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EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

"FILMS AS A TOOL FOR TEACHING CULTURE IN THE EFL CLASSROOM"

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

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APRIL 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Films as a tool for teaching culture in the EFL classroom", and researched by Cumbajín Ananganó Verónica Daniela, ID number 1727292938, and by Yugsi Llano Ronni Alexander, ID number 0504157363 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

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COMMITTEE APPROVAL

The research report entitled "Films as a tool for teaching culture in the EFL classroom", 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.

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GRATEFULNESS

We thank God for blessing us with life, for guiding us along our path as students, for giving us the strength and ability to continue in those moments of difficulty and weakness, to our families for being an unconditional support throughout our professional training, to the Technical University of Cotopaxi, for allowing us to fulfill our dream of being professionals. And finally, sincere thanks to our tutor, Msc. Fabiola Soledad Cando Guanoluisa, for being our guide and sharing her knowledge for the realization of this research project.

Verónica & Ronni

DEDICATION

I dedicate all this effort with much affection to the most important people in my life, Juan Carlos, Andrea and Pável, for always taking care of me and supporting me in this trajectory, for helping me to continue in spite of adversities and for filling my life with happiness.

Verónica

DEDICATION

I dedicate this project to my family, especially to my parents, Edwin Yugsi and Yolanda Llano for their daily support with my studies. To my grandparents, César Alfonso Llano and María Beatriz Llano for their support and wise advice throughout my life. To my friends, Paulina Arias, Henrry Cumbicos and Cristian Medina for their moral support and sincere friendship throughout my preparation as a professional. Finally, to my project partner Verónica Cumbajin, for her dedication and effort that made possible the development of this project.

Ronni

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UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: FILMS AS A TOOL FOR TEACHING CULTURE IN THE EFL CLASSROOM

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ABSTRACT

The present research report aims to identify the positive and negative perceptions derived from an action research experience of the use of films for teaching culture-based lessons in an online class in first-year high school students. To achieve this objective, an action research methodology was developed, in this sense, lesson plans were designed and implemented over seven weeks through an academic intervention of two groups of participants, the first group was of first year high school students belonging to the Educational Unit "Luis Fernando Ruiz" and the second group was of volunteer first year high school students from different public institutions in Quito. The data were obtained through some instruments applied, which included a teacher's reflection form, a peer observer´s table and a survey to students to obtain their comments. As a result, analysis of the data suggested the positive perceptions to teach culture with films in an online high school class, such as: a) Motivation; b) Cultural learning; c) Accessible online tools; d) Clear teacher's instructions; e) Good didactic material. And the negative perceptions are: a) Time management; b) Technology problems; c) Student participation; d) Lack of understanding. However, there were some limitations, which were related to the number of classes taught to students, number of students who attended classes, and those students who completed the survey. From these results, it is concluded that the use of films in teaching English contributes to students´ cultural knowledge and reinforces language learning. By integrating all these tips in the teaching process, it is possible to teach culture to students in a motivating way, permitting to achieve the lesson objectives about improving cultural knowledge.

Keywords: Films, culture, language teaching.

UNIVERSIDAD TÉCNICA DE COTOPAXI

PROGRAMA DE PRE-GRADO

DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - LICENCIATURA EN INGLÉS

TEMA: LAS PELÍCULAS COMO HERRAMIENTA PARA LA ENSEÑANZA DE LA CULTURA EN EL AULA DE EFL

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RESUMEN

El presente proyecto de investigación tiene como objetivo identificar las percepciones positivas y negativas derivadas de una experiencia de investigación-acción sobre el uso de películas para la enseñanza de lecciones basadas en la cultura en una clase en línea en estudiantes de primer año de secundaria. Para lograr este objetivo, se desarrolló una metodología de investigación acción, en este sentido, se diseñaron e implementaron planes de clase durante siete semanas a través de una intervención académica de dos grupos de participantes, el primer grupo fue de estudiantes de primer año de bachillerato pertenecientes a la Unidad Educativa "Luis Fernando Ruiz" y el segundo grupo fue de estudiantes voluntarios de primer año de bachillerato de diferentes instituciones públicas de Quito. Los datos se obtuvieron a través de algunos instrumentos aplicados, que incluyeron un formulario de reflexión del profesor, una tabla de observadores de pares y una encuesta a los estudiantes para obtener sus comentarios. Como resultado, el análisis de los datos sugirió las percepciones positivas para enseñar cultura con películas en una clase de bachillerato en línea, tales como: a) Motivación; b) Aprendizaje cultural; c) Herramientas en línea accesibles; d) Instrucciones claras del profesor; e) Buen material didáctico. Y las percepciones negativas son: a) Gestión del tiempo; b) Problemas tecnológicos; c) Participación de los alumnos; d) Falta de comprensión. Sin embargo, hubo algunas limitaciones, que estaban relacionadas con el número de clases impartidas a los estudiantes, el número de estudiantes que asistieron a las clases y los estudiantes que completaron la encuesta. A partir de estos resultados, se concluye que el uso de películas en la enseñanza del inglés contribuye al conocimiento cultural de los alumnos y refuerza el aprendizaje del idioma. Integrando todos estos consejos en el proceso de enseñanza, es posible enseñar cultura a los alumnos de forma motivadora, permitiendo alcanzar los objetivos de la lección sobre la mejora del conocimiento cultural.

