



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **PUJILÍ CAMPUS**

### **EDUCATIONAL SCIENCES, MAJORING IN ENGLISH**

#### **RESEARCH PROJECT**

**“TEACHING CULTURE BASED LESSONS IN AN ONLINE EFL CLASS AT THE  
TECHNICAL UNIVERSITY OF COTOPAXI”**

Research report before obtaining the bachelor's degree in National and Foreign language  
Pedagogy, English Major

**Authors:**

Amancha Zamora Tamara Nathaly

Fueres Quilumbango Heidy Liseth

**Tutor:**

Cando Guanoluisa Fabiola Soledad, MSc

**PUJILÍ - ECUADOR  
APRIL 2022**

## **TUTOR’S ENDORSEMENT**

In my capacity as a supervisor of the research report entitled “TEACHING CULTURE BASED LESSONS IN AN ONLINE EFL CLASS AT THE TECHNICAL UNIVERSITY OF COTOPAXI” and researched by Amancha Zamora Tamara Nathaly with ID number 185050364-8 and Fures Quilumbango Heidi Liseth with ID number 105020528-3, for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

### **I CERTIFY THAT:**

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March, 2022

.....  
Cando Guanoluisa Fabiola Soledad, MSc.

ID: 050288460-4

## COMMITTEE APPROVAL

The research report entitled “TEACHING CULTURE BASED LESSONS IN AN ONLINE EFL CLASS AT THE TECHNICAL UNIVERSITY OF COTOPAXI”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, March, 2022

.....

PhD. Paulina Alexandra Arias Arroyo

ID: 050221209-5

**Committee president**

.....

MSc. José Ignacio Andrade Morán

ID: 050310104-0

**Committee, Member 1**

.....

PhD. Olga Lorena González Ortiz

ID: 100237727-1

**Committee, Member 2**

## **COPYRIGHT REFUSE**

We, AMANCHA ZAMORA TAMARA NATHALY and FUERES QUILUMBANGO HEIDY LISETH confer the rights of this undergraduate research report and authorize its total reproduction or part of it, as long as it is under the regulations of the Technical University of Cotopaxi.

Pujilí, March, 2022

.....  
Amancha Zamora Tamara Nathaly

CI. 185050364-8

.....  
Fueres Quilumbango Heidy Liseth

CI. 105020528-3

## **GRATEFULNESS**

*We express our deepest gratitude to God for giving us life and the capacity to complete this stage of professional training. Likewise, to the Technical University of Cotopaxi for being a second home for us and contributing to our academic development, so that we are helpful human beings for society. To the teaching staff for having shared with us their knowledge and experience during the different phases of the career, especially to our esteemed tutor MSc. Fabiola Cando for the assistance and disposition provided by her during the development of this project. Finally, we are infinitely grateful to our families for being our main source of inspiration, perseverance, and determination to achieve our proposed goals.*

*Nathaly & Heidi*

## **DEDICATION**

*Full of joy, love, and satisfaction, I dedicate this project to my parents, Rosa and César because they are my pride and greatest treasure. To my siblings, Nicole, Javier, Juan, Anthony, Anahí and Fernanda for always trusting and motivating me to complete this process. To my aunt Nelly for being my second mother and always looking out for my well-being. To my project partner, Heidi, for her dedication and patience during this time. To my dear teachers, Rodrigo, Mayra and Marcia for encouraging me to be better every day. Furthermore, without leaving behind, to all my family and loyal friends who have been my fundamental pillar to move forward.*

*Thank you for being part of my life and for allowing me to be part of your pride. This is for you.*

*Nathaly*

## **DEDICATION**

*With words that are not enough to express what I feel in my heart, I want to dedicate this project to the most important and irreplaceable people in my little world. To my parents, Ángel and Juanita, who with their unceasing prayers, unconditional support, and immeasurable love have made me the woman I am today. To Alex and Edi, my brothers, for always protecting me, loving me, and trusting me. To my dear sister friend, Joha, and her mother, for making their lives and home a space for my friendship and company. To Jhos, my special confidant, who takes care of me and applauds my achievements as if they were his own.*

*To all of you, infinite thanks for allowing me to dedicate this accomplishment to you, fill you with pride, and for making my happiness yours. And of course, thanks to Nathy, for her fellowship and help in the development of this research report.*

*Heidy*

**TECHNICAL UNIVERSITY OF COTOPAXI**  
**PUJILÍ CAMPUS**  
**EDUCATIONAL SCIENCES, MAJORING IN ENGLISH**

**THEME:** “TEACHING CULTURE BASED LESSONS IN AN ONLINE EFL CLASS AT THE TECHNICAL UNIVERSITY OF COTOPAXI”

**Authors:**

Amancha Zamora Tamara Nathaly

Fueres Quilumbango Heidy Liseth

**Tutor:**

Cando Guanoluisa Fabiola Soledad, MSc

**ABSTRACT**

Teaching culture in foreign language classes is essential for students to develop their intercultural communicative competence. This qualitative case study aims to explore experiences of the implementation of culture-based lessons through authentic material and group discussion strategies in an EFL class at the Technical University of Cotopaxi. The analyzed data were collected over the implementation of online culture-based lessons by an English professor during an academic term in a class of 37 students, which was observed by 2 peer teachers. The students' answers were examined from an open-ended survey, cultural journals, and teacher and peer teachers' reflections. This study shows that for teaching culture in English classes, the professor had to bear in mind some pedagogical considerations related to authentic material, comparison of mother and target culture, previous vocabulary and cultural awareness, e-learning tools, enough time for activities completion, strategies for discussions, and diversity of students in a class. In addition, the improvement of cultural knowledge, peer interaction/learning, and students' communicative competence were advantages resulting from the cultural classes and discussions. Nevertheless, during the teaching-learning culture, difficulty was faced in finding short authentic videos, creating class activities, finding English videos on L1, time management, students' participation, lack of cultural and vocabulary knowledge in group discussions, and technological problems. Finally, the lessons taught had a positive impact on the students' cultural learning and their ICC. Based on these findings, it is suggested to increase the teaching of the target language culture to strengthen the learners' cultural awareness and communication skills.

**Key words:** Authentic Material, Discussion Strategies, ICC, Language and Culture.



# UNIVERSIDAD TÉCNICA DE COTOPAXI

## EXTENSIÓN PUJILÍ

### CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

**TEMA:** “ENSEÑANZA DE LECCIONES BASADAS EN CULTURA EN UNA CLASE VIRTUAL DE INGLÉS COMO LENGUA EXTRANJERA EN LA UNIVERSIDAD TÉCNICA DE COTOPAXI”

**Autores:**

Amancha Zamora Tamara Nathaly

Fueres Quilumbango Heidy Liseth

**Tutor:**

Cando Guanoluisa Fabiola Soledad, MSc

#### RESUMEN

La enseñanza de cultura en las clases de lengua extranjera es esencial para que los estudiantes desarrollen su competencia comunicativa intercultural. Este estudio de caso cualitativo tiene como objetivo explorar experiencias de la implementación de lecciones basadas en la cultura a través de material auténtico y estrategias de discusión grupal en una clase de EFL en la Universidad Técnica de Cotopaxi. Los datos analizados fueron recopilados de la implementación de lecciones en línea basadas en cultura por un profesor de inglés durante un período académico en una clase de 37 estudiantes, la cual fue observada por 2 profesores pares. Las respuestas de los estudiantes fueron examinadas de una encuesta abierta, diarios culturales y las reflexiones del profesor y pares. Este estudio muestra que, para la enseñanza de cultura en las clases de inglés, el profesor debió tomar en cuenta algunas consideraciones pedagógicas relacionadas con el material auténtico, la comparación de la cultura materna y meta, el vocabulario previo y la conciencia cultural, las herramientas de aprendizaje virtual, el tiempo suficiente para la realización de las actividades, las estrategias para las discusiones y la diversidad de estudiantes en una clase. Además, la mejora del conocimiento cultural, la interacción/aprendizaje entre compañeros, y la competencia comunicativa de los estudiantes fueron ventajas resultantes de las clases culturales y discusiones. Sin embargo, durante la enseñanza-aprendizaje de cultura, se encontró dificultad en la búsqueda de vídeos auténticos cortos, en la creación de actividades de clase, búsqueda de vídeos en inglés en la L1, gestión del tiempo, participación de los alumnos, falta de conocimientos culturales y de vocabulario en las discusiones grupales, y problemas tecnológicos. Finalmente, las lecciones impartidas tuvieron un impacto positivo en el aprendizaje cultural de los alumnos y en su CCI. Con base en estos hallazgos, se sugiere incrementar la enseñanza de la cultura de la lengua meta para reforzar la conciencia cultural y las habilidades comunicativas de los alumnos.

**Palabras clave:** Material Auténtico, Estrategias de Discusión, CCI, Lenguaje y Cultura.

## INDEX

COVERPAGE .....	i
TUTOR'S ENDORSEMENT.....	ii
COMMITTEE APPROVAL .....	iii
COPYRIGHT REFUSE .....	iv
GRATEFULNESS .....	v
DEDICATION .....	vi
ABSTRACT .....	viii
RESUMEN.....	ix
INDEX.....	x
1. GENERAL INFORMATION .....	1
2. PROBLEM STATEMENT .....	2
3. OBJECTIVES .....	2
3.1 General objective .....	2
3.2 Specific objectives .....	2
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.....	3
5. JUSTIFICATION.....	4
6. SCIENTIFIC AND TECHNICAL FOUNDATION.....	5
6.1 Background.....	5
6.2 Theoretical framework.....	6
6.2.1 Language and culture .....	6
6.2.2 The role and the place of culture in learning English .....	7
6.2.3 Teaching culture in EFL context.....	8
6.2.4 Teaching culture explicitly.....	9
6.2.5 Group discussion for teaching culture in EFL classroom .....	10
6.2.6 Authentic listening materials to teach culture .....	11
6.2.7 Planning culture-based lessons.....	12
6.2.8 Assessing culture based listening lessons .....	13
6.2.9 Challenges in teaching culture in EFL classrooms .....	14
6.2.9.1 Time management.....	15
6.2.9.2 Diversity in study groups.....	15
6.2.9.3 Length of the media .....	16

6.2.9.4	Complex vocabulary .....	16
6.2.9.5	Students' participation .....	16
6.2.9.6	Technological problems, internet connectivity, and e-learning tools .....	17
7.	METHODOLOGY .....	18
7.1	Research approach .....	18
7.2	Research method .....	18
7.3	Research context and participants .....	18
7.4	Data collection process .....	19
7.5	Data analysis .....	19
8.	ANALYSIS AND DISCUSSION OF RESULTS .....	20
9.	RESEARCH IMPACTS .....	38
10.	CONCLUSIONS AND RECOMMENDATIONS .....	39
10.1	Conclusions .....	39
10.2	Recommendations .....	40
11.	REFERENCES .....	41
12.	ANNEXES .....	52
12.1	Annex 1. Cultural journal template .....	52
12.2	Annex 2. Informed consent .....	53
12.3	Annex 3. Teacher's reflection template .....	54
12.4	Annex 4. Peers observers file .....	55
12.5	Annex 5. Open-ended survey .....	55
12.6	Annex 6. Tutor's curriculum vitae .....	56
12.7	Annex 7. First author's curriculum vitae .....	59
12.8	Annex 8. Second author's curriculum vitae .....	61

## 1. GENERAL INFORMATION

**Theme:** “Teaching Culture based Lessons in an online EFL Class at the Technical University of Cotopaxi”.

**Starting date:** March, 2021

**Ending date:** March, 2022

**Place of Research:** English Major Career at the Technical University of Cotopaxi

**Sponsoring Faculty:** Pujilí Campus

**Sponsoring career:** Educational Sciences, Majoring in English

**Linked Research Project:** Formative research

**Macro project of the career:** Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

**Work team:** MSc. Fabiola Cando, Tamara Amancha, Heidy Fueres.

### **Project Coordinator:**

Name: Cando Guanoluisa Fabiola Soledad, MSc

Phone Number: 0999865286

E-mail Address: [fabiola.cando@utc.edu.ec](mailto:fabiola.cando@utc.edu.ec)

### **Researchers:**

Name: Amancha Zamora Tamara Nathaly

Phone Number: 0995272647

E-mail Address: [tamara.amancha3648@utc.edu.ec](mailto:tamara.amancha3648@utc.edu.ec)

Name: Fueres Quilumbango Heidy Liseth

Phone Number: 0968904807

E-mail Address: [heidy.fueres5283@utc.edu.ec](mailto:heidy.fueres5283@utc.edu.ec)

**Knowledge Area:** Education

**Research Line:** Education, communication, and design for human and social development.

**Research Line of the career:** Innovation in the teaching and learning of the English language as a foreign language.

## **2. PROBLEM STATEMENT**

“As English becomes the world’s lingua franca, countries all over the world have adopted English language instruction as part of their education system” (Crandall & Shin, 2014, p. 11). That is, English is a universal language, so its teaching has had greater relevance within the educational field. English Teachers during their professional training are trained to teach classes that translate to students developing the basic linguistic skills of the language such as listening, speaking, reading, and writing. However, the development of Intercultural Communicative Competence (ICC) is neglected without considering that language and culture are inseparable (Brdarić, 2016).

Chancay and Fernández (2019) analyzed how Ecuadorian English professors approach intercultural practice. They state that “the professionals surveyed may acknowledge the importance of IC in the classroom, but the approach they take to interculturality needs to improve considerably” (p. 10). Therefore, it is necessary that English teachers know not only the target language, but also its culture, its importance and how to teach it. According to Cárdenas et al. (2019), “teachers, independently of their place of work, must consider students’ cultural backgrounds and help them achieve their goals. However, in most cases, it requires making some cultural adaptations, looking for additional resources, or creating materials” (p. 2).

At the Technical University of Cotopaxi, during the analysis of the information collected in this case study, it was possible to identify that teaching culture in EFL classes is limited as teachers just base their instruction on linguistic skills, so learners do not have enough cultural knowledge whereby their intercultural communicative competence is affected. Therefore, it is suggested a theoretical guide for teachers to design and implement lessons based on cultural topics in English as foreign language classes.

## **3. OBJECTIVES**

### **3.1 General objective**

To explore the implementation of culture-based lessons through authentic material and group discussion strategies in a B1 EFL class at the Technical University of Cotopaxi.

### **3.2 Specific objectives**

- To examine the theoretical foundations of teaching culture in EFL classrooms.

