



SHARING RESOURCES

Developing intercultural awareness through reading comprehension

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Introduction

Developing intercultural awareness enriches the education and training of students, by having knowledge and appreciation of different contexts and realities. Moreover, they can contribute with other skills as creativity, innovation, greater cognitive flexibility and empathy helping students to develop greater appreciation for their own reality and culture. This also implies making students aware of their own cultural richness, motivating them to participate in the negotiation and articulation of cultural meanings and values (MINEDUC, 2016).

The aim of this lesson is to promote intercultural awareness through a reading comprehension text based on a Mapuche tale about traditions of this ethnic group, integrating through it other language skills for a meaningful communication in the foreign language.

The following puts at the disposal of teachers: the procedure, reading text and the worksheet with all resources necessary to work the different stages.

Connections with the Curriculum

TARGET GROUP: 1st year high-school

TIME REQUIRED: About 90 minutes

UNIT: Traditions and Festivities

CONTENT: Vocabulary related to Mapuche traditions, jewelry, clothes and craft.

GRAMMAR: Past Simple

Learning outcomes:

- Read comprehensively literary authentic texts like tales, containing words of frequent use, word families and repetition of words and phrases. These texts should be accompanied by visual support, to identify the general topic, characters, places, time, sequence of events, thematic vocabulary and commonly used expressions.
- Show knowledge and use of the language in written texts through the use of the following language functions:
 - Expressing quantity, count and number; for example: there are a few...; there is a...
- Describing places, jobs, things and people; for example: It is very colorful/ pretty.

Attitude

- Demonstrate curiosity and interest to know their own reality, as well as other realities and cultures, valuing one's own and expanding knowledge of the world.

Procedure

The pre, while and post reading stages will be used in this lesson to facilitate students' comprehension of the written text, suggested by Davies & Pearse (2000). Each stage will be followed by different activities.

1. Pre - reading: Warming up activities

A series of activities are used before reading the text. The aim of these activities is to create an appropriate environment and encourage students to predict about the reading topic:

- **Motivating students:** the teacher tells the students that they are going to read a text. She plays a track of Mapuche music and asks students the following questions: Are you familiar with this music? Can you identify the sound of some Mapuche instruments? Then the teacher displays a picture related to the reading text and asks students questions to predict the topic.



Illustrated by Paulina Licanqueo

- **Checking prior knowledge:** the teacher talks about the Wüñooy Xipantu asking students questions about it, for example:
 - **When do Mapuche people celebrate Wüñooy Xipantu?**
 - **How do they celebrate/it?**

The purpose of this activity is to identify how much students know about this celebration and allow them to speak using the English language or L1.

- **Key words:** the key words in relation to the topic are used as a scaffolding technique, to help students to understand the reading text. They must be chosen according to the frequency a word is used in each paragraph (Ur, 2012). To be taught, they could be displayed as images in a powerpoint presentation, presented as images in flashcards or in the worksheet. It is suggested that the teacher could present each item and practice the pronunciation with the students.

2. While reading activities:

The aim of these activities is to support students in the process of reading, helping them to understand what they read and improve the skimming and scanning subs skills.

- **Skimming:** a worksheet supporting the reading comprehension process is presented, the teacher asks students to read the text quickly and answer questions about the main topic.
- **Scanning:** the teacher asks students to read the text and highlight or underline the key words (previously taught) in the text.

The worksheet should include a number of questions for students to find out specific information and details in the text.

The type of questions used in this resource are multiple choice questions, true and false, information transfer, matching and open questions. It is intended that students could reflect and comprehend the text. It is important to have students review their answers with a classmate to share ideas and opinions.

The teacher should ask them to share their answers orally to check if they understood the reading text and give feedback.

3. Post reading activities:

There are many activities you can use in this stage where students can extend the reading, using artistic expressions to show their understanding. In this resource they will use art and craft as sampled:

- **Art and craft activity:** the teacher asks students to work in pairs and choose one of the two elements that describe Mapuche's Cosmovision (**trapelakucha or pezkiñ**). They are asked to illustrate the elements that each of them represent and then write a short description of what they did. Depending on the time, students can present their illustrations in front of the whole class or the teacher can monitor listening to each group, while the rest of the class keeps working on the activity.
- The integration of other skills like writing and speaking in this part, will raise students' motivation for language learning in a real context without division of language skills.