Palabras claves: Películas, cultura, enseñanza de idiomas.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: "Films as a tool for teaching culture in the EFL classroom".

Starting Date:

March 2021

Ending Date:

March 2022

Place of Research: Latacunga

Sponsoring Faculty:

Pujilí Campus

Sponsoring career:

Educational Sciences, Majoring in English

Macro project of the career:

Formative processes in the teaching and learning of English as a Foreign language in the educational institutions of the province of Cotopaxi.

Work Team: Cumbajín Ananganó Verónica Daniela

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Knowledge area:

Education

Research line: Education and communication for human and social development.

Research line of the career: Formation of the person and professional development of the English teacher.

2. THE RESEARCH PROBLEM

2.1 Problem statement

Today, the world is completely diverse and, above all, multicultural. Therefore, it is necessary to teach students that the world is not only what surrounds them, but that there is something more out there. This is often achieved through the teaching and learning of a foreign language because it is considered a fundamental component of any existing culture. To improve the teaching of culture to foreign language learners, several techniques have been devised, among them the use of film. It functions as a window through which it is possible to show more clearly what kind of behaviors, traditions and beliefs people from other cultures have (Yalcin, 2013).

Several studies have shown that the use of films in the classroom is an excellent teaching and cultural learning strategy for learners of English as a foreign language (e.g., Bottomley & Haill, 2008; Yalcin, 2013). However, there are no research studies reporting pre-service teachers and students' experiences and opinions about teaching culture by films in an online English class. Therefore, this project investigated the experiences of teaching and learning culture in two groups of participants, the first group was of first year high school students belonging to the Educational Unit "Luis Fernando Ruiz" and the second group was of volunteer first year high school students from different public institutions in Quito. The research question that guided the study was:

What are the positive and negative perceptions of the use of films for teaching culture-based lessons in an online class in first-year high school students?

3. OBJECTIVES

3.1 Overall objective:

To identify the positive and negative perceptions of the use of films for teaching culture-based lessons in an online class in first-year high school students.

3.2 Specific objectives:

- To analyze the theoretical foundation of teaching culture through films in the EFL classrooms.
- To apply culture-based lessons through films in two groups of first-year high school students.

- To identify positive and negative perceptions by analyzing reflection forms and students' qualitative surveys.

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

Specific objective	Activities	Verification Means
To analyze the theoretical foundation of teaching culture through films in the EFL classroom.	Conduct Literature review Write the theoretical framework	Theoretical Framework
To apply culture-based lessons through films in two groups of first-year high school students.	Plan culture-based lessons teach culture lessons Reflect on the experience	Lesson plans Teaching materials Rubric Reflection forms
To identify positive and negative perceptions by analyzing reflection forms and students' qualitative surveys.	Design and apply surveys Analyze and interpret data Categorize data Compare data with existing theories	Results and discussion

5. JUSTIFICATION

Evidently, culture is established as a system in which a large body of knowledge can be evidenced. It is made up of fundamental elements that are shared by the same community. These cultural elements are directly related to beliefs, values, customs, products that can be generated, and ways of communicating, which are characteristics within each society (Dema & Moeller, 2012). The development of this research work is based on determining the contribution that films can generate in the teaching of a foreign culture in English as a foreign language context.

The relevance of the research is based on the need to promote the use of film within the Ecuadorian educational context, since there was no evidence of research or experiences related to the use of films as a cultural teaching tool within our territory. In addition, the use of this teaching strategy should be related to the topics that are immersed within the

educational plans, in order to significantly change and innovate the teaching-learning process of a foreign language in our country.

Although there are several researches that talk about the use of films for teaching culture, the researchers show that our research is original because there are no research works that have been carried out by trainee teachers. In addition, the originality of our research lies in the fact that there are no research works that have been carried out by teachers in training, besides the fact that in this work we give an account of the experiences acquired by an observing teacher. All this, without forgetting the fact that the use of films as a strategy for teaching culture has not been used within the Ecuadorian educational environment.

The theoretical usefulness of this research is the content of this report itself since it includes relevant information from diverse bibliographical sources, which allow us to support the usefulness of films as a tool to promote and strengthen the teaching of culture within the English as foreign language classrooms. In addition, in a practical way, it includes sample lesson plans for teaching culture with firms; the ones which were implemented and corrected based on the reflection.

