Appendix 3

The slides of the wheel spinner game.

Example:







Appendix 4

The instructions for the individual activity: how to cook spas.

How to make Spas soup

For this individual activity:

1- Fill in the blanks using one of the imperative verbs listed on the left of the cooking instructions.

2- Then re-arrange the order of the instructions to get the right sequence. Put the numbers of the right sequence in the chat box. Ex.

1e , 2c

Appendix 5

Fill in the blanks and sequence the cooking steps.

Fill in the blanks with the correct imperative verb

a-cook	1- ----- some chopped herbs and the cooked wheat berries at the end, and you are done!
b-mix	2- ----- water.
c-stir	3- ----- the egg, flour, yogurt, and sour cream in a pot.
d-add	4- ----- Cracked wheat in water until chewy. Cracked wheat takes some time to cook.
e-add-up	5- ----- some salt and cook, ----- often, for about ten to fifteen minutes.
f-sprinkle	

The correct answers.

The correct sequence – 4a, 3b, 2d, 5f/c, 1e

Cook cracked wheat in water until chewy. Cracked wheat takes some time to cook.

Mix the egg, flour, yogurt, and sour cream in a pot.

Add water.

Sprinkle some salt and cook, **stir** often, for about ten to fifteen minutes.

Add-up some chopped herbs and the cooked wheat berries at the end, and you are done!

Appendix 6

Group work: How is food related to culture.

Group work: How is food related to culture

In groups of 3 discuss the question assigned to you and be ready to explain.



1

Why do Armenians eat 'Halva during Terendez?

2

What is the reason for eating apples, noodles and fish on Lunar New Year in China?

3

Why do they bake saffron buns on St. Lucia's Day in Sweden?

4

Why do Italians cook a lentils on New Year's Eve?

Appendix 7

Practice used to/be used to/get used to.

Choose the correct answer.

In China, people 1 do not usually finish / used not to finish everything on their plate, because it is a sign that they have not had enough to eat. Visitors from the West find it difficult to 2 be used to / get used to this, because they 3 usually eat / are used to eating everything up to show that they like it. When a Chinese host sees their empty plates, he 4 usually assumes / is used to assuming that they want more.

Fifty years ago, people in the USA 5 got used to sitting / used to sit down for meals with their families each evening. Families nowadays 6 usually eat / are used to eating together only three times a week, because busy lives and TV get in the way. But it is believed that if more families could 7 be used to dining / get used to dining together, it would strengthen family relationships.

Eating a traditional English breakfast of eggs, bacon and sausages 8 used to be / was used to being a common thing in the UK. A big breakfast was important because people 9 didn't use to eat / weren't used to eating so many snacks during the day

Appendix 8

Describe your favorite food using adjectives.

In pairs describe your favorite dinner or lunch dish and dessert you both enjoy and use as many of the following adjectives as apply. You have 5 minutes!



Appendix 9

Live cooking.

Ingredients

- 3 14oz Canned Cooked Fava Beans
- 1 can Chick Peas
- 5 cloves Garlic
- 1 Lemon juice
- 2 tb. Tahini Paste
- 1 tsp. Ground Cumin
- 1 tsp. Salt
- ½ bunch Parsley
- 1 Tomato
- Olive Oil for serving

<https://www.simplyleb.com/recipe/foul-ful/>



Live cooking

Foul for breakfast:
Lebanese food

Appendix 10

Homework: record a live cooking.

For next class:

Record yourself while cooking your favorite meal. First list the ingredients then the cooking instructions step by step. Send the videos to my mail talar_Melkissetian@edu.aua.am

You can use any application to record such as Flipgrid or VoiceThread.

UNIT 4

Art and Gestures

Duration of Lesson: 2 hours

Learning Objectives:

LO1	<ul style="list-style-type: none">• Use imperative verbs to brainstorm the benefits of Art.
LO2	<ul style="list-style-type: none">• Use emotion adjectives to describe their feelings when hearing local and international music.
LO3	<ul style="list-style-type: none">• Write a journal entry.

Cultural Objectives:

CO1	<ul style="list-style-type: none">• Acknowledge that each society is emotionally attached to their art.
CO2	<ul style="list-style-type: none">• Recognize that some gestures have different meanings in different societies.