- To examine the pedagogical considerations to teach culture online with authentic listening materials and group discussion in an EFL Class.
- To determine the advantages of teaching culture with authentic materials and group discussion in an EFL Class.
- To establish the challenges in teaching culture online with authentic material and group discussion in an EFL Class.
- To analyze the usefulness of teaching culture-based lessons with authentic materials and group discussions.

#### **4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED**

<b>Specific Objective</b>	<b>Activities</b>	<b>Verification Means</b>
To examine the theoretical foundations of teaching culture in EFL classrooms.	To find previous research. To do literature review. To design theoretical framework.	Theoretical Framework
To examine the pedagogical considerations to teach culture online with authentic listening materials and group discussion in an EFL Class.	To do an analysis of the teacher's reflections.	Analysis and discussion of results Conclusions
To determine the advantages of teaching culture with authentic materials and group discussion in an EFL Class.	To do an analysis of the peer teachers' reflection. To do an analysis of the students' cultural journals.	
To establish the challenges in teaching culture online with authentic material and group discussion in an EFL Class.	To do an analysis of the open-ended survey. To establish categories from the teachers and students' insights.	
To analyze the usefulness of teaching culture-based lessons with authentic materials and group discussions.		

## 5. JUSTIFICATION

The purpose of this qualitative research was to explore the implementation of online culture-based lessons through authentic material and group discussion strategies in a B1 EFL class at the Technical University of Cotopaxi, which was composed of 37 English Major students.

The results of the project will provide an essential theoretical framework about the importance of teaching and learning culture in EFL classes. Therefore, it describes some strategies that can help students to enrich their Intercultural Communicative Competence (ICC) by contrasting Ecuadorian and American culture. Besides, it highlights the role of professors in teaching cultural topics to their learners. Furthermore, the project details how teachers can develop the lessons for students to learn culture.

The direct beneficiaries are the students of the English Major at the Technical University of Cotopaxi, since the focus of this project was to explore the implementation of culture-based lessons through authentic material and group discussion strategies in a B1 EFL class in order to strengthen the students' cultural awareness and their Intercultural Communicative Competence (ICC). Likewise, there are indirect beneficiaries who are the teachers of English Major at the Technical University of Cotopaxi because they will realize the importance of teaching culture in the EFL classes in order to become autonomous and active learners through the search and selection of cultural content to incorporate it into lessons, so that they are meaningful.

Therefore, this project aims at exploring the implementation of culture-based lessons through authentic material and group discussion in a B1 EFL class at the Technical University of Cotopaxi. To guide the study, we decided to address four research questions:

- *What are the pedagogical considerations to teach culture online with authentic listening materials and group discussion in an EFL Class?*
- *What are the advantages of teaching culture with authentic materials and group discussion in an EFL Class?*
- *What were the challenges in teaching culture online with authentic material and group discussion in an EFL Class?*
- *How useful were teaching culture-based lessons with authentic materials and group discussions?*

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1 Background**

The analysis of previous studies showed the importance of implementing culture teaching in English as a foreign language (EFL) classes. Such information was compiled from bibliography reviews of the databases of different digital journals: RELC journal, International Journal of Applied Linguistics and English Literature (IJALEL), ELSEVIER Journal, and Revista Actualidades Investigativas en Educación.

The information gathered from these academic sources concludes that the teaching of culture is essential since it allows students to broaden their cultural awareness so that they are communicatively competent. Therefore, by teaching cultural topics, students are able to interact with people belonging to a culture different from their own by using a foreign language, in this case English. Likewise, it should be mentioned that the information presented in this study will make teachers aware of the importance of culture and will allow them to have a clear notion of how they can teach culture in their English classes.

In 2019, a study developed by Chancay from the Technical University of Manabí in Ecuador, and Fernández from the Autonomous University of Madrid in Spain, emphasized the need for implementation of cultural content and detailed how EFL teachers deal with the teaching of culture in their classes. The research objective was to identify how Ecuadorian university teachers of English as a foreign language (EFL) tackle intercultural teaching practice in their classrooms. This study analyzed the data obtained on the teaching practice of 68 English teachers from four Ecuadorian universities. A mixed research method was applied to meet the research objectives; thus, questionnaires and interviews were used for data collection. The results of this research concluded that implementing teaching of culture strengthens cultural awareness and helps students to develop intercultural communication skills.

Seepho & Tran (2014) in their qualitative study developed at a University in Thailand investigated the EFL teachers' perceptions and their incorporation of cultural competence (CC) in English language teaching. They applied a questionnaire and semi-structured interviews in order to collect data from 27 English teachers who worked at that university. The findings of this study indicated that EFL teachers had an adequate comprehension of Cultural Competence, so they were rather related to the English culture, and that despite not showing the same in their practices as professors, they found the implementation of teaching culture positive.



Espinoza & Rodríguez (2020) explored the bond between culture and language learning, in the curriculum of the English major (Bachillerato en Inglés, in Spanish) at Universidad Nacional (UNA). The descriptive and transversal data analysis was carried out after the application of a survey addressed to 74 students and 5 teachers to determine the type of cultural teaching practices that have been implemented in EFL courses during four academic levels. Thus, the results revealed that most of the English career courses involve cultural issues, but it was emphasized that the strategies to address them must be authentic and reflective to strengthen both cultural awareness and cross-cultural communication. It was determined that culture plays an essential role in the teaching-learning process.

A study conducted by Kozhevnikova in 2014 deduced that exposing students to authentic material helps them to enhance students' cultural knowledge and language competence. This qualitative research examined the opinions of 20 students who were exposed during a semester to authentic materials such as series and articles from magazines. In addition, the learners completed activities related to learning new vocabulary through gap-filling, matching, and idioms; and developed discussions. The main objective was to determine the impact that Authentic Material (AM) can have on students' cultural awareness and language proficiency. To that end, a semi-structured interview was applied in order to ask the learners about how this way of learning English and culture made them feel and what they thought of it. The findings demonstrated that only 5 percent of students considered these instructions "waste of time", "boring" or "just for fun", while 95% of the learners assumed that their encounters with authentic materials was advantageous for their cultural and linguistic acquisition.

For this research, some studies executed by different authors from certain higher-level educational institutions belonging to different countries, including Ecuador, were reviewed. However, at the Technical University of Cotopaxi, any similar research has been developed previously.

## **6.2 Theoretical framework**

### **6.2.1 Language and culture**

Abbasi et al. (2012) argue that "language is a cultural component which can be described as a cultural communicating system that is used by people of a particular country in order to convey their purpose" (p. 2). Thus, language allows human beings to transmit their perspectives, feelings, and convictions according to their own culture in a gestural, written, or spoken way. Yang (2014) mentions the following:

Language is a part of culture and shaped by culture; It is also the carrier of culture and reflects cultural features of a community in which the language is spoken. Language and culture are closely related to each other. From the aspect of language teaching and learning, to teach a foreign language is to teach another culture, to learn a language is also to learn another culture. (p. 1)

Bates & Plog (1990, as cited in Mason, 2007) state that culture is “the system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning” (p. 5). Thus, culture is the way in which people from a specific community interpret, assimilate, and experience life, which enables them to analyze and understand their lifestyle and anticipate their actions. In this way, culture study is considered an important fact within the educational environment in order to engage learners to protect the identity of the whole communities around the world.

### **6.2.2 The role and the place of culture in learning English**

Culture plays a crucial role in learning English as a foreign language. “If language is viewed as social practice, then culture should become the core of language teaching to the extent that cultural awareness should be viewed as enabling language proficiency” (Barbuzza et al., 2008, p. 6). These authors also mention that the four language skills are not enough for students to be communicatively competent and to be able to use the language appropriately in any context. They emphasize the importance of culture in the educational system and affirm that it should be taught as a fifth skill in order to develop Intercultural Communicative Competence (ICC). ICC is the ability to interact not only effectively but also appropriately in intercultural situations with using attitudes, knowledge, and skills. When ICC is integrated in language classrooms, learners have a chance to experience how to use the target language properly with building relationships and understanding individuals from different cultures (Gunes & Mede, 2019).

Furthermore, Tran (2019) says that “teaching culture is suggested as a way to enhance authenticity of communication. If students know the foreign language and foreign culture, they may be more successful interpreting English texts and using the language” (p. 3). In this context, Ali et al. (2015) states the following:

Without understanding properly the cultural setting and social behaviour of a language use, it leads to misinterpretation and breakdown in the language communication, or it may result into errors and misunderstanding because language is not simply sending or

receiving information but it functions as a social behaviour in certain cultural context.  
(p. 3)

Therefore, having knowledge of culture is vital for students since in this way they are able to understand diverse information by relating it to its respective context. In this context, Hernández & Samacá (2006) claim that cultural aspects in learning English “help the student dig into a culture and to understand why people act or behave as they do” (p. 4). Evaristo & Karahanna (2005) mention that all the manners, actions, and attitudes that an individual exhibits are considerably influenced and determined by the culture with which he interacts daily. For this reason, it is possible that a way of behaving, proceeding and even speaking may be considered correct within one culture but for another it may be wrong, which is why students need to be culturally aware. This helps them to understand not only why others act differently, but also to know how to interact in a foreign culture.

In addition, Abushihab (2016) states that teaching culture enhances linguistic components and language skills, but also modifies students’ attitudes into English learning so they are more motivated to learn it. Accordingly, cultural education in foreign language classes plays a fundamental role in the educational process since it motivates students to learn pleasingly. Similarly, Gardner (1982, as cited in Beltrán, 2015), in his socio-educational model mentions that learning a second language is motivating for students due to the expectations generated in them about the target culture when contrasting it with their own culture. That is, understanding the differences and similarities between one culture and another results interesting and encourages EFL learning. In this context, Amjad (2012) says that:

... the similarities and contrasts in the native language and the target language have been found to be useful tools in language education, so too can the cultural similarities and contrasts; once identified and understood they can be used to foster the students’ learning of the TL culture. (p. 31)

### **6.2.3 Teaching culture in EFL context**

Ali et al. (2015) claim that “a number of language instructed programmes focus on the development of skills, i.e. (listening, speaking, reading, and writing) but the teaching of cultural context has not been introduced in any of the language learning programmes” (p. 3). Consequently, students do not have plenty of knowledge about the foreign culture. Thus, they are not able to develop their cultural consciousness, much less their intercultural communicative competence (ICC). Tudor (2001, as cited in Gómez, 2015) says that “sociocultural dimensions of communication and the cultural contents intervene significantly in language use and that,

therefore, culture cannot be ignored in program designs and teaching. In this sense, culture cannot be disregarded in the design of communicative textbooks” (p. 2).

Otherwise, the texts designed for teaching English are a useful resource in the classroom since they contain data that helps students to interact with linguistic and cultural elements of the foreign language, so that they practice the language during the class hours. Ayu (2020) notes that English books are used as a guide for learning content, the balance of skills taught, and as a supplier of a variety of language practice activities. This lets them become familiar with linguistic aspects and the social and cultural aspects. However, she stresses that the cultural aspect in English textbooks is presented in a limited way. At the same time, Ahmad et al. (2020) claim that “English language teaching textbooks are needed to address different cultural perspectives and cultural voices that enable the learners to figure out different cultural perspectives and values” (p. 2).

As mentioned above, English textbooks are expected to include cultural elements, although Gómez (2015) by an analysis of three communicative English books affirms that the content that they propose is superficial, which covers topics such as holidays, tourist places, food, celebrities, traditions, historical facts, literature, and general information; these being easily observable, hence learning of a deep culture does not take place, therefore the ICC is not developed. This is why, the same author suggests incorporating deep cultural topic related to collective and individual attitudes towards dating, sex roles, education, religion, honesty, money, power, independence, hegemony, inclusion, discrimination, oppression, resistance, justice, injustice, independence and globalization.

#### **6.2.4 Teaching culture explicitly**

Teaching culture can be executed through explicit instruction. Hui-ling & Talley (2014) quotes that explicit teaching means to “apply conscious or overt strategies to teach students through an awareness that one is in the process of learning” (p. 2). In teaching culture explicitly, teachers can introduce and teach cultural elements by using any available means to insert them in the education process, that is to say, teachers can integrate cultural items explicitly or implicitly through the didactic materials when it is necessary (Sugirin, 2009). To talk about cultural elements is to speak on values, products, beliefs, customs, and communication styles of a particular group of people (Frank, 2013); all of these aspects are comprehended by the 3P model of culture.

In the teaching of culture, three main elements are analyzed, such as the practices, perspectives and products that make up the 3P model. First of all, the practices involve body language, eye contact, attitudes and traditions of a culture (World Learning, 2019). In terms of perspectives, Li (2019) reads that they integrate the convictions, ideologies and principles that characterize a social group and determine their way of perceiving the world. Furthermore, the author also argues that:

Cultural products are the tangible or intangible creations of a particular culture. They reflect a culture's perspectives. A painting, a pair of chopsticks, and a piece of literature are examples of tangible products. A tale, a dance, or a system of education are examples of intangible products. (p. 40)

Hence, cultural perspectives and practices are tough to identify due to they are embedded in a society. Instead, products might be plain to recognize, since they are seen, touched, tasted, or heard (Frank, 2013).

Consequently, the same author also mentions that there is a variety of strategies that professors can use during their teaching process of the different cultural elements that are basically the same to teach other skills: cultural collections, webquests, cultural informants, role-playing, games, cultural observations, cultural magazines, group discussion, etc.

### **6.2.5 Group discussion for teaching culture in EFL classroom**

As aforementioned, it is possible to use group discussion for teaching-learning culture. Ardhana et al. (2017) defines discussion as “an instructional strategy that involves students to share ideas on a general topic” (p. 2). In other words, it is a strategy where two or more learners express, defend their thinking or refuse someone's ideas; thus, students share information, points of view, and experiences on a subject. Therefore, Fajaria & Luthfiyyah (2011) assert that some experts consider properly to implement “discussion” as a good alternative to teach culture. As regards the creation of the work teams previously “it is suggested that groups of four or five members tend to work best. Larger groups decrease each members opportunity to participate and often results in some members not actively contributing to the group” (Pratiwi, 2020, p. 43). Besides, Harizaj (2015) argues that good teachers brainstorm with their students on the topic and objectives in order to prepare them for the discussion, as well as give them time to organize their ideas and speak. Similarly, Ardhana et al. (2017) highlights that “discussion includes four steps as follows: (1) introduction and review; (2) the presentation of information; (3) the monitoring of comprehension; and (4) integration which ends with the closing” (p. 2).