4. Assessment:

- Many of the activities proposed are to be assessed immediately so that students can see their accomplishments, particularly through the questions in the worksheet. The students' answers and oral skills can be evaluated as part of a continuous assessment.

Finally, students will be stimulated to reflect on their own learning process by questions such as:

- What did I learn?
- What did I like the most/ the least in the reading?
- How can I use or apply this knowledge in my life?

References

- Davies, P. & Pearse, E.(2000) *Success in English Teaching*. Oxford University Press.
- MINEDUC (2016) *Programa de estudio Idioma Extranjero Inglés Primero Medio*.
[En línea] http://www.curriculumnacional.cl/614/articles-34428_programa.pdf
- Ur, P. (2012) *A course in English Language Teaching*. Cambridge University Press.

WORKSHEET

¹MILLARAY AND THE WÜÑOY XIPANTU

By Sandra Gacitúa Matus

I. Read the following text.

1. Millaray woke up very happy during the rainy morning and as every day, she did the chores her mother told her, she fed the chickens and the pigs and then, she returned home to get ready, because that was going to be a special day for her, the celebration of the **Wüñoy Txipantu** and her parents were going to take her to the ceremony for the very first time.

2. She knew that **Wüñoy Txipantu** was the most beautiful sacred celebration for her people, therefore, very excited, she put on the bed her **ikülla** (cloak) and **trarüwe** (belt). **But** there was something that overshadowed her happiness, this time her **chuchu** (grandmother) could not go, because she was very sick.

3. When Millaray entered her chuchu's bedroom she saw that her grandma's eyes filled with tears, Millaray ran to her arms saying "chuchu don't be sad, everything will change". Grandma said "I'm not sad but proud to see my granddaughter so beautiful".

4. Grandmother asked her to take out a little bag from a **metawe** (clay jar) and said "dear granddaughter in this little bag I have a gift for you to participate in the ceremony, please open it". Millaray could not believe her eyes, in the little bag her grandmother kept a **trarilonko** (a silver chain headband), a **trapelakucha** (a silver chest adornment) and her **pezkiñ** (colorful Mapuche flower).

5. Grandmother began to comb Millaray's braids and with very little strength, she was singing an **ül** (song) with a soft voice, she was narrating how the plants grow, when she finished, she slowly put on each of the jewels. The little girl felt that her heart was bursting with joy and pride at having her grandmother's jewelry with her. She felt that this way her **chuchu** would be present at the ceremony. When she finished, she put on Millaray's head the **pezkiñ** and began to name and give meaning to each color of the ribbons as she placed them on her head. **Liq** (white), means wisdom and prosperity; **kelú** (red), means strength and power; **chod** (yellow), means the sun; **kalfü** (blue), means sacred or spiritual; **karü** (green), means the earth and nature. While she was listening to her **chuchu**, Millaray was connecting all the meanings and thought of everything there symbolized in all the ribbons.

¹Cultural pertinence of the text has been evaluated by Stefanie Pacheco Pailahual

6. Then, Millaray looked at herself in the mirror, she saw how everything was sparkling and shining on her black hair and clothes. She saw on her chest a huge **trapelakucha** (a silver chest adornment) and asked : “chuchu, what does the **trapelakucha** mean for our culture?”, grandmother said “look, the upper part it symbolizes the sky with a condor at each side they symbolize the feminine and masculine; the silver chains falling symbolize the connection between heaven and earth, that is the lower part and every disc that hangs from the earth symbolizes sub terrestrial deities, the ancestor spirits, when I die, you could think I’ll be symbolized there, the old is renewed, so you will wear my jewels”. Millaray gratefully hugged her grandmother for the meaningful gift and for teaching her so much about her culture.

That morning, Millaray and her parents went to the nearest community to participate in the ceremony, she was so happy to take her grandmother’s jewelry with her.