Materials:

- PowerPoint slides

References:

Gestures Around the World. (2017, March 9). [Video file]. Retrieved from

<https://www.youtube.com/watch?v=qCo3wSGYRbQ>

What is Art? (2018, June 12). [Video file]. Retrieved from

<https://www.youtube.com/watch?v=QZQyV9BB50E>

Procedures:

1. Warm-up: “What is Art” → LO#1
2. Presentation: “A musical experiment” → LO#2, CO#1
3. Practice: “Find an art” → LO#3, CO#1
4. Presentation: “Gestures around the world” → CO#2
5. Practice: “Tic Tac Toe” → CO#2
6. Wrap-up: “Gestures on social networks” → CO#2

Procedures:

WARM UP

1. “What is art” → LO#1(15minutes)
 - a. Class Activity:
 - i. Tell the Ss that they will watch a video about art and play it.
<https://www.youtube.com/watch?v=QZQyV9BB50E> (See Appendix 1)
 - ii. Brainstorm with the students on the power of art (See Appendix 1)

PRESENTATION

2. “A musical experiment” → LO#2, CO#1(25 minutes)
 - a. Class Activity: Tell Ss that they will hear a mix of Armenian songs, each song will play for 10 seconds (See Appendix 2)
 - i. Ask them to write their feelings on a piece of paper each time they hear a song. Example: sad, happy, angry, proud, joyful, blissful...
 - ii. Then, tell them to share the list in the chat box.
 - iii. Now, tell them that they will hear another set of international songs and write again what they felt.
 - iv. Have a group discussion on the emotions they felt while listening to Armenian songs as opposed to international songs.

PRACTICE

3. “Find an art” → LO#3, CO#1 (20 minutes)
 - a. Pair work:
 - i. Tell the students that they will work in pairs
 - ii. Tell them to take a photo of the slide to work on the same number as their breakout room (See Appendix 3)
 - iii. Ask them to find an art that is reflective and associated with the countries listed below.
 - iv. Send the pairs to the breakout rooms and monitor the discussions.
 - v. Get them back to the main session and ask them to share their findings.
 - vi. Assign homework for next time to write a journal entry about an inspiring art (See Appendix 4)

PRESENTATION

4. “Gestures around the world” → CO#2 (25 minutes)
 - e. Whole Class:
 - i. Discuss with class: the gestures in the Armenian culture and ask them to show some popular gestures (See Appendix 5)
 - ii. Tell them that they will watch a video about gestures around the world [Gestures Around the World - YouTube](#) (See Appendix 5)
 - iii. Watch the video and ask them if they will research about gestures before visiting another country.

PRACTICE

5. “Tic Tac Toe” → CO#2 (15 minutes)
 - f. Class Activity: Say that they will play Tic Tac Toe.
 - i. Tell Ss that these are body gestures that indicate a certain meaning in non-verbal conversations. The group that completes the first horizontal, vertical or diagonal line wins the game.
 - ii. Divide the class to two groups in the main session. Group one represents X and group 2 represents O (See Appendix 6).

- iii. Explain that one S from the group will read the gesture, another S will actually do the gesture in front of the camera while the others decide the answer to what it means in Armenian culture.
- iv. Ask them to switch roles in each turn to play a fair game.
- v. Play the game.