It is noteworthy that discussion has several pros, but also cons. On the one hand, Putri (2018) determines some strengths such as developing communication skills, respecting others by listening, doing assertive communication, improving relationship-building skills, opening towards students' diversity, and collaborating with others. Likewise, Harizaj (2015) claims that by "developing discussion, students develop speaking skills, acquire fluency and develop positive effects towards friendship" (p. 2). On the contrary, regarding the cons, only a few students can control all the discussion, so not all of them can participate during it. According to Abdalbaki et al. (2018), learners' lack of previous or enough knowledge about the subject causes students to feel insecure when speaking or to deviate from it, and this causes that the activity consumes a lot of class time, so that it does not result in significant learning. So, it is essential to provide the student with a set of questions, as mentioned by Ariani & Rachmawaty (2019) "questions are believed as one of the vital ways to acquire knowledge. Questions are instruments to scrutinize new ideas, facts, information, knowledge and experiences. They play great part in communication" (p. 2).

#### **6.2.6 Authentic listening materials to teach culture**

Cultural content can be taught in listening lessons by using authentic listening resources. Reid (2014) declares that "authentic materials are with no doubt the best materials for teaching cultural aspects" (p. 3). This kind of material refers to a set of resources targeted for native speakers and not for academic purposes; its usefulness when teaching EFL is due to the fact that students can perceive the way that the language they study is used in real situations (Febrina, 2017). In this context, Edrenius (2018) says that "teachers prefer AM because it allows him or her to introduce diverse topics which students and teachers find more interesting than IAM and because AM connects better to the world outside of school" (p. 34).

Despite the aforementioned, authentic listening materials also involve some minuses in teaching listening lessons, that is why teachers can face different challenges when applying them in EFL classes. Tuanany (2021) states that in some cases these materials are extensive; they sometimes contain unassociated data, complex vocabulary, and language structures, which can result hard to understand for lower-level learners. Therefore, professors require much more time to plan and apply the resources. Likewise, Pourhosein & Sabouri (2016) assert that students also face some challenges during the listening lessons, for example, they cannot control the speed of the audio, nor repeat it as many times as they consider necessary. Besides, they are not able to understand information if their knowledge of vocabulary is limited, if their understanding of meanings is superficial, and if their concentration is poor.

### 6.2.7 Planning culture-based lessons

It means designing culture-based lessons in the same way teachers plan for other language skills (listening, speaking, reading and writing), but focusing them on teaching cultural elements. That is to say, culture-based lessons can integrate different linguistic abilities. For example, professors can teach culture through listening by using PDP Framework. Listening is one of the most challenging skills which consists of understanding information through the sense of hearing (Dewi, 2018). Each stage of this framework facilitates students' understanding. The first stage is the Pre-stage where teachers propose activities or questions for learners to activate their previous knowledge and to relate to the context of the information, such as vocabulary, expectations, and predictions before using the material. During is the second phase, it is here where the material is presented to students; they listen or read the content to comprehend the new data and then to execute different tasks. Finally, Post stage is the last one, within its learners complete some productive assignments to strengthen the acquired understanding (Povey, 2019).

A variety of authentic listening materials containing audiovisual information are available and can be integrated into lesson plans to introduce cultural content on selected topics. In accordance with Qamariah & Tadris (2016) some examples of these materials are, brochures, TV shows, cartoons, news clips, movies, websites, songs, documentaries, magazines, tales, pictures, booklets, newspapers, textbooks, audiotapes, sports reports, restaurant menus, comics, among others. Regarding the use of them, Kovács (2017) mentions the following:

The students can be given different tasks to perform while watching or listening, such as completing diagrams, charts, or outlines. After watching or listening to the relevant parts, discussions of cultural norms, characteristics and values of the target language community should follow, which may also include non-verbal behaviours such as eye contact, gestures, mimicry, or distance between speakers. Learners should be encouraged to describe the observed behaviours and propose and try out strategies for communication in the target language. (p. 10)

Nevertheless, it should be mentioned that authentic material must be adapted by teachers according to the proficiency level and age of their learners (Coltrane & Pewterson, 2003).

Once the material and the cultural element have been chosen, teachers have to conduct the AHWO Analysis, which is a cultural knowledge template. Alkhatnai et al. (2006) identifies four “deeper ways of knowing culture: knowing about, or possessing cultural information; knowing how, or engaging in appropriate cultural practices; knowing why, or understanding beliefs, values, and attitudes that make up cultural perspectives; and knowing oneself or

growing in self-awareness” (p. 1). First, Culture as Knowing About is related to general information regarding cultural aspects of the selected topics. Then, Culture as Knowing How includes active participation where students integrate themselves into the cultural context by saying or doing things according to the target culture. Next, Culture as Knowing Why aims students to comprehend the reasons why a culture is different from their own one. Finally, Culture as Knowing Oneself involves the students’ ability to integrate the aspects that they consider relevant into their own culture (Silva, 2021). All education processes, even the EFL teaching, have been transformed in an e-learning proceeding as a result of the Covid-19 Pandemic in the majority of universities around the world (Mahyoob, 2021). Even so, it is not such a simple proceeding, but poses some challenges that teachers have to face. Apriliyanti & Bhuana (2021) mentions the following in this regard:

Teachers also had barrier in the process of designing and delivering the material. The convert offline instructional strategies into online practice cause the teacher to make a lot of changes in the lesson plan, time schedule, teaching procedure or strategies, learning activity, and the used material. The other challenge comes from the students. Students’ access on the infrastructure, such as internet and smartphone, became the most challenging task for the teachers. (p. 10)

### **6.2.8 Assessing culture based listening lessons**

Assessment is a decisive proceeding within the teaching-learning process. Tosuncuoglu (2018) quotes that it lets teachers know “student strengths and weaknesses related to classroom instruction, but also provides specific feedback to students in support of their learning. Assessment also provides immediate feedback for teachers to shape their teaching practices according to the learning styles of their students” (p. 1). In the same way teachers assess other language skills, they can use different activities to assess what students have learned during the culture based listening lessons, such as true/false questions, yes/no questions, multiple-choice questions, open comprehension questions, information transfer (table completion), listen and complete the gaps/sentences, tick the word/sentence you heard, following instructions for mapping a route/drawing a picture, choose the adjective/picture/diagram which best describes what you heard, dictation (Pulverness et al., 2011). The results of final activities of the during stage shows teachers the level of comprehension.

In the same way, the speaking activity developed at the post stage of the lesson must be evaluated by teachers. In accordance with Musa (2021), some educators have mentioned that speaking assessment can be complex because of time constraints, number of students, difficulty



of tasks, and the knowledge gap with respect to how to assess speaking. In that regard, Hamra et al. (2015) mention the rubric as a tool that teachers can use to facilitate such a process, and to know and grade their students' performance. Rubric is thus "an assessment tool that describes levels of student achievement on performance ... Rubrics are based on standards for achievement, provide criteria understandable to students, and contain scores arranged on a scale" (NYSED, 2003, p. 142). It is composed of three essential elements: 1) Performance criteria; major areas to be assessed, normally three to six criteria are placed by the teacher. 2) Performance levels; descriptive or numerical labels which are divided between three and six levels, they express how competent students are. 3) Performance descriptions; precise information detailing the criteria and defining the variation of quality at the different levels (Stevens & Wolf, 2007).

As well as it is important for teachers to assess their students, it is also essential for learners to be able to assess and reflect about themselves. Hearn & McMillan (2008) report that a written self-reflection or checklist is a useful tool that helps students to identify knowledge that they have learned, and the areas in which they have to focus on to improve them. In this way, the checklist can allow students to know how they are doing in the different class activities, for example, their performance in a discussion. According to Spiller (2012), through this tool, teachers can motivate their students to "monitor their progress in the attainment of practical skills according to agreed on and well understood criteria" (p. 7). So, this type of pedagogical tools can be considered useful for both teachers and students as mentioned by Intriago et al. (2017):

These grading instruments can benefit both EFL educators and students; for educators, they are beneficial because by using rubrics and checklists they will provide accurate and objective grades. For students, they are a guide to know what is expected of them within a task so that they can complete all the parameters established in the rubric or checklist to obtain a high grade. (p. 44)

### **6.2.9 Challenges in teaching culture in EFL classrooms**

Teaching culture in EFL classes involves certain challenges for teachers. Chen & Yang (2016) states that "the theory and practice of culture as the core in FL teaching and learning are still facing challenges and still needs continuous efforts from classroom teachers and researchers" (p. 9). Thus, some of the challenges that teachers and even students can face are time management, diversity in study groups, length of the media, complex vocabulary, students' participation, technological problems, unstable internet connectivity, and e-learning tools.

### **6.2.9.1 Time management**

The period allocated to cultural education is a major problem in teaching as it is limited (Kiet, 2009). For this reason, accurate time management is crucial in educational practice. Agu et al. (2018) define time management as the organization and distribution of the available time to execute and complete proposed activities according to their degree of importance, so that the previously established objectives are achieved. Some of the strategies for time management cited by Mehta (2019) are the following: a) establish clear and specific objectives for the development of the class; b) create a lesson plan according to the time available and the students' needs; c) select the pertinent teaching material to facilitate the schooling process without any complications; d) establish an adequate number of activities that can be completed within the given period; e) distribute time according to the demand of each activity.

### **6.2.9.2 Diversity in study groups**

Diversity in study groups refers to the fact that in a classroom two groups of students can be identified, the strong and the weak ones (Guermat, 2017). In agreement with Al-Ramahi et al. (2020), strong students are those who build their language skills quickly, so the learning process is pleasant for them, while weak students have difficulty developing their communication abilities, which affects their learning, and these differences can be a challenge for educators when teaching mixed-ability class.

“Mixed-ability classes generally refer to classes where learners have a broad range of levels in their achievement and learning. The students in these classes differ in strengths and weaknesses and have different approaches to learning” (Al-Subaiei, 2017, p. 1). That is why Kaur (2010) concludes that teachers must be aware that their students have different abilities, so it is essential that they apply the appropriate strategies or techniques to promote the learning of all their students, without exception. Vattøy (2019) emphasizes that “the strategy of placing strong students with weak students can be an advantage for both. Whilst the weaker ones get an insight into how words and sounds are supposed to be pronounced, the advanced student gets the sense of achievement” (p. 26). Thus, arranging mixed-ability students is positive since it increases motivation and interest in the target language, which improves linguistic skills, as mentioned by Axelsson (2007):

... when you work with a mixed group of good language learners and weak language learners, the good ones bring the weaker ones along and raise them to a higher level. The weaker learners also get a chance to see that other students find English important and this causes them also to increase the amount of time and effort put in. (p. 21)

### **6.2.9.3 Length of the media**

Including eye-catching tools in the development of the lessons is useful so that the learners do not get bored when developing the theoretical part and thus make it easier for them to complete the practical exercises. These resources can be printed or even audio, so teachers have chosen to promote the use of movies or podcasts in class to introduce the study topics (López, 2016). However, it is important to consider the length of these, so that they promote significant learning in students. In this sense, Goli (2016) states the following:

The length of the video clip should be not shorter than three minutes and not longer than six minutes. Clips shorter than three minutes may not provide enough substance for the lesson to be taught. Besides clips more than six minutes in length may be too challenging for students. Lengthy videos will inundate students with so much language content that they may begin to experience anxiety or feel stress, emotions which will easily hinder the language learning process. (p. 4)

### **6.2.9.4 Complex vocabulary**

The complex vocabulary of authentic materials can be an issue when teaching culture. Kilickaya (2004) claims that “authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes”. The author mentions that this can be frustrating for students and suggests that teachers provide pedagogical support. In this respect, the complexity of authentic material can be decreased with appropriate activities for the introduction of difficult vocabulary so that these resources are beneficial and meaningful to learners (Bérešová, 2015).

### **6.2.9.5 Students’ participation**

Poor student participation negatively affects the teaching-learning process. Therefore, it is necessary for teachers to apply certain strategies to keep the students interested and motivated to participate (Aini, 2019). Varying tasks, activities, and teaching resources motivates students to engage in classroom actions and strengthen their learning resulting in language acquisition, but selecting the amount and type of activities according to the number of students, their proficiency level, interests, needs, and their cultural background is important (Ruiz, 2014). In addition, Bean & Peterson (2002) affirm that “when students see that their participation is being graded regularly and consistently, they adjust their study habits accordingly to be prepared for active participation” (p. 1). Thus, grading classroom activities and participation is a good way to achieve continuous learners’ involvement during lessons.

#### **6.2.9.6 Technological problems, internet connectivity, and e-learning tools**

Globalization and technological progress in the educational field have made it possible to innovate teaching methods by applying e-learning (Nassar, 2020). This factor is used to help learners to strengthen the knowledge they are acquiring through the lessons, and to facilitate administrative tasks for teachers. Nevertheless, Husniyah (2018) emphasizes that “some classroom practices turned out to be far from effective due to various problems occurring in the classroom, for example, slow internet access in the school area where students were supposed to work on their tasks or projects” (p. 2).

Igere & Ivwighreghweta (2016) mentions that the variety of information that is available on the internet exceeds the capacity of all physical libraries that exist, it is for this reason that those who make the most use of this technological element are the educational actors who use it to complete tasks and investigations. However, there are some disadvantages that people may face when using it, such as network failure due to its low speed. In respect of that Alshamrani (2019) agrees that “the internet connectivity is required to ensure that the content is delivered from the institutions in a seamless manner. As part of this connectivity, it is crucial to maintain a high-speed connectivity to deliver the content in an efficient and stable manner” (p. 32).

Likewise, there are some e-learning tools that teachers could use over their lessons in order to make the class more interactive, Nearpod is one of them. Lee et al. (2019) establishes that it facilitates the interaction of the students with the teacher, adding interactive elements to the class created on this platform, which is transmitted on the electronic devices of the learners. On this basis, Shahrokni (2018) affirms the following:

Nearpod allows the teacher to successfully mix multiple modes of presentation, drawing on such content types as text, image, video, audio, and virtual reality. Furthermore, the teacher can enrich the slideshow by adding web content, so that students can consult other web-based materials external to the document. (p. 8)

## **7. METHODOLOGY**

### **7.1 Research approach**

This was a qualitative research study in which we collected and analyzed data to understand opinions and experiences about Teaching Culture based Lessons in an EFL Class in a public university. Thus, Denzin & Lincoln (2005) asserts that “qualitative research involves the studied use and collection of a variety of empirical materials –case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts– that describe routine and problematic moments and meanings in individuals’ lives” (p. 4).