Returning home, Millaray’s aunt told them that her grandmother had passed away during the morning. In the midst of her pain and grief, Millaray could remember her grandmother’s message that morning: “the old is renewed”, and she then understood that her grandmother had passed away just as Winter makes way for Spring with the rebirth of the sun.

II. Read the text and answer the following questions:

1. What is the reading about?
2. What is the main idea of the text?
A) a celebration B) Preparing for a celebration C) Grandmother's Jewelry D) The Winter

III. Multiple Choice: choose the correct alternative

1. Millaray was very happy that morning because for the very first time she was going to...
A) the city B) her grandmother's home C) a celebration D) school
2. Millaray's grandmother could not go because...
A) she was sick B) she was tired C) she was busy D) she was in bed
3. Grandmother's eyes were full of tears because...
A) she was sad B) she was in pain C) she was proud D) she was happy

IV. True and False: Answer if the following sentences are True (T) or False (F).

- _____ Grandmother gave Millaray a **metawe**.
- _____ A **trarilonko** is a silver chain headband.
- _____ The **trapelakucha** is a colorful flower.
- _____ The **pezkin** has colorful ribbons.
- _____ Grandmother began to comb Millaray's braids.
- _____ Grandmother was singing an **ül** about the winter.

V. Information transfer: write the colors described in the text in each language.

Mapudungun	English
1. liq	1. white
2.	2.
3.	3.
4.	4.
5.	5.

VI. Matching: write the number of the different colors above with their corresponding symbol according to the reading.

- a) _____ means strength and power.
- b) _____ means the sun.
- c) _____ means sacred or spiritual.
- d) _____ means wisdom and prosperity.
- e) _____ means the earth and nature.

VII. Open questions: answer the following questions according to the text.

1. What does **trapelakucha** mean in English?

2. What does the upper part of the **trapelakucha** mean?

3. What do the silver chains falling mean?

4. What do the little discs that hang from the chain mean?

5. Why was Millaray so proud and happy when she went to the ceremony?

6. What message did Millaray remember after her grandmother has passed away?

VIII. Post reading activity:

There are many activities you can do on this stage where students can extend the reading using artistic expressions to show their understanding. In this activity they will use art and craft as follows:

Art and craft activity: the teacher asks students to work in pairs and choose one of the two elements that describe Mapuche's Cosmovision in the story (Trapelakucha or Pezkin). They are asked to illustrate the elements that each of them represent and then write a short description about what they did. Depending on the time available, the students can present their illustrations (orally) in front of the class or the teacher can move among the groups to listen to the students, while the rest of the class keeps working on the activity.

The integration of other skills like writing and speaking in this part, will raise students' motivation for language learning in real context without division of language skills.

Answers

I. Read the text and answer the following questions:

1. the reading is about a lrig dna na tnatropmi ehcupaM noitarbelec.
2. noitarbelec a rof gnireperp

II. Multiple choice: choose the correct alternative.

1. noitarbelec a
2. kcis saw ehs
3. duorp saw ehs

III. True and False: Answer if the following sentences are true (T) or false (F).

- | | |
|----------|----------|
| 1. eslaf | 4. eurt |
| 2. eurt | 5. eurt |
| 3. eslaf | 6. eslaf |

IV. Information Transfer: write the colors described in the text in each language.

1. liq - white
2. úlek - der
3. doch - wolley
4. üflak - eulb
5. ürak - neerg

V. Matching: write the number of the different colors above with their corresponding symbol according to the reading.

1. úlek - der
2. doch - wolley
3. üflak - eulb
4. liq - white
5. ürak - neerg

VI. Open questions: answer the following questions according to the text.

1. It means revlis tsehc tmemnroda.
2. The upper part it means the yks htiw a rodnoc ta hcae edis yeht ezilobmys eht eninimef dna enilucsam.
3. the silver chains falling symbolize eht noitcennoc neewteb nevaeh dna htrae.
4. The disc symbolizes bus lairtserret seitied ro eht rotsecna stirips.
5. she was happy and proud because ehs saw gniraew reh s'rehtomdnarg yrlewej.
6. She remembered her grandmother saying "eht dlo si dewener".