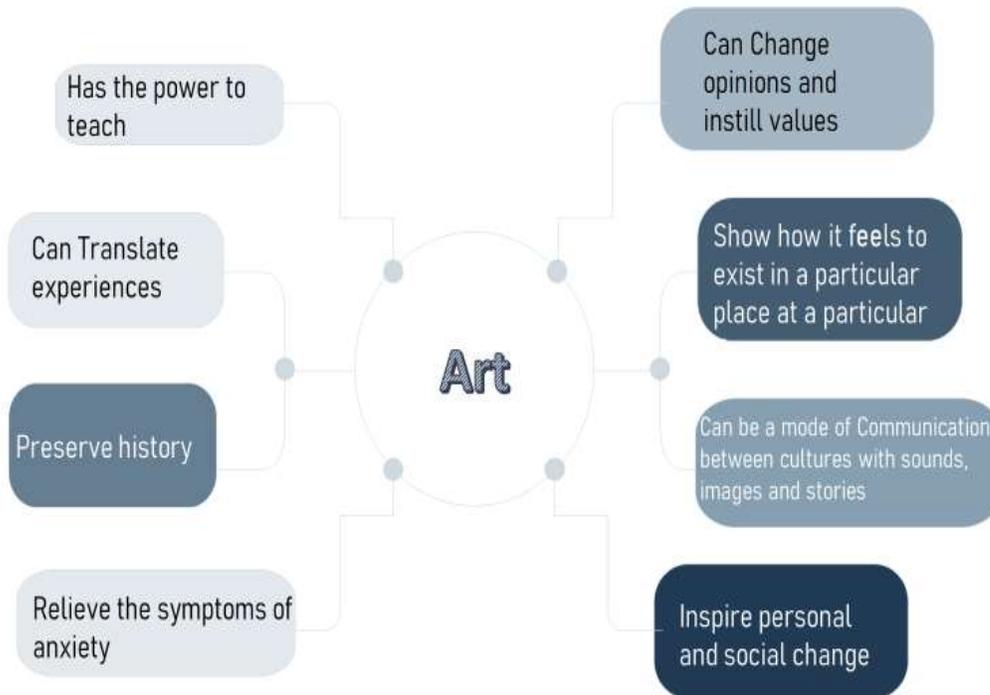
WRAP-UP

6. “Gestures on social network” → CO#2 (15 minutes)
 - d. Whole Class: Discuss the effect of social media on the universality of gestures (See Appendix 7).

Appendix 1

Play the you tube video: <https://www.youtube.com/watch?v=QZQyV9BB50E>

Brainstorm with the Ss on the power of art.



Appendix 2

The musical experiment

We will listen to a series of songs. Write down the emotions (adjectives) you feel when you hear each piece. Then post your list in the chat box separating the feelings with a dash.

For example: **sad-happy-angry-proud-annoyed** etc.



Appendix 3

Find an art that reflects the following countries: Japan, France, Russia, Syria, Iran and Georgia.

In pairs find an art, music, literature, a painting, film, etc. that is reflective of and associated with the following cultures and be ready to share and explain why. once you return from your breakout rooms. You have 5 minutes.

Group 1 - Japan



Group 2 - France

Group 3 - Russia

Group 4 - Syria

Group 5 - Iran

Group 6 - Georgia



Appendix 4

Homework: Write a journal entry about an inspiring art.

Write a journal entry of 100 words about an art that inspires you.

1- What is the name of the artwork? Who is the artist? Why or for what reason was it created (social, political etc.)?



2- Why were you inspired by this piece of art? What do you like about it?

Appendix 5

Discussion about gestures.

- What are some gestures common in your cultures?
- How much do people in your country move their hands when they talk?
- How do you signal that you're bored? tired? angry?
- What are the gestures for "I don't know", "You are crazy", "money" and "come here" in your country?
- Do you "talk" with your hands? Do you know anyone who does?
- Have you ever described something to someone on the phone and realized you were using gestures, even though the person could not see you?

You Tube video: [Gestures Around the World - YouTube](#)

Appendix 6

Tic Tac Toe game.

Let's play Tic Tac Toe!

These are body gestures that indicate a certain meaning in non-verbal conversations. The group that completes the first horizontal, vertical or diagonal line wins the game. I will now divide you into two groups in the main session. Group one represents X and group 2 represents O. One member from the group will read the gesture, another member will actually do the gesture in front of the camera while the others decide the answer to what it means in Armenian culture and switch roles in the next turn. Let's have fun.

1) Talk with a loud assertive voice	2) Lean against a wall	3) Avoid eye contact
4) Fiddle with objects	5) Shake your head	6) Take a deep breath
7) Yawn when listening to someone	8) Lean back on your chair with hands on your head	9) Sigh when talking

Appendix 7

Class discussion about the universality of gestures.

Class Discussion:

Do you think that social media and globalization are affecting the universality of certain gestures? Give examples.