### **7.2 Research method**

A case study was the method applied to develop this research study which aimed at describing the teacher and students’ perceptions about the implementation of culture-based lessons by analyzing data generated during the process. This research method is defined as “an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables” (Heale & Twycross, 2017, p. 1).

### **7.3 Research context and participants**

This research was performed at the Technical University of Cotopaxi which is a public university in Ecuador where English is studied as a foreign language. The participants of this project were a female teacher, two pre-service teachers (peer observers), and 37 English learners. The teacher is a 38 years old married woman with a master’s degree and has around 16 years of teaching experience. She is from Cotopaxi and considers herself as mestizo. The pre-service teachers are two single women who are 23 and 25 years old. They are students from the last semester of the English Major at UTC and have some experience thanks to their pre professional practices. One of them is from Imbabura, and the other is from Tungurahua. The students are from 8th semester majoring in English. 21.62% of the learners were male and 78.38% female of around 21 to 30 years old. 97.3% are single and 2.7% are married. All of them identified themselves as mestizos. They belong to different provinces, such as 48.65% from Pichincha, 10.81% from Tungurahua, 32.43% from Cotopaxi, and 8.11% from other provinces. All participants have Spanish as a mother tongue. Additionally, they believed that they had a B1 according to the Common European Framework of Reference for Languages (CEFR), that is why the learners were classified among strong and weak students.

#### **7.4 Data collection process**

Data were collected over the implementation of online culture-based lessons during the academic term April - August 2021 in the *Ecuadorian American Culture and Society* subject. The students wrote a “*Cultural Journal*” (See annex 1) describing positive and negative points after their experience with the culture-based lessons; to authorize the use of the students’ opinions, they signed an informed consent (See annex 2). In addition, the teacher wrote their teaching reflection form after each class (See annex 3). In the same way, the peer observers completed their observation file (See annex 4). Finally, an “*Open-ended survey*” (See annex 5) was conducted in order to know students’ overall perception about the discussions developed at the post stage of the lessons.

#### **7.5 Data analysis**

For the data analysis, we followed the Bottom-up Approach (Creswell, 2012). According to this, we read and analyzed the data, and then we classified the information into categories according to the four research questions. Regarding the first question, the categories identified were: use video material, consider the length of the video, compare L1 and L2 culture, check difficult vocabulary before listening, select technological tools carefully, give enough time to complete activities, consider that students might not have prior knowledge about the topic, provide help for the discussion, and group students carefully. The categories for the second question were to improve cultural knowledge, learn from their peers, and practice speaking. The following categories were identified concerning the third question: finding short authentic video material, creating activities, finding short videos in English about certain aspects of the mother culture, students’ participation, time management, lack of vocabulary and cultural knowledge in group discussions, and technological problems. Besides, we analyzed the students’ cultural journals and the open-ended survey. This information was useful to complement the research question four. Finally, we used the triangulation technique that consisted of the validation of data through the cross verification from the students’ cultural journals, the teacher and the peer teachers’ reflections, and the open-ended survey.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

To answer the first research question about pedagogical considerations to teach culture online with authentic listening materials and group discussion, we analyzed the students' cultural journals, the open-ended survey, the teacher, and the peer teachers' reflections. This research suggests the following: use video material, consider the length of the video, compare L1 and L2 culture, check difficult vocabulary before listening, select technological tools carefully, give enough time to complete the activities, consider that students might not have prior knowledge about the topic, provide help for the discussion, and group students carefully.

### a) *Use video material*

#### **Excerpts from the students' cultural journals**

*The video explains in a clear way the relevant data of this date as well as the way it is celebrated.*

*The video showed some aspects of the behavioral attitude in the USA towards disabled people.*

The learners say that the videos show how something is celebrated and American people's attitudes. It was beneficial to comprehend the cultural information. Kim (2015) states that authentic videos enhance students' comprehension and the commitment to learning, but also this kind of materials better their motivation and makes lessons more creative resulting in a positive learning (Asmali & Erarslan, 2021).

### b) *Consider the length of the video*

#### **Excerpts from the students' cultural journals**

*Show videos with less time*

*Sigan utilizando videos cortos para la enseñanza de algún tema cultural [Keep using short videos to teach any cultural topic].*

*Even though I don't like to watch many videos in English, I especially liked the one in this class because it was quite clear and short and it also showed pictures, so it helped me to understand the sub.*

#### **Excerpts from the teacher's reflections**

*Debo buscar videos más cortos porque el tiempo no me alcanza, un capacitador en la convención de Tesol dijo que el máximo debía ser de 5 min, creo [I have to look for shorter*

videos because I don't have enough time, a trainer at the Tesol convention said that the maximum should be 5 min, I believe].

The students express that they prefer watching short videos to learn cultural topics because they are accurate and present images. Also, the teacher says that she needs to look for shorter videos like, 5 min due to the time available and the suggestion of a trainer. Therefore, it was important to take into account the length of the videos selected for the lessons. In this sense, Cole et al. (2000) asserts that media such as videos has been considered beneficial in cultural instruction, since it shows real life situations; three to six minutes is the proper running time for them, as short media do not give enough information about the topic, and large ones can be tough for learners to understand (Goli (2016).

### c) *Compare L1 and L2 culture*

#### **Excerpts from the students' cultural journals**

*I think that the activities were very successful because knowing the monument that belongs to our culture and comparing it with the information in the video about the Statue of Liberty allowed us to recognize that the cultures we have are different, however in this case there is a similarity.*

*...there is a contrast between the two cultures when relating a monument of Ecuador as is the Virgin of the Pancillo with the Statue of Liberty.*

*The point that helped my learning of the culture was the contrast between two female activists of different nationalities.*

#### **Excerpts from the open-ended survey**

*me ayudó a distinguir entre la cultura Americana y la cultura Ecuatoriana [it helped me to distinguish between the American culture and the Ecuadorian culture].*

*Me entretengo aprendiendo nueva información sobre contrastes entre 2 diferentes culturas [I amuse myself learning new information about contrasts between 2 different cultures].*

*Realizar diferentes comparaciones entre Ecuador y USA hacen más entendibles cada tema.*

*Debe tomarse en cuenta mucho nuestra cultura para poder compartirla y comprarla [Making different comparisons between Ecuador and the USA make each topic more understandable. Our culture must be taken into account a lot to be able to share it and buy it].*



The learners mention that comparing the American and Ecuadorian facts during the activities helped them to understand similarities and differences between both cultures, which makes the lesson interesting, successful, and understandable. Benahnia (2015) suggests that professors not only base the teaching on the comparison of the learners' L1 and the L2 culture, but it is also essential to contrast their differences, so that students know the proper use of language and understand the variations of it within one social context and another.

***d) Check difficult vocabulary before listening***

**Excerpts from the students' cultural journals**

*The most difficult part of this lesson was the vocabulary presented by the video as it was unknown to me so I had to infer its meaning taking into account the context.*

*When I listened to the video, there was a lack of understanding of the vocabulary.*

*I did not know some concepts related to the topic, such as overcome, varsity, diss and double-teamed.*

**Excerpts from the peer teachers' reflections**

*Teacher didn't do any activity to introduce vocabulary related to the video.*

**Excerpts from the teacher's reflections**

*There was some complex vocabulary in the video (just for a few students).*

*Vocabulary related to materials is new for students. It was new for me, too. I did not prepare any activity for introducing new vocabulary because I wanted to introduce similar information they will hear about the Statue of Liberty.*

The students say that they do not recognize some words from the videos, making it difficult for them to understand the information, so they tend to infer the meaning in relation to its context. Moreover, the peers and the teacher say that she does not execute any activity to present the difficult vocabulary, which is even unknown for her. In that regard, Febrina (2017) mentions that one of the drawbacks of authentic materials is that they contain complex vocabulary and language features because they are not resources designed for teaching purposes, which makes the content hard to comprehend, so that learners feel frustrated or confused. For this reason, Folse (2008) says that teachers should incorporate class activities that allow teaching vocabulary for students to strengthen their lexical knowledge in a way that reinforces the study topics.

e) *Select technological tools carefully*

**Excerpts from the students' cultural journals**

*Las actividades a través de la plataforma NEARPOD hacen que las clases y explicaciones sean más interactivas* [The activities through the NEARPOD platform make the classes and explanations more interactive].

*Creo que cuando se ocupaba Nearpod y había un lapso de tiempo, en mi caso se me iba el internet y cuando ya venía ya no estaba la actividad y no constaba mi participación* [I think that when Nearpod was occupied and there was a lapse of time, in my case the internet went away and when it came, the activity was no longer there and my participation was not recorded].

**Excerpt from the open-ended survey**

*Como problema principal encuentro el tiempo para las actividades y clases en las cuales no se usó la plataforma Nearpod dificultando de esa manera la participación de todos* [The main problem I find is the time for activities and classes in which the Nearpod platform was not used, thus making it difficult for everyone to participate].

**Excerpts from the teacher's reflections**

*The platform did not show the timeout, but I wrote it in the Meet chat.*

*Students did not realize the time was running out because the Google Form timer was not set-up, so they were careless.*

The learners manifest that Nearpod allows the lessons and activities to be more dynamic even though they have difficulties with internet connection and timer. Regarding the timer, the teacher mentions that students were careless about the time when using Google forms. Shahrokni (2018) claims that Nearpod is useful to present information through passages, pictures, clips, and audio files facilitating the students' understanding on the topics and reinforcing their knowledge by completing distinct activities that teachers provide within the platform. Besides, the author also says that Nearpod helps teachers to apply a formative assessment in order to check the students' progress over the lesson. On the other hand, Dauda & Kolo (2008) emphasizes that a timer tool is really necessary because it serves as an alert for people to complete their pending exercises in the established time.

*f) Give enough time to complete the activities*

**Excerpts from the students' cultural journals**

*There was too little time to complete the activities and I couldn't send my answers in two activities.*

*I believe that the activity that includes videos should be applied with a little more time.*

**Excerpts from the open-ended survey**

*Las diferentes actividades planteadas en cada clase eran interesantes pero la falta de tiempo impedía realizarlas de buena manera [The different activities proposed in each class were interesting but the lack of time prevented them from being carried out in a good way].*

*El tiempo para realizar las actividades porque fueron temas que desconocía parcialmente y por esta razón me resultó difícil completar las actividades [The time to carry out the activities because they were subjects that I was partially unaware of and for this reason it was difficult for me to complete the activities].*

**Excerpts from the teacher's reflections**

*Observé que todos los estudiantes ya terminaron de poner sus respuestas en la actividad (porque nearpod permite mirar el progreso) pero todavía faltaban 3 minutos. Otras veces falta tiempo para que completen la actividad. No sé en realidad cómo saber cuál es el tiempo apropiado para cada actividad. Un capacitador dijo que generalmente se asigna el triple del tiempo que yo me demoro en completar [I noticed that all the students had already finished putting their answers in the activity (because nearpod allows to look at the progress) but there were still 3 minutes left. Other times there is still time left for them to complete the activity. I don't really know how to know what is the appropriate time for each activity. One trainer said that it is usually allotted three times the time it takes me to complete].*

*I noticed that most of the students finished the matching and the multiple choice question activity in less time than I expected. The complexity of the task was not in the correspondence of the time. They needed less time.*

The students report that the short time assigned, and the low knowledge of certain topics do not allow them to complete the activities properly, even though the tasks are interesting. In addition, the teacher says that the learners sometimes finish the activities in less time than determined due to their level of complexity, but other occasions they need more, so she does not know what the proper time is to complete the tasks, despite that a trainer mentions her that students should

have triple the time that the professor takes to fulfill the activity. Khawaja et al. (2016) states that the term “time management” within the education field can be understood as a process where teachers allocate time for the realization of different activities designed for them and their students in order to meet the class objectives, namely, time must be distributed carefully according to the needs of both teachers and students. Likewise, Mehta (2019) asserts that to avoid setbacks in the completion of time-controlled activities, teachers must prioritize tasks in such a way that they cover the most relevant information, they meet the established goals, and respond to the students’ needs.

**g) Consider that students might not have prior knowledge about the topic**

**Excerpts from the students’ cultural journals**

*The point that hindered my learning is the lack of knowledge about the events in the USA which were mentioned in the story about Rosa Parks, since not knowing these facts mentioned, it is not possible to make a deep inference*

*I don't remember much of Ecuadorian History so it was difficult to think about that.*

*En Ecuador no se realiza alguna fiesta la cual permita recordar las fechas importantes y héroes que lograron un cambio o grandes objetivos en Ecuador [I don't remember much of Ecuadorian History so it was difficult to think about that. In Ecuador no party is held which allows us to remember the important dates and heroes who achieved a change or great goals in Ecuador].*

*the lack of knowledge about the events in the USA*

*the lack of knowledge about the topic itself*

*I felt that I was confused because many of the women presented in these flashcards I had never studied and never knew what they had done in society*

**Excerpts from the open-ended survey**

*Desconocer temas importantes de cultura general de nuestro país [Ignorance of important topics of general culture of our country].*

*que realmente tengo un déficit en cuanto a conocimiento cultural. Si bien sé algunas cosas, existen muchas más que desconozco [that I really have a deficit in terms of cultural knowledge. While I know some things, there are many more things I do not know].*

mi falta de comprensión cuando leíamos o al momento de ver videos que explicaban cada tema cultural en las distintas clases [*my lack of comprehension when we were reading or watching videos explaining each cultural topic in the different classes*].

#### **Excerpts from the teacher's reflections**

*Students demonstrated a lack of knowledge about important Ecuadorian - American women and their achievements for the development of society.*

According to the results, the students mention that their inefficient American and Ecuadorian cultural knowledge hindered their learning since they could not understand or relate information from the media presented. The importance of prior knowledge, beliefs and assumptions resides in that they help to build new knowledge in an effective way as this allows students to have a perception of the new information in order to be able to interpret it by relating it to the previous one (Ambrose et al., 2010).