UNIT 5

Languages, Stereotypes and concept of time

Duration of Lesson: 2 hours

Learning Objectives:

LO1	<ul style="list-style-type: none">• Learn the roots of some English words
LO2	<ul style="list-style-type: none">• Find key words in a passage

Cultural Objectives:

CO1	<ul style="list-style-type: none">• Understand the connectivity of all the languages
CO2	<ul style="list-style-type: none">• Learn the BRIDGE technique to overcome Stereotypes.
CO3	<ul style="list-style-type: none">• Acknowledge that different cultures have different points of view about time.

Materials:

- PowerPoint slides

References:

Etymology and surprising origins of English words. (2017, September 28). [Video file].

Retrieved from <https://www.youtube.com/watch?v=cSAW4FSA8Dg>

Two Very Different Concepts of Time. (n.d.). Retrieved March 19, 2021, from

<https://www.peacecorps.gov/educators/resources/two-very-different-concepts-time/>

Procedures:

1. Warm-up: “Borrowed English words” → LO#1
2. Presentation: “Origins of English words” → LO#1, CO#1
3. Presentation: “True or false”
4. Practice: “Do we stereotype” → CO#2
5. Presentation: “The time continuum” → CO#3
6. Practice: “Guineans versus Americans” → LO#2, CO#3
7. Wrap up: “Reflections on the course”

Procedures: [Etymology and surprising origins of English words - YouTube](#)

WARM UP

1. “Borrowed English words” → LO#1 (10 minutes)
 - a. Class Activity:
 - i. Ask Ss to think of English words that are borrowed from other languages (See Appendix 1)
 - ii. Write the words on the zoom Whiteboard
 - iii. Ask them to explain why they think the words are borrowed and from which language.

PRESENTATION

2. “Origins of English words” → LO#1, CO#1(15 minutes)

- a. Class Activity: Tell Ss that they will watch an interesting video about the origins of English words [Etymology and surprising origins of English words - YouTube](#) (See Appendix 1)
 - i. Ask them to take notes when he gives examples.
 - ii. Play the selected and edited parts (on moviemaker) of the video.
 - iii. Together, revise some of the examples and search for more on google.

PRESENTATION

3. “True or False” (10 minutes)
 - a. Whole class:
 - i. Ask some questions to the Ss to know if they stereotype or not (See Appendix 2)

PRACTICE

4. “Do we stereotype” → CO#2 (30 minutes)
 - g. Whole Class:
 - i. Read the definition of stereotype (See Appendix 3)
 - ii. Tell that they should say the first word that comes to their mind when they see each picture on the zoom screen (See Appendix 3)
 - iii. Show the picture one after the other and record what the students say.
 - iv. Then, say that we do stereotype after all but we can also stereotype positively.
 - v. Go to the next slide (See Appendix 3)
 - vi. Tell the Ss that they will read an effective strategy to stop the negative stereotyping.
 - vii. Tell Ss to volunteer and read each letter and what it stands for.
 - viii. Then, have a class discussion on how we can use this technique with minorities in Armenia.

PRESENTATION

5. “The Time Continuum” → CO#3 (15 minutes)
 - h. Whole class:
 - i. Explain that this is a time continuum between the two extremes monochronic or polychronic cultures (See Appendix 4)
 - ii. Tell them that in monochronic cultures punctuality is valued because time is viewed in just one way. In polychronic cultures punctuality is not important because time is viewed in many different ways.
 - iii. Ask Ss to write their names on the continuum (allow to annotate)
 - iv. Also, tell them to position Armenia and USA: Monochronic, polychronic or in between.

PRACTICE

6. “Guineans verses Americans” → LO#2, CO#3 (20 minutes)
 - i. Whole Class: Tell them that today they will read an essay describing the time differences between the Guineans and the Americans.
 - i. Explain to Ss the key word in a text.
 - ii. Tell them that the Ss will read individually and find the keywords in the text (See Appendix 5)
 - iii. Give an example of number 1
 - iv. Then ask each S to read and write in the chat box the keywords that they think are important in the text.
 - v. Correct in class (The correct words are highlighted in bold)

WRAP-UP

7. “Reflections on the course” (20 minutes)
 - e. Whole Class: Ask the students to share their reflections about the course (See Appendix 6)
 - f. Thank them for their active participation.