#### ***h) Provide help for the discussion***

##### **Excerpts from the students' cultural journals**

*Personalmente considero que si se deben facilitar las preguntas como base para la discusión, centradas en el tema como se lo ha venido haciendo porque así el estudiante tiene una idea de qué información brindar, es decir específicamente [Personally, I believe that the questions should be provided as a basis for discussion, focused on the topic as it has been done because this way the student has an idea of what information to provide, namely, specifically].*

*I believe that it is necessary to propose discussion questions so that students can organize their ideas about specific points of the topic. In the discussions carried out, the questions were precise, so I believe they should continue to be maintained.*

##### **Excerpts from the peer teachers' reflections**

*During the discussions the most common expressions were: "I agree", "I consider", "In my opinion"; the students did not use the ones suggested in the doc.*

*In each discussion the students kept their cameras turned on, so that we could see their facial expressions and the attention given to their classmates in order to answer each other.*

### **Excerpts from the teacher's reflections**

*We provided a list of conversation strategies so that they can use it. We talked about active listening, and we gave a rubric.*

*Hubieron dificultades, en el indicador correspondiente a pensamiento crítico, ya que sus ideas eran simples nada más. Además las estrategias de comunicación aplicadas eran básicas, casi siempre las mismas [There were difficulties in the indicator corresponding to critical thinking, since their ideas were simple and nothing more. In addition, the communication strategies applied were basic, almost always the same].*

The students express that providing some questions to develop the group discussions is useful since these serve as a basis for them to focus on specific points of the topic, and thus submit coherent ideas. The teacher says that it is opportune to provide help to the students through a list of conversation strategies and a rubric. However, the peers mention that the learners do not take into account the expressions suggested, but they do comply with other indicators presented in the rubric, although they present a little difficulty in the indicator corresponding to critical thinking. Regarding the questions for discussions, Ariani & Rachmawaty (2019) marks that they act as a guide for students to interact in different communicative activities, so the authors suggest that teachers socialize the proposed questions before starting the task for students to involve themselves from the beginning in the development of the lesson, managing to participate and submit reasonable information when answering those questions. Furthermore, Fitriati et al. (2021) asserts that speaking strategies, words or phrases, help students to fill silent moments avoiding the conversation stops. Additionally, the rubrics in the discussions allow students to understand what the teacher's expectations are about their participation (ACUE, 2020).

#### ***i) Group students carefully***

### **Excerpts from the students' journals**

*la enseñanza fue mas en la clase que en los propios grupos de trabajo ya que mis compañeros de trabajo estaban en el mismo nivel de aprendizaje que yo por ende no hubo mucho aprendizaje [The teaching was more in the classroom than in the work groups themselves since my co-workers were at the same level of learning as me so there was not much learning].*

### **Excerpts from the teacher's reflections**

*My colleagues and I discussed how to organize group discussions. We considered that there are advantages and disadvantages of mixing weak and strong students in separate groups or mixing them. We decided to separate them because sometimes strong students dominate the discussion and don't give chances to other students to talk.*

*I think they should be grouped according to their level of English, especially for the weak students; perhaps by grouping them with high-level students they will feel self-conscious and their participation will be null.*

The students mention that grouping them with peers according to their same level is not productive because they learn more from the teacher's explanations. In addition, the peers and the teacher say that there are advantages and disadvantages of grouping the strong students with the weak ones, so they prefer separating the learners so that this does not affect the participation of any of them. However, Vattøy (2019) states that by grouping weak students with strong ones, they have a guide on how to pronounce certain words, which generates a certain degree of satisfaction for students with a higher level, for which the author considers that mixed-ability class is advantageous to both.

To answer the second research question about the advantages of teaching culture online with authentic material and group discussions, we analyzed the students' cultural journals, and the open-ended survey. Data suggest the following advantages for students: improve cultural knowledge, learn from their peers, and practice speaking.

#### **a) Improve cultural knowledge**

##### **Excerpts from the students' cultural journals**

*The use of the video was important to improve cultural knowledge.*

*El vídeo que fue presentado resultó ser una herramienta muy llamativa en cuanto a la incorporación del conocimiento [The video that was presented turned out to be a very striking tool in terms of incorporating knowledge].*

The students mention that they gain cultural knowledge from the videos. These media were beneficial and eye-catching to teach the cultural topics. In respect of that, Béréšová (2015) states that the preparation and implementation of authentic material such as videos within English lessons reinforces cultural knowledge, but also engages the continued participation in classes and even develops language skills.

**b) Learn from their peers**

**Excerpts from the students' cultural journals**

*The moment in which I learned the most was when I had a meditative interaction with my classmates, because we shared our different sides and knowledge, helping me to understand more about the topic of Ecuadorian Independence.*

**Excerpts from the open-ended survey**

*puede escuchar a mis compañeros sus opiniones y aprender de ellos también [you can listen to my peers their opinions and learn from them too].*

*intercambiamos ideas que nos ayudaron a comprender mejor el tema [we exchanged ideas that helped us better understand the topic].*

*pudimos conocer la opinión y perspectiva de otros compañeros [we were able to know the opinion and perspective of other colleagues]*

*entiendo lo que mis compañeros aprendieron y comparto mis ideas. Es una especie de retroalimentación [I understand what my classmates learned and I share my ideas. It's kind of feedback].*

*si, ya que cada estudiante compartía su conocimiento y lo hacían con un vocabulario más fácil a un ritmo que lo podía seguir lo que me ayudó a entenderlo claramente [yes, since each student shared their knowledge and they did it with an easier vocabulary at a pace that I could follow which helped me to understand it clearly].*

The learners say that through group discussions they can learn from their classmates, and thus understand better the topics, since the different opinions are like feedback, and the speed together with the vocabulary of the speech used by their peers were easy to comprehend. Boud (2001) mentions that during group activities, learners strengthen their knowledge by expressing their ideas and learning from their peers, but also, they allow them to develop organizational and task planning skills, as well as to assess their own learning.

**c) Practice speaking**

**Extracts from the open-ended survey**

*hubo una comunicación amena con mis compañeros sobre el tema [There was a pleasant communication with my classmates on the topic].*

*favoreció a la práctica activa del idioma [It encouraged the active practice of the language].*



*y también me ayudaron a mejorar mi fluidez al hablar* [And it also helped me to improve my speaking fluency].

*me ayudo a mejorar la habilidad de speaking* [Yes, it helped me to improve the speaking skill].

*Listening to others' ideas can broaden our knowledge on a topic so I think a discussion between 4 or 5 people for 12 minutes is productive.*

The students also opine that the discussion activity was productive because it helped them to practice and improve their speaking skill, improve their fluency, and expand their knowledge by listening to the views of others. Harizaj (2015) cites that communicative activities such as discussion allow students to establish social interactions, give views, exchange information, build speaking skills and become fluent.

To answer the third research question about challenges in teaching and learning culture with authentic materials and group discussion, we analyzed the students' cultural journals, the open-ended survey, and the teacher and the peer teachers' reflections. Main findings show that these challenges are finding short authentic video material, creating activities, finding short videos in English about certain aspects of the mother culture, students' participation, time management, lack of vocabulary and cultural knowledge in group discussions, and technological problems.

#### ***a) Finding short authentic video material***

##### **Excerpts from the teacher's reflections**

*Most of the authentic audio or video materials are very long. I had to edit the podcast with the most basic information. It took me a lot of time. Since I noticed that videos are better, I decided to use videos, but it took me a lot of time to find a short video with relevant information and with comprehensive language.*

The teacher says that authentic media such as videos or audios are better to teach, but they are too extensive, so she had to edit them with the specific information and understandable language, which is time-consuming. According to Zhou (2018), when selecting authentic videos, teachers should consider the learners' interests; look at the quality of these resources in terms of images, sound, speed of speech, length, etc; and use updated media related to the students' cultural background.

**b) Creating activities**

**Extracts from the students' cultural journal**

*Desde mi punto de vista, el número de actividades de las actividades de las lecciones basadas en cultura eran excesivas* [From my point of view, the number of activities in the culture-based lesson activities was excessive].

*si porque anotábamos información y algún conocimiento se quedaba, pero por otra parte no porque se hacia las actividades por completar las tareas y cumplir* [Yes, because we wrote down information and some knowledge remained, but on the other hand, not because activities were carried out to complete the tasks and fulfill].

*no se debe saturar al estudiante de actividades, el profesor debería tener un rol más activo* [The student should not be saturated with activities, the teacher should have a more active role].

The learners opine that the excessive number of culture-based activities overwhelms them, so that they complete the activities out of obligation, in such a way that it harms their learning and minimizes the teacher's participation. Vindas (2020) mentions that a teacher's mistake is to assign activities excessively or unnecessarily, which can divert the learning objective and consume time for teaching. In this sense, when proposing activities or exams, it is important for teachers to be responsible, enthusiastic, and knowledgeable about the teaching-learning process, so that students are motivated to learn and get committed feedback (Moreno, 2010).

**c) Finding short videos in English about certain aspects of the mother culture**

**Excerpts from the students' cultural journals**

*I think it would have been convenient to have a video or something similar about the independence of our country in English.*

*Maybe you should give us a video like the one of the Statue of Liberty about the Virgin of "El Panecillo"*

**Excerpts from the teacher's reflections**

*A los estudiantes les gustó mucho la clase donde se presenta sobre Rosa Parks y Matilde Hidalgo, pero para ciertas temáticas no se encuentra videos cortos en inglés sobre Ecuador. Por ejemplo el caso del grito de la independencia. Debido al tiempo decidí utilizar un video de la historia de la independencia del Ecuador en español, es decir se utilizó dos*

*videos separados. Del mismo modo no encontré un video corto de José Martínez Queirolo [The students really liked the class where Rosa Parks and Matilde Hidalgo are presented, but for certain topics there are no short videos in English about Ecuador. For example, the case of the cry of independence. Due to the time I decided to use a video of the history of the independence of Ecuador in Spanish, that is, two separate videos were used. In the same way I did not find a short video of José Martínez Queirolo].*

The students comment that they would like to watch media about Ecuadorian facts in the target language, in the same way that videos about American topics are presented. However, the teacher says that it is not possible to find videos in English about the students' mother culture, so she had to use videos in Spanish. In this regard, Roldán (2016) mentions that one of the main difficulties when teaching English as a foreign language in Latinamerican countries is the lack of updated materials in the student's language and culture.

#### ***d) Students' participation***

##### **Excerpts from the peer teachers' reflections**

*When the teacher sent the link for the quiz in Google Forms, there were 34 students. After a few seconds, we noticed that there were 39 participants.*

*The teacher should explain at the beginning that students will have a quiz at the end of the lesson.*

*The first activities were developed on a sheet of paper. Some students thought all the activities would be ungraded, so they decided to leave the class. Then, they noticed or someone told them on the quiz and logged in and tried to complete, but it was too late for some.*

##### **Excerpts from the teacher's reflections**

*They knew that the activity was being evaluated.*

*Only 12 students completed the checking mistakes exercise in Google Forms.*

*Veronica Cumbajín did not complete the multiple choice question with Nearpod. She completed the table in the last stage, but she did not use information from the video. In other tests, she got 7 or 8 which means that she is not a weak student.*

The peers and the teacher mention that the student's participation is not full during the lesson, since some students complete the activities because they know that they are graded, but when

they are not, the learners leave the class, and they return when they are alerted by their peers. For this reason, the peers say that the professor should indicate that there will be a test at the end of the class. In line with Nazir (2018), the inducements such as extra points or scores are relevant for encouraging students to play a proactive role in the teaching-learning process, so telling them that the activities will be evaluated acts as a stimulus to achieve pupils' participation in response.

*e) Time management*

**Excerpts from the students' cultural journals**

*There was too little time to complete the activities and I couldn't send my answers in two activities.*

*I believe that the activity that includes videos should be applied with a little more time.*

**Excerpts from the open-ended survey**

*Las diferentes actividades planteadas en cada clase eran interesantes pero la falta de tiempo impedía realizarlas de buena manera* [The different activities proposed in each class were interesting but the lack of time prevented them from being carried out in a good way].

*El tiempo para realizar las actividades porque fueron temas que desconocía parcialmente y por esta razón me resultó difícil completar las actividades* [The time to carry out the activities because they were subjects that I was partially unaware of and for this reason it was difficult for me to complete the activities].

**Excerpts from the peer teachers' reflections**

*Teacher didn't correctly organize the time for students to complete the activities.*

*Teacher assumed that students would take more time to complete them.*

*The teacher should explain to them how much time they have to do the activity.*

**Excerpts from the teacher's reflections**

*20 minutos están destinados para la discusión pero hasta organizar los breakout rooms en Zoom se pierde mucho tiempo. Además no puedo monitorear la discusión de todos los grupos porque son 9 grupos de 4. Por ello he decidido hacer que cada grupo grabe la discusión* [20 minutes are allocated for discussion but even organizing breakout rooms on Zoom wastes a lot of time. In addition, I cannot monitor the discussion of all the groups

because there are 9 groups of 4. That is why I have decided to make each group record the discussion].

The students and the peers' teachers say that the learners cannot complete the proposed activities since the time given by the teacher is not appropriate, or sometimes she does not indicate the timeout. Likewise, the professor mentions that organizing the discussion activity is time-consuming and that due to the number of groups and available time, it is not possible for her to supervise all of them, so she asks each group to record it. Khawaja et al. (2016) affirm that time management is a process that needs to be controlled by the teacher when planning and evolving the lesson exercises to guarantee classroom success and students' performance.

*f) Lack of vocabulary and cultural knowledge in group discussions*

**Extracts from the open-ended survey**

*las actividades de hablar se me dificultan una porque en mi caso necesito más tiempo para organizar mis ideas, y buscar las palabras correctas para utilizar [The speaking activities are difficult for me because in my case I need more time to organize my ideas and look for the right words to use].*

*había temas que desconocía y al hablar, tenía que buscar previamente ciertos aspectos para poder conversar con mis compañeros [There were topics that I didn't know about and when speaking, I had to look up certain aspects beforehand in order to be able to converse with my classmates].*

*lo más difícil para mi fue realizar discusiones entre compañeros debido a que a veces no se conoce suficiente vocabulario sobre esos temas y si se complica hablar sin quedarte estancado [The most difficult thing for me was to carry out discussions among classmates because sometimes you don't know enough vocabulary about those topics, and it is difficult to speak without getting stuck].*

**Extracts from the teachers' reflections**

*The limited vocabulary and the limited knowledge of the students about their own culture and American culture did not allow their interventions to be extensive.*

*After observing the students' discussions, the only two obstacles that come to mind are the lack of vocabulary and cultural knowledge. For this reason, I think it is advisable to keep the introductory activities focused on new vocabulary and to teach more important cultural topics in a creative way as the teacher did.*

The students opine that speaking activities are difficult for them due to their lack of vocabulary and cultural knowledge, which hinders their participation in the group discussions. Similarly, the teacher expresses that the limited knowledge and vocabulary cause the discussions to be short, so she thinks that it is convenient to implement introductory activities of new vocabulary on cultural topics. In this sense, Ibrahim et al. (2018) states that those who have a poor vocabulary of the foreign language face difficulty in understanding data, which also affects their communicative competence, and therefore the prior teaching of vocabulary is considered necessary. Additionally, cultural awareness in EFL students is needed to overcome challenges in communication and mastery of the target culture (Lui, 2016).

**g) Technological problems**

**Extracts from the students' cultural journals**

*I suggest giving the students more time because of connection problems*

*Se me dificulta un poco seguir el ritmo de cada actividad, porque hay que abrir varios lugares para realizarlas, y el internet es un impedimento grande para realizarlas [It is a little hard for me to follow the activity rhythm because it is necessary to open several websites to complete them, and the internet is a big obstacle to complete them].*

**Extracts from the open-ended survey**

*Problemas de conectividad ya que en mi caso el momento de grabar videos en zoom u otra aplicación se me dificulta mucho [Connectivity problems since in my case when recording videos in zoom or other application is very difficult for me].*

**Excerpts from the teacher's reflections**

*En realidad se toman casi el triple del tiempo que se les asigna para entregar la discusión grabada porque dicen que tienen problemas de conexión o que el video no se procesa [They actually take almost three times the time allotted to deliver the recorded discussion because they say they have connection problems or the video does not process].*

*Los principales problemas fueron la conectividad a Internet, pues retardaba el proceso de la discusión [The main problems were Internet connectivity, as it slowed down the discussion process].*

The learners manifest that the low internet connection is an impediment when completing the activities on the different websites and when recording the group discussions, so they request a little more time. Besides, the teacher says that the students send the recordings late on the

pretext that they have connection problems. Husniyah (2018) indicates that teaching online classes can be pleasant and innovative, but due to the speed of the Internet is often low, the learning process can be affected.

To answer the fourth research question about the usefulness of teaching culture-based lessons with authentic material and group discussions, we analyzed the students' cultural journals, and the open-ended survey. Main findings show that this implementation had a positive impact in students' development.

### **Excerpts from the students' cultural journals**

*This lesson was very interesting because it helped me to improve my knowledge about the rights that women acquired through their struggle and education in those difficult times when rights were not fair for them.*

*I increased my cultural knowledge.*

*Pude incrementar mi conocimiento sobre varios personajes importantes de Ecuador y otros países como Matilde Hidalgo y Rosa [I was able to increase my knowledge about several important people from Ecuador and other countries such as Matilde Hidalgo and Rosa].*

*Yo considero que todo fue de mucha ayuda para mi aprendizaje cultural [I consider that everything was very helpful for my cultural learning].*

*it helped me to improve my knowledge about the rights that women acquired*

*that helped me to know that there had not always been the same rights between blacks and whites, it really improved my knowledge about culture.*

*that I was able to reinforce my knowledge about the First Cry of Independence in Ecuador that took place on August 10th, 1809.*

*conocer personajes que han marcado la historia de los derechos humanos [meet people who have marked the history of human rights].*

*No hubo un problema concreto, ya que todo fue sustancioso e interesante, ya tenía conocimiento previo, por lo que las clases me dieron nuevos datos culturales [There was no particular problem, since everything was rich and interesting, I already had prior knowledge, so the classes gave me new cultural data].*

### **Excerpts from the open-ended survey**

*Mi competencia comunicativa intercultural aumento al recibir clases durante la asignatura* [My intercultural communicative competence increased by receiving classes during the subject].

*Me gustó mucho la manera de dar clases de la teacher (...), todos los recursos que ella utilizaba, y cómo hacía una conexión entre ambas culturas mediante el uso del idioma inglés. No tendré el mejor aprendizaje de ambas culturas pero aprendí muchas cosas que desconocía* [I really liked the way the teacher taught (...), all the resources she used, and how she made a connection between both cultures through the use of the English language. I will not have the best learning of both cultures but I learned many things that I did not know].

*fuimos capaces de entender una cultura totalmente diferente a la nuestra* [We were able to understand a culture totally different from ours].

*The activities implemented in class seemed very interesting to me, especially because it is a topic that I consider very important for the history of our culture.*

Most of the participant students express that culture-based lessons and activities in English as foreign language classes were useful as they helped them to reinforce, increase, and even acquire new cultural knowledge. Kozhevnikova (2014) affirms that cultural instruction and culture-based activities must be integrated in language acquisition due to they have a positive impact on students' linguistic abilities, and increase their cultural awareness. Furthermore, the author also mentions that learners' tolerance and intercultural skills are developed when they are exposed to an inclusive cultural learning environment.



## **9. RESEARCH IMPACTS**

This research project would have an educational and social impact, since it could provide a theoretical guide for teachers to design and implement lessons based on cultural topics in English as foreign language classes. In addition, this study could be used by other researchers as a basis for future projects related to the subject. Likewise, various challenges that were found during the development of the research could be analyzed by peers to avoid setbacks in the instruction process.

Likewise, the project also encourages professors to explicitly teach culture in the English classes. If culture is taught, English learners would interact with the target language and its culture to be able to express their ideas with respect and empathy by acquiring a cultural awareness and contrasting it with their own one, so that they are competently communicative human beings in different social contexts.

## **10. CONCLUSIONS AND RECOMMENDATIONS**

### **10.1 Conclusions**

This project suggests that the pedagogical considerations for teaching culture online in EFL classes were: a) use of video material that shows real situations of the target culture, b) examine the length of the videos, since students like watching short but clear and striking ones, c) compare L1 and L2 culture to awaken interest in determining how different or equal both are, d) check difficult vocabulary before listening to avoid students' misunderstanding during the lesson, e) select technological tools carefully, so that the class is dynamic and allows the students' active participation, f) give enough time to complete the activities, g) consider that students might not have prior knowledge about the topic, which could hinder their learning, h) provide help for the discussion whether it be questions, discussion strategies or rubrics as a guide for students, and i) group students carefully, so that both strong and weak learners have meaningful training.

The findings also show that teaching culture with authentic material and discussion groups was advantageous for students to strengthen their cultural awareness due to the interaction with the type of material selected. Likewise, the learners boosted their communicative competence through the discussions carried out, since they reinforced the knowledge learned by expressing their ideas and listening to others, thus demonstrating the understanding and comprehension acquired about the topics, but above all, they learned to listen to and respect ideas different from their own.

At the same time, some challenges were undergone by the teacher during the implementation of the cultural lessons, so it was necessary for her to make certain modifications from one class to another. Those were related to: find short authentic video materials, create an appropriate number of class activities, get short videos in English about facts of the mother culture, the students' participation due to their low willingness, the time management by not being precise in terms of activities complexity, the lack of students' vocabulary and cultural knowledge in the group discussions, and technological problems such as unstable internet connection.

For the participants of this project, the teaching of the cultural lessons during their English as foreign language classes played an important role in the acquisition and reinforcement of their cultural knowledge. In this way, through this study it is possible to conclude that only the learning of linguistic skills is not enough for learners to develop their intercultural communicative competence (ICC), but it is also required for them to become familiar with the

target culture, so that they are able to interact in different contexts making a proper use of the foreign language.

## **10.2 Recommendations**

Due to the importance of culture in EFL classes, teachers should not only focus on the instruction of linguistic aspects, but they should also give relevance to the teaching of topics related to cultural education in order to encourage in students the cultural awareness of the target language, and thus strengthen their ICC, so that they are able to establish social relationships in different environments.

English teachers of the different educational levels should thoroughly analyze each of the different pedagogical considerations detailed in this project research for the pertinent preparation of culture-based lessons, with the intention that there are no obstacles during their implementation, resulting in an effective teaching practice and a meaningful student learning.

Once the effectiveness of the didactic materials and the class activities applied during the development of this research has been identified, it is recommended that English teachers use modern teaching resources, and propose innovative tasks to achieve dynamic classes, in such a manner that they can capture the student's attention and increase their desire to learn.

## 11. REFERENCES

- Abbasi, G., Asayeshh, M., Assemi, A., Janfaza, E., & Zadeh, S. (2012). Culture within Language. *International Conference on Language, Medias and Culture*, 2. <https://afly.co/5br7>
- Abdulbaki, K., Alsaqqaf, A., Jawad, W., & Suhaimi, M. (2018). The Use of the Discussion Method at University: Enhancement of Teaching and Learning. *International Journal of Higher Education*, 4. <https://afly.co/5bs7>
- Abushihab, I. (2016). The Effect of Cultural Awareness on Motivating Students to Learn English as a Foreign Language in Jordan. *Journal of Foreign Languages, Cultures and Civilizations*, 1,2,6. <https://afly.co/5bt7>
- ACUE. (2020). Use Discussion Forum Rubrics. *Association of College and University Educators*, 1. <https://afly.co/5bv7>
- Agu, P., Chukwuji, C., Chukwuemeka, I., Okeke, C., & Oshun, G. (2018). Impact of Time Management on Productivity of Private Secondary Schools in Education District V, Lagos State. *International Journal of Applied Engineering Research*, 1. <https://afly.co/5bw7>
- Ahmad, M., Arshad, A., & Shah, S. (2020). Investigating cultural contents in English language teaching materials through textbook evaluation. *Journal of Language and Cultural Education*, 2. <https://n9.cl/2z4w6>
- Aini, S. (2019). The implementation of participation point system in teaching speaking to the seventh grade students of SMP Sepuluh Nopember Sidoarjo. *Repository STKIP PGRI Sidoarjo*, 2. <https://n9.cl/ou56d>
- Ali, S., Kazemian, B., & Hussain, I. (2015). The Importance of Culture in Second and Foreign Language Learning. *Dinamika Ilmu*, 3. <https://afly.co/5bx7>

- Alkhatnai, M., Al-Omrani, A., Greenstone, K., Salminen, S., & Zhang, Q. (2006). Reviewed Work: Perspectives in Practice, by P. R. Moran. *TESOL Quarterly*, 1. <https://n9.cl/q2qsv>
- Al-Ramahi, N., Mahmoud, M., & Zakarneh, B. (2020). Challenges of Teaching English Language Classes of Slow and Fast Learners in the United Arab Emirates Universities. *International Journal of Higher Education*, 1,11. <https://afly.co/5by7>
- Alshamrani, M. (2019). An Investigation of the Advantages and Disadvantages of Online Education. *Auckland University of Technology*, 32. <https://n9.cl/apwzc>
- Al-Subaiei, M. (2017). Challenges in Mixed Ability Classes and Strategies Utilized by ELI Teachers to Cope with Them. *English Language Teaching (ELT)*, 1. <https://afly.co/5c27>
- Ambrose, S., Bridges, M., DiPietro, M., Lovett, M., & Norman, M. (2010). How Learning Works Seven Research-Based Principles for Smart Teaching. *Jossey-Bass Professional Learning - Wiley*, 41. <https://afly.co/5c57>
- Amjad, T. (2012). Using L1 Culture to Acquire L2 Culture: ZPD framework. *SIT Digital Collections*, 31. <https://n9.cl/z2zor>
- Apriliyanti, D., & Bhuana, G. (2021). Teachers' Encounter of Online Learning: Challenges and Support System. *Journal of English Education and Teaching*, 10. <https://n9.cl/rwcd8>
- Ardhana, W., Degeng, N., Mutrofin, & Setyosari, P. (2017). The Effect of Instructional Methods (Lecture-Discussion versus Group Discussion) and Teaching Talent on Teacher Trainees Student Learning Outcomes. *Journal of Education and Practice*, 2. <https://n9.cl/o1czcj>

- Ariani, S., & Rachmawaty, N. (2019). Investigating The Types of Teacher Questions in EFL Secondary Classroom. *Advances in Social Science, Education and Humanities Research*, 2. <https://afly.co/5c67>
- Asmalı, M., & Erarslan, A. (2021). The effects of videos on listening skill and vocabulary in the process of language learning. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 3. <https://n9.cl/pfem0>
- Ataş, U. (2018). The Role of Receptive Vocabulary Knowledge in Advanced EFL Listening Comprehension. *The Electronic Journal for English as a Second Language*, 1. <https://n9.cl/ng4tl>
- Axelsson, S. (2007). The weak language learner. *Växjö University*, 21. <https://n9.cl/szdyg>
- Ayu, M. (2020). Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia. *Journal of English Teaching*, 2-3. <https://n9.cl/hoxdz>
- Barbuzza, S., Del Giusti, S., del Moral, G., & Vernier, S. (2008). The five languages skills in the EFL classroom. *Nueva Revista de Lenguas Extranjeras*, 5-6. <https://n9.cl/9fbaa>
- Bean, J., & Peterson, D. (2002). Grading Classroom Participation. *Wiley Online Library*, 1. <https://n9.cl/r08qm>
- Beltrán, L. (2015). Influencia cultural en la motivación para el aprendizaje del inglés como lengua extranjera. *Revista Interamericana de Investigación, Educación y Pedagogía*, 11. <https://n9.cl/5u3b5>
- Benahnia, A. (2015). The Role of Cultural Components in Shaping the L2 Learner's Identity and Intercultural Competence. *KSAALT TESOL Academic Journal*, 9. <https://n9.cl/slx8e>
- Bérešová, J. (2015). Authentic Materials – Enhancing Language Acquisition and Cultural Awareness. *ELSEVIER Journals*, 9. <https://n9.cl/65kbq>

- Boud, D. (2001). Making the Move to Peer Learning. *Deakin University*, 3.  
<https://n9.cl/op7gh>
- Brdarić, H. (2016). The Importance of Teaching Culture in the Foreign Language Classroom. *Repository of Josip Juraj Strossmayer University of Osijek*, 48. <https://n9.cl/imbyq>
- Cárdenas, S., Galimberti, J., & Ochoa, I. (2019). Adapting English lessons to raise culture awareness in an EFL classroom. *Ciencia Digital*, 2. <https://n9.cl/li56a>
- Chancay, C., & Fernández, M. (2019). Interculturality in the Language Class – Teachers’ Intercultural Practices in Ecuador. *RELC Journal*, 10. <https://n9.cl/ruzvx>
- Chen, D., & Yang, X. (2016). Culture as the Core: Challenges and Possible Solutions in Integrating Culture into Foreign Language Teaching. *Journal of Language Teaching and Research*, 9. <https://n9.cl/tkdcf>
- Cole, S., Corrie, C., Dubreil, S., & Herron, C. (2000). Using Instructional Video to Teach Culture to Beginning Foreign Language Students. *CALICO Journal*, 2.  
<https://n9.cl/183ap>
- Coltrane, B., & Pewtersen, E. (2003). Culture in Second Language Teaching. *ERIC Digests*, 1. <https://n9.cl/h7s9o>
- Crandall, J., & Shin, J. (2014). Teaching Young Learners English From Theory to Practice. *National Geographic Learning/Heinle*, 11. <https://n9.cl/kh9qg>
- Creswell, J. W. (2012). Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.). PEARSON. <https://n9.cl/u2vzn>
- Dauda, U., & Kolo, J. (2008). Development of a Simple Programmable Control Timer. *Leonardo Journal of Sciences*, 2. <https://n9.cl/xoj3o>
- Denzin, N., & Lincoln, Y. (2005). The Discipline and Practice of Qualitative Research. *American Psychological Association (APA)*, 4. <https://n9.cl/1yc2l>