Appendix 1

Discussion about the borrowed English words.

All languages borrow from other languages. What words do you know in English that are borrowed from another language?



Watch 2.44 minutes of this video to see some examples of how words were borrowed. [Etymology and surprising origins of English words - YouTube](#)

Appendix 2

True or false questions.

State True or False:

1) All old people are forgetful.

2) Men are better at math than women.

3) African-American men are the best basketball players.

4) Armenian language is unique, different than any other language



Appendix 3

The definition of stereotypes.

Stereotypes:

An often incorrect assumption made about all of the members of a particular group.



The activity: Do we stereotype?

Tell me the first word that comes to your mind when you see the following pictures!



How to overcome negative stereotypes?

How do we overcome Stereotypes?

B

- Build a foundation to explore other cultures. Examples: sense of adventure, a desire to learn about foreign people...

R

- Remove prejudice (the stem of the stereotype).

I

- Initiate contact with people from other cultures

D

- Discover all you can.

G

- Grow while you discover new things.

E

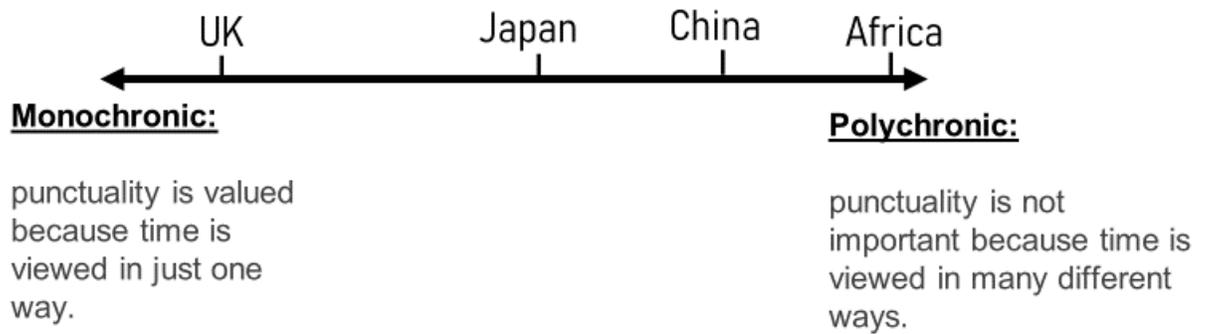
- Emerge as a global citizen who is aware of the world and global people, places and issues

Appendix 4

The time continuum.

Concept of Time

Where do you position yourself on this continuum? Where do you see Armenia on this continuum? Where do you see United States?



Appendix 5

The essay about the perception of time in Guinea verses the United States.

A personal essay about the perception of time in Guinea. Read and note all the key words

For Guineans, social obligations are more important than any job-related responsibility. It has been a challenge to accept the fact that meetings or scheduled events never start "on time." If a meeting is set for 8 o'clock, people begin arriving around 9 o'clock and the meeting actually starts at 10 o'clock. After this happened several times, I asked a friend if all Guineans were habitually late. Surprised, she told me, "We Guineans aren't late. You Americans are just early!" I had been acting like a typical American by arriving 15 minutes before a scheduled appointment, whereas I should have been arriving an hour after the scheduled time, the Guinean way. The first and foremost **obstacle** is the hot and rainy weather then the difficulties with transportation.

In the United States, I never thought twice about how easy it was to leave my house 15 minutes before work and arrive on time almost every day. I remember getting upset when I had to wait in traffic for an extra half-hour because of a car accident. Now, I've learned to be very patient. I've also become more tolerant. I realize that I don't have control over certain things. My Peace Corps experience has taught me that a problem is only as big as you make it.

By Kimberly Ross - Peace Corps Volunteer: Guinea (1999-2002)

Appendix 6

The questions to elicit the reflections on the supplementary course.

Answer the following questions honestly and objectively.

1. what you liked and didn't like in this multicultural course.
2. What new things have you learned about cultures miscommunication/misunderstandings/wrong stereotypes?
3. What have you learned about yourself?