- Dewi, R. (2018). Utilizing Authentic Materials on Students' Listening Comprehension: Does it have Any Influence? *Advances in Language and Literary Studies*, 1.  
<https://n9.cl/q5ben>
- Edrenius, R. (2018). Authentic Materials in Listening Lessons: A Study of Swedish Upper-Secondary English Teachers' Attitudes toward Authentic Materials in Listening Lessons. *Örebro University*, 34. <https://n9.cl/5hpzm>
- Espinoza, L., & Rodríguez, J. (2020). Improving Culture Teaching in the English Major at Universidad Nacional: Perceptions and practices. *Revista Actualidades Investigativas en Educación*, 2. <https://n9.cl/i307j>
- Evaristo, J. R., & Karahanna, E. (2005). Levels of Culture and Individual Behavior: An Integrative Perspective. *Journal of Global Information Management*, 5.  
<https://n9.cl/awt1ml>
- Fajaria, N., & Luthfiyyah, R. (2011). Implementing Cultural Strategies in EFL Classroom. *Academia.edu*, 9. <https://n9.cl/80ubv>
- Febrina, W. (2017). Authentic vs Non-Authentic Materials in Teaching English as a Foreign Language (EFL) in Indonesia: Which One Matters More? *The Asian Conference on Education (ACE)*, 4. <https://n9.cl/1twbj>
- Fitriati, S., Melati, P., Mujiyanto, Y., & Sulistiyono, S. (2021). The use of conversation fillers in English by Indonesian EFL Master's students. *Linguistic Research - ISLI (KHU)*, 2.  
<https://n9.cl/hxs7m>
- Folse, K. (2008). Six Vocabulary Activities for the English Language Classroom. *English Teaching Forum*, 1. <https://n9.cl/17keo>
- Frank, J. (2013). Raising Cultural Awareness in the English Language Classroom. *English Teaching Forum*, 2-9. <https://n9.cl/xhf9b>



- Goli, B. (2016). The Use of Videos in EFL Classroom: A Revolution. *International Journal of Linguistics and Literature*, 4. <https://n9.cl/yws11>
- Gómez, L. F. (2015). The Cultural Content in EFL Textbooks and What Teachers Need to Do About It. *Profile: Issues in Teachers' Professional Development*, 2, 5-9. <https://n9.cl/0ph72>
- Guermat, F. (2017). Investigating EFL Students' Attitudes towards the Effect of Classroom Seating Arrangement on On-task Participation. *Larbi Ben M'Hidi University-Oum El Bouaghi*, 29. <https://n9.cl/q28r4>
- Gunes, G., & Mede, E. (2019). Integration of Intercultural Communicative Competence (ICC) in an EFL Course: Perceptions of Students and Teachers. *Inonu University Journal of The Faculty of Education*, 3. <https://n9.cl/02pn0>
- Hamra, A., Jabu, B., Latifa, A., Nur, R., & Rahman, M. (2015). Developing a Practical Rating Rubric of Speaking Test for University Students of English in Parepare, Indonesia. *Journal of Teaching English Language (TEL)*, 3. <https://n9.cl/d860z>
- Harizaj, M. (2015). Discussion as an Active Learning in EFL. *European Scientific Journal*, 2-3. <https://afly.co/5cc7>
- Heale, R., & Twycross, A. (2017). What is a case study? *AJN The American Journal of Nursing*, 1. <https://n9.cl/71lrX>
- Hearn, J., & McMillan, J. (2008). Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement. *ERIC - Education Resources Information Center*, 7. <https://n9.cl/8bloa>
- Hernández, O., & Samacá, Y. (2006). A Study of EFL Students' Interpretations of Cultural Aspects in Foreign Language Learning. *Scielo*, 4. <https://n9.cl/e9qsi>

- Hui-ling, T., & Talley, P. (2014). Implicit and Explicit Teaching of English Speaking in the EFL Classroom. *International Journal of Humanities and Social Science*, 2. <https://n9.cl/o53i2w>
- Husniyah, A. (2018). Blended Learning in EFL Classrooms with Slow Internet: Insights from Teachers and Students. *Universitas Pendidikan Ganesha*, 2, 10. <https://n9.cl/nfkds>
- Ibrahim, A., Ishtiaq, R., Mohd, N., Mustafa, G., & Shahbaz, M. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal (AWEJ)*, 2. <https://n9.cl/7ur5w9>
- Igere, O., & Ivwighrehweta, M. (2016). Impact of the internet on academic performance of students in tertiary institutions in Nigeria. *Journal of Information & Knowledge Management*, 8. <https://n9.cl/6kalb9>
- Intriago, E., Soto, S., & Villafuerte, J. (2017). Beyond Paper-and-Pencil Tests: Good Assessment Practices for EFL Classes. *Editorial UTMACH*, 44. <https://n9.cl/axv2m>
- Kaur, H. (2010). Mixed Ability Teaching. *VSRD International Journal*, 1. <https://n9.cl/yevln>
- Khawaja, M., Panhwar, U., Saeed, H., Sahito, Z., & Siddiqui, A. (2016). Teachers' Time Management and the Performance of Students: A Comparison of Government and Private Schools of Hyderabad, Sindh, Pakistan. *World Journal of Education*, 2,3. <https://n9.cl/pmewi>
- Kiet, S. (2009). Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance. *Electronic Journal of Foreign Language Teaching*, 10. <https://n9.cl/1jzn5>
- Kilickaya, F. (2004). Authentic Materials and Cultural Content in EFL Classrooms. *The Internet TESL Journal*, 2. <https://n9.cl/aealm>
- Kim, H.-S. (2015). Using Authentic Videos to Improve EFL Students' Listening Comprehension. *International Journal of Contents*, 3. <https://n9.cl/1ufzs>

- Kovács, G. (2017). Culture in Language Teaching A course design for teacher trainees. *De Gruyter Open*, 10. <https://n9.cl/1r0dh>
- Kozhevnikova, E. (2014). Exposing Students to Authentic Materials as a Way to Increase Students' Language Proficiency and Cultural Awareness. *ELSEVIER Journal*, 1,2-3. <https://n9.cl/tljp2>
- Lee, K., Ramayah, B., Sanmugam, M., & Selvarajoo, A. (2019). Use of nearpod as interactive learning method. *The International Academy of Technology, Education and Development (IATED)*, 8. <https://n9.cl/61rh2>
- Li, H. (2019). Culture and Language: An Action Research Study on the Impact of Integrating Culture into a Chinese Language Immersion Program. *Digital Commons @ Gardner-Webb University*, 40. <https://n9.cl/g2v4u>
- López, D. (2016). The use of authentic videos, as a teaching strategy, to lower some boredom signs shown by Intermediate English students at Universidad San Ignacio de Loyola when practicing grammar, in order to improve results. *Universidad de Piura*, 38. <https://n9.cl/zbak5>
- Lui, C. (2016). Cultivation of Intercultural Awareness in EFL Teaching. *Journal of Language Teaching and Research*, 2. <https://n9.cl/wbnp7>
- Mahyoob, M. (2021). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal*, 5. <https://n9.cl/kmlli>
- Mason, R. (2007). Culture: An Overlooked Key to Unlocking Organizational Knowledge. *The Information School, University of Washington*, 5. <https://n9.cl/chryf>
- Mehta, A. (2019). Strategies for time management in classroom. *International Journal of Research in Humanities, Arts and Literature*, 1. <https://n9.cl/jqyzv>
- Moreno, C. (2010). Effective Teachers – Professional and Personal Skills. *Revista de la Facultad de Educación de Albacete*, 2. <https://n9.cl/u7dat>

- Musa, F. (2021). Evaluating ELF Students' Speaking Skill at Tertiary Level. *International Journal Online of Humanities (IJOHMN)*, 3. <https://n9.cl/03xyp>
- Nassar, M. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha University. *Arab World English Journal*, 2. <https://n9.cl/deeu1>
- Nazir, F. (2018). Stimulus-Response Theory: A Case Study in the Teaching and Learning of Malay Language Among Year 1 Pupils. *The Journal of Social Sciences Research*, 1. <https://n9.cl/udsfw>
- NYSED. (2003). Languages Other Than English Resource Guide. *New York State Education Department*, 142. <https://n9.cl/4umt2>
- Pourhosein, A., & Sabouri, N. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *Canadian Center of Science and Education*, 5. <https://n9.cl/y6cu9>
- Povey, E. (2019). IPA: A Framework for Language Teaching Based on Bloom's Taxonomy. *International Journal of Educational Research*, 9-10. <https://n9.cl/e50gy>
- Pratiwi, A. (2020). Group Work and Pair Work to Teach Speaking Skill for a Large Class. *The State Institute for Islamic Studies (IAIN) Bengkulu*, 43. <https://n9.cl/ujl28>
- Pulverness, A., Spratt, M., & Williams, M. (2011). *The TKT Course Modules 1, 2, and 3* (Second ed.). Cambridge University Press. <https://n9.cl/5e4xw>
- Putri, A. (2018). Fostering interpersonal communication skills of high school students in Japan: Fugimigaoka high school. *KeiO Associated Repository of Academic resources*, 18-19. <https://n9.cl/cddozo>
- Qamariah, Q., & Tadris, K. (2016). Authentic Materials, an alternative in English classroom. *ResearchGate*, 3. <https://n9.cl/3zuu5>
- Reid, E. (2014). Authentic materials in developing intercultural communicative competences. *University of Constantinus the Philosopher in Nitra*, 3. <https://n9.cl/px5p7>

- Roldán, A. (2016). Obstáculos en el aprendizaje del inglés como lengua extranjera en dos grupos de población bogotana. *Repositorio Universidad Distrital Francisco José de Caldas*, 14. <https://n9.cl/11dmw>
- Ruiz, M. (2014). Causes for the low-participation of students in the English lessons. *Universidad Pública de Navarra*, 29. <https://n9.cl/bylhd>
- Seepho, S., & Tran, T. (2014). An Empirical Study on Teachers' Perceptions and their Incorporating Cultural Competence in English Language Teaching. *International Conference on English Language Teaching (ICELT 2014)*, 1. <https://n9.cl/y81t9>
- Shahrokni, A. (2018). Nearpod. *The Electronic Journal for English as a Second Language*, 8. <https://n9.cl/ul38x>
- Silva, E. (2021). The Cultural Knowings Framework: A Framework for Learning/Teaching Culture and Foreign Languages. *Scribd*, 1. <https://n9.cl/azmv2>
- Spiller, D. (2012). Assessment Matters: Self-Assessment and Peer Assessment. *The University of Waikato*, 7. <https://n9.cl/lwuus>
- Stevens, E., & Wolf, K. (2007). The Role of Rubrics in Advancing and Assessing Student Learning. *The Journal of Effective Teaching*, 3-5. <https://n9.cl/kg5cy>
- Sugirin, S. (2009). Integrating Culture into EFL Instruction. *Yogyakarta State University*, 9. <https://n9.cl/51w1o>
- Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education and Training Studies*, 1. <https://n9.cl/6zezo>
- Tran, Q. (2019). Why teaching culture is important in EFL setting. *Can Tho University Publisher*, 3. <https://n9.cl/imad3>
- Tuanany, N. (2021). Some problems in Listening using Authentic Materials encountered by the third year students of SMA DUA MEI CIPUTAT. *Syarif Hidayatullah State Islamic University*, 29-30. <https://n9.cl/jv1ha>

- Vattøy, J. (2019). Adapted teaching for advanced students in the EFL classroom. *Høgskulen på Vestlandet*, 26. <https://n9.cl/5bdf1>
- Vindas, C. (2020). Teacher Perception about Excessive Amounts of Extracurricular Activities that Interfere with Regular Classes. *Revista Educación*, 4. <https://n9.cl/fts8i>
- World Learning. (2019). Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting. *World Learning*, 5. <https://afly.co/5bq7>
- Yang, Z. (2014). Importance of Cultural Background in English Teaching. *International Conference on Education, Language, Art and Intercultural Communication*, 1. <https://afly.co/5c87>
- Zhou, B. (2018). Using authentic videos in college English teaching in China. *University of Wisconsin-Platteville*, 17. <https://n9.cl/myabt>

## 12. ANNEXES

### 12.1 Annex 1. Cultural journal template

---

# My learning journal



Date: 16/04/2021

Topic: Attending an American Wedding

How useful was this lesson to improve my cultural competence?

Very useful

Useful

Neutral

Useless

Very Useless

Points of the lesson that helped my culture learning. Explain

Points of the lesson that hindered my culture learning. Explain

Any suggestion?



## 12.2 Annex 2. Informed consent



EXTENSIÓN  
PUJILÍ

### CONSENTIMIENTO INFORMADO

Yo, \_\_\_\_\_ autorizo que se utilicen los diarios escritos por mi persona en la asignatura de **Ecuadorian American Society and Culture**, durante el período académico Abril – Agosto 2021. Asimismo, declaro que he sido informado que el análisis de los diarios se realizará con el objetivo de conocer las perspectivas de los estudiantes en cuanto a la implementación de clases de cultura en el área de inglés.

Entiendo que bajo ningún medio serán expuestos mis nombres en ninguna parte del proyecto.

Es así que acepto voluntariamente participar en este estudio, pues además he recibido una copia del presente documento.

**Firma participante:**

**Cédula de Identidad:**

**Correo institucional:**

**Fecha:** 7 de Febrero 2022.



### 12.3 Annex 3. Teacher's reflection template

#### ANNEX 4: REFLEXION PROCESS: PLANNING AND IMPLEMENTING CULTURE BASED LESSONS

Teacher's name:

Class:

Topic:

Date:

Lesson Objective:

Achievement of the objective:

Evidence:

ASPECTS	DESCRIPTION/ What happened?	INTERPRETATION/ Why did it happen?	GENERALIZATION/ Theories (Literature Review)	ACTION PLAN (in next lesson plan)	EVALUATING THE ACTION PLAN
THINGS THAT WENT WELL (things that help learning)					
THINGS THAT DID NOT GO WELL OR PUZZED (things that hinder learning)					

## 12.4 Annex 4. Peers observers file

### PEERS OBSERVERS FILE

**Topic:**

**Time:** 60 minutes

**Lesson Objective:**

	OBSERVATION NOTES	COMMENTS
POINTS OF THE LESSON THAT HELP STUDENTS' LEARNING		
POINTS OF THE LESSON THAT HINDER STUDENTS' LEARNING		

**How well was the learning objective achieved?**

From 0% to 100% / Why? (Reflexiona tomando en cuenta la última actividad de la lección donde los estudiantes deben demostrar lo aprendido)

---



---



---


## 12.5 Annex 5. Open-ended survey

**Instructions:** Read and answer the following questions.

- 1. What were the main problems and challenges during the cultural topics' classes in the Ecuadorian - American Culture and Society subject?**
- 2. What were the positive aspects during the classes on cultural issues in the subject of Ecuadorian - American Culture and Society?**

## 12.6 Annex 6. Tutor's curriculum vitae

### 1. DATOS PERSONALES

<i>NOMBRES:</i>	<i>FABIOLA SOLEDAD</i>	
<i>APELLIDOS:</i>	<i>CANDO GUANOLUISA</i>	
<i>FECHA DE NACIMIENTO:</i>	<i>15-FEBRERO-1984</i>	
<i>CÉDULA DE CIUDADANÍA:</i>	<i>050288460-4</i>	
<i>ESTADO CIVIL:</i>	<i>CASADA</i>	
<i>DIRECCIÓN:</i>	<i>LATACUNGA, SECTOR SAN FELIPE</i>	
<i>NÚMEROS TELEFÓNICO:</i>	<i>0999865286</i>	
<i>E-MAIL:</i>	<a href="mailto:fabiola.cando@utc.edu.ec"><i>fabiola.cando@utc.edu.ec</i></a>	

### 2. FORMACIÓN ACADÉMICA

- *PREGRADO:* *Licenciatura en Ciencias de la Educación, Especialización inglés. Universidad Técnica de Cotopaxi, 2007.*
- *POSGRADO:* *Maestría En Lingüística Aplicada a la Enseñanza Bilingüe Español- Inglés, 2016.*  
*Diplomado en Didáctica de la Educación Superior. Universidad Técnica de Cotopaxi, 2010.*  
*Maestría en Planeamiento y Administración Educativos. Universidad Técnica de Cotopaxi, 2012.*

### 3. EXPERIENCIA ACADÉMICA

- *Docente de inglés en la escuela de Educación Básica Dr. "Plinio Fabara Zurita, 2003-2005.*
- *Docente de inglés e inspectora de cursos en el instituto tecnológico "Victoria Vascones Cuvi", 2006-2007.*
- *Docente de Inglés en la Universidad Técnica de Cotopaxi 2007-*
- *Directora de Tesis en la Pontificia Universidad Católica del Ecuador Sede Ambato, 2013-2014.*
- *Miembro del comité de árbitros que valorarán los libros y capítulos de libros en la Universidad Técnica de Machala, 2018.*

### 4. EXPERIENCIA INVESTIGATIVA

## **PUBLICACIONES**

- *Artículo Científico: “Influence of Oral Homework on Oral Competence in a beginning English class at Technical University of Cotopaxi” Revista UTCiencia. ISSN 13906909.*
- *Artículo científico: “Implementación de tareas orales por medio de la combinación del enfoque basado en tareas y el enfoque léxico para desarrollar la competencia oral” REDIPE. Vol.5 N° 6 ISSN 2256 – 1536, junio 2016.*
- *Artículo Científico: Students’ perception about the writing instruction in English classes. Dom. Cien., ISSN: 2477-8818 Vol. 3, núm. 4, julio, 2017, pp. 902-918*
- *Artículo científico: Listening skill in students with Attention-Deficit Hyperactivity Disorder and the teachers’ level of knowledge to teach these students. Pol. Con. (Edición núm. 7) Vol. 2, No 6 Mayo 2017, pp. 104 - 118 ISSN: 2550 -682X DOI: 10.23857/casedelpo.2017.2.6. Jun.104-118.*
- *Artículo científico: El lenguaje materno en la enseñanza del idioma inglés. REVISTA BOLETÍN VIRTUAL REDIPE, ISSN: 2256-1536.*
- *Artículo científico: Integration of Process and Product Approaches in English Classes at Cotopaxi Technical University. Turkish Online Journal of Educational Technology ISSN 2146-7242*
- *Artículo científico: Competencia tecnológica pedagógica del contenido en el área de Lengua y Literatura. Congreso de Ciencia y Tecnología. ISSN 1390-4663*
- *Artículo científico: Implementing a Pilot E-Tandem Project at Technical University of Cotopaxi Mextesol Jpurnal. ISSN: 2395-9908*

## **CAPÍTULOS DE LIBROS/LIBROS**

- *Libro: “Basic Principles of Classroom Management and Teaching in the EFL Context. Universidad Técnica de Cotopaxi. AIDIGITAL. Quito – Ecuador. ISBN 978-9978-395-12-7, Diciembre 2014.*
- *Capítulo de libro: “Selección de un tema de Investigación: De la idea inicial al enunciado” en Cultura Científica en el Contexto Ecuatoriano de Educación Superior. ISBN 978-9978-395-32-5, 2017.*
- *Libro: Escribir y publicar artículos científicos en revistas indexadas, paso a paso. ISBN IMPRESO 978-9978-395-30-1 ISBN DIGITAL 978-9978-395-35-6.*

## **PROYECTOS DE INVESTIGACIÓN FINALIZADOS**

- *VALIDACIÓN DE UN MÉTODO DUAL, INTEGRADO POR EL ENFOQUE DE*

*ESCRITURA BASADO EN PROCESOS Y EN PRODUCTO, EN EL DESARROLLO DE LA HABILIDAD ESCRITA EN INGLÉS.*

- *PROGRAMA DE APRENDIZAJE E-TÁNDEM PARA FORTALECER LAS COMPETENCIAS LINGÜÍSTICAS Y CULTURALES EN LA CARRERA DE INGLÉS DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI*

**CONTRIBUCIONES A CONGRESOS**

- *Ponencia: Simposio Internacional. Educación, Lengua y Cultura “Setting up Oral Homework through the combination of Task Based Learning Approach and Lexical Approach”, The City University of New York (CUNY) ISBN 98958-8967-12-7, junio 2016.*
- *Ponencia: I Congreso Internacional de Investigación en Educación Parvularia y Básica: Aprendizaje del inglés y el desarrollo cognitivo en el marco del currículo de Educación General Básica. ISBN: 978-9942-759-14-6.*
- *Ponencia: I International English Teaching Congress. Process and Product Approaches to enhancing writing skill. ISBN: 978-9942-789-15-3.*
- *Ponencia: I Congreso internacional de investigación científica UTC. Factores que afectan el aprendizaje del idioma inglés en las instituciones de educación públicas.*
- *Ponencia. Los atributos culturales y los contextos de aprendizaje, un continuum socioeducativo. Congreso: Semana de la Ciencia 2018, Universidad Técnica de Machala*
- *Ponencia. Competencia tecnológica pedagógica del contenido en el área de Lengua y Literatura. Congreso de Ciencia y Tecnología ESPE 2018, ISSN: 1390 – 4663*
- *Beliefs and practice in writing instruction. SECOND INTERNATIONAL CONGRESS FOSTERING ACTIVE LEARNING IN EFL CLASSROOMS: CONNECTING TEACHING, LEARNING AND RESEARCH, Universidad Técnica de Ambato, 05/04/2019*
- *The Use of Learning Strategies in an E-tandem English Program. Conference: 2nd International Academic Conference on Teaching, Learning, Munich Germany.*

**PAR EVALUATOR**

- *Evaluada en el proceso de publicación de la colección de libros REDES 2017 de la Universidad Técnica de Machala.*
- *Evaluada en el proceso de revisión de artículos de la revista Colombian Applied Linguistics.*
- *Evaluada en el proceso de revisión de artículos de la revista UTCiencia*

## 12.7 Annex 7. First author's curriculum vitae

### 1. DATOS PERSONALES

**NOMBRES:** TAMARA NATHALY  
**APELLIDOS:** AMANCHA ZAMORA  
**FECHA DE NACIMIENTO:** 17-JUNIO-1998  
**CÉDULA DE CIUDADANÍA:** 185050364-8  
**ESTADO CIVIL:** SOLTERA  
**DIRECCIÓN:** AMBATO, SECTOR FICOA  
**NÚMEROS TELEFÓNICOS:** 032461329 - 0995272647  
**E-MAIL:** [nathy18u@gmail.com](mailto:nathy18u@gmail.com)  
[tamy1804@outlook.com](mailto:tamy1804@outlook.com)



### 2. ESTUDIOS REALIZADOS

**NIVEL PRIMARIO:** UNIDAD EDUCATIVA "PEDRO FERMÍN CEVALLOS"  
**NIVEL SECUNDARIO:** UNIDAD EDUCATIVA "PEDRO FERMÍN CEVALLOS"  
**NIVEL SUPERIOR:** UNIVERSIDAD TÉCNICA DE COTOPAXI

### 3. TÍTULOS OBTENIDOS

- BACHILLER EN CIENCIAS
- EGRESADA EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

### 4. EXPERIENCIA LABORAL

- RESTAURANTE LOS CUYES II
- HELADERÍA CHINITO
- HELADERÍA MICKEY MOUSE

### 5. EXPERIENCIA ACADÉMICA

- UNIDAD EDUCATIVA "VICTORIA VÁSCONEZ CUVI"
- UNIVERSIDAD TÉCNICA DE COTOPAXI
- UNIDAD EDUCATIVA BOLÍVAR

### 6. CARGOS DESEMPEÑADOS

- ASISTENTE DE LIMPIEZA Y ORGANIZACIÓN
- ATENCIÓN AL CLIENTE
- AUXILIAR DE ADMINISTRACIÓN
- PRÁCTICAS DE OBSERVACIÓN
- PRÁCTICAS DE AYUDANTÍA

- *PRÁCTICAS PRE-PROFESIONALES*
- *AYUDANTE DE CÁTEDRA*
- *PARTICIPACIÓN EN UN PROYECTO DE INVESTIGACIÓN FORMATIVA*

#### **7. CURSOS REALIZADOS**

- *1ST INTERNATIONAL ENGLISH TEACHING CONGRESS, LATACUNGA, 2017*
- *FIRST SEMINAR WORKSHOP “IMPROVING OUR TEACHING PRACTICES THROUGH TECHNOLOGY”, LATACUNGA 2018*
- *II SEMINARIO INTERNACIONAL DE LAS MUJERES EN LA CIENCIA: GÉNERO Y CONOCIMIENTO, QUITO, 2019*
- *FOSTERING ENGLISH ORAL AND CULTURAL COMPETENCES IN E-TANDEM LEARNING, LATACUNGA, 2019*
- *CURSO DE TÉCNICAS DE ENSEÑANZA DEL IDIOMA INGLÉS Y TICs, LATACUNGA, 2020*
- *PROGRAMMA DI APPRENDIMENTO DELLA LINGUA STRANIERA ITALIANO, LATACUNGA, 2019 - 2021*
- *SEMINARIO INTERNACIONAL DE EDUCACIÓN “CURRÍCULO, DIDÁCTICA E INVESTIGACIÓN EN LA ERA DIGITAL”, LATACUNGA, 2021*
- *DIPLOMADO EN DOCENCIA Y DIDÁCTICA UNIVERSITARIA, MEDELLÍN, 2021*

## 12.8 Annex 8. Second author's curriculum vitae

### 1. DATOS PERSONALES

**NOMBRES:** HEIDY LISETH  
**APELLIDOS:** FUERES QUILUMBANGO  
**FECHA DE NACIMIENTO:** 22-SEPTIEMBRE-1996  
**CÉDULA DE CIUDADANÍA:** 105020528-3  
**ESTADO CIVIL:** SOLTERA  
**DIRECCIÓN:** AMBATO, SECTOR MAYORISTA  
**NÚMERO TELEFÓNICO:** 0968904807  
**E-MAIL:** [heidy.fueres5283@utc.edu.ec](mailto:heidy.fueres5283@utc.edu.ec)



### 2. ESTUDIOS REALIZADOS

**NIVEL PRIMARIO:** UNIDAD EDUCATIVA "GABRIELA MISTRAL"  
**NIVEL SECUNDARIO:** UNIDAD EDUCATIVA "REPÚBLICA DEL ECUADOR"  
**NIVEL SUPERIOR:** UNIVERSIDAD TÉCNICA DE COTOPAXI

### 3. TÍTULOS OBTENIDOS

- BACHILLER EN CIENCIAS
- EGRESADA EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

### 4. EXPERIENCIA ACADÉMICA

- UNIDAD EDUCATIVA "VICTORIA VÁSCONEZ CUVI"
- UNIVERSIDAD TÉCNICA DE COTOPAXI
- ESCUELA DE EDUCACIÓN BÁSICA "ERNESTO BUCHELI"

### 5. CARGOS DESEMPEÑADOS

- PRÁCTICAS DE OBSERVACIÓN
- PRÁCTICAS DE AYUDANTÍA
- PRÁCTICAS PRE-PROFESIONALES

### 6. CURSOS REALIZADOS

- BASIC ENGLISH 1: ELEMENTARY
- TEACHING VOCABULARY
- TEACHING LISTENING WITH A PURPOSE
- VIRTUAL DEMONSTRATION CLASS FOR READING SKILLS
- SEMINARIO INTERNACIONAL DE EDUCACIÓN "CURRÍCULO, DIDÁCTICA E INVESTIGACIÓN EN LA ERA DIGITAL"
- CURSO DE TÉCNICAS DE ENSEÑANZA DEL IDIOMA INGLÉS Y NTICS



- *SEMINARIO INTERNACIONAL “ADICCIONES Y FAMILIA, AUXILIOS PSICOLÓGICOS POST COVID Y RESILIENCIA”*
- *PROGRAMMA DI APPRENDIMENTO DELLA LINGUA STRANIERA ITALIANO*