The direct beneficiaries of the research are the first year high school students of the "Luis Fernando Ruiz" Educational Unit of the Latacunga canton in the province of Cotopaxi, and the group of students who came voluntarily belonging to the first year of high school from different public institutions in Quito. The indirect beneficiaries are the educators who read this project and decide to use the films to teach.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

In order to establish the background of the present research, an exhaustive search was conducted in repositories of national and international academic institutions, indexed journals and the like. This made it possible to evidence, analyze and synthesize information from various research and scientific articles related to the research topic.

It is worth mentioning that within the background search, authors such as: Yalcin, 2013; Xiaoqiong & Xianxing, 2008; Ţaulean, 2017; Pandey, 2012; Kabooha, 2016; Goctu, 2017; Álvarez & Bonilla, 2009; Champoux, 1999; Bottomle & Haill, 2008 were consulted. However, the most relevant ones are described in detail below:

Nur (2016) conducted a qualitative research work, which aimed to determine the attitude of students towards the use of films in teaching intercultural understanding in a class at UIN

Alauddin Makassar. The method used in this research was descriptive. The students were in the fourth semester of the Department of English and Literature, 75 students were taken as the sample of this research, however, only 58 students completed the research. A questionnaire composed of 16 items was used as an instrument for data collection. The results found show that the participants agree that the use of films in the CCU class can increase their cultural awareness, in addition to admitting the learning of new vocabulary. The study suggests that this strategy increases learners' cultural awareness, as well as being novel material that should be implemented in language classes.

Similarly, Argynbayev et al., (2014) conducted a qualitative study with the aim of examining the effectiveness of using films in teaching culture in a classroom at Suleyman Demirel University in Almaty. A total of 63 participants, belonging to the Faculty of Philosophy, were taken, during the experiment 6 fragments of various films with culturally charged scenes were screened at an interval of 1 to 3 minutes. A 6-question questionnaire was used as a data collection instrument, as well as participation in a discussion in which various conclusions were shared. The results show that participants claim that through films they can learn implicit aspects of a foreign culture that cannot be learned from books or other materials. However, students also claimed that movies can be biased and unreliable. The study concludes that the use of films in the EFL classroom can be effectively applied in teaching foreign cultures.

In addition, Baek (2020) developed a study with a qualitative approach whose main objective was to investigate the effectiveness of using films in a culturally integrated English reading course. This study was conducted over a 13-week period, the participants in this study were Korean EFL college students, aged 20-25 years old. The total sample of participants consisted of 62 students. Three types of data collection were used: pre- and post-tests of reading comprehension, pre- and post-surveys on students' interest, confidence, and learning attitude toward reading in English, and in-depth interviews. The results showed that the use of films in the culturally integrated English reading class positively affected students' interest and confidence toward reading in English, as well as their cultural understanding. The study suggests that teaching culture through films in English classes should be learner-centered so that students can proactively analyze and understand the different cultural contexts shown in the films and build schemas that they can use in their learning process.

These research works demonstrate that films in English classrooms help to promote cultural learning, in addition to supporting the development of different linguistic skills.

6.2 Theoretical framework

6.2.1 Language and culture

When we talk about culture, we usually think of a set of characteristics of a community, people or society. According to Lebrón (2013), "culture is defined as a set of values and beliefs, or a set of learned behaviors that we share with others in a given society, giving us a sense of belonging and identity"(p. 126). Therefore, culture is directly related to the ideological principles and behaviors that a person, community, or society in general may possess, considering the above characteristics of great importance to develop a unique identity for each social environment (Krasniqi, 2019).

On the other hand, language can be established as that way of reflecting the culture of each people or community, being a means of expression that allows sharing with the world important characteristics such as history, beliefs, and traditions of each community. Consequently, language is established as a fundamental part of the culture since it plays a very important role in it. Through the use of language, essential characteristics such as history, customs, and traditions can be made known (Jiang, 2000).

In this way, a relationship is generated between language and culture, being necessary to learn cultural aspects when learning a foreign language, considering that linguistic mastery of a language is not enough when it comes to cultural subtleties that non-native speakers do not fully understand.

6.2.2 The elements of culture

Evidently, culture is established as a system in which a large body of knowledge can be evidenced. It is made up of fundamental elements that are shared by the same community. These cultural elements are directly related to beliefs, values, customs, products that can be generated, and ways of communicating, which are characteristic within each society (Dema & Moeller, 2012). To understand the cultural elements, it is necessary to analyze the 3Ps model: Products, Practices and Perspectives. Frank (2013) defines each of the components as follows:

Products: The products generated within a culture are established as all those things that are tangible and intangible creations. Tangible products are classified as paintings, clothing, literary works and even buildings. On the other hand, intangible products are composed of oral stories, a dance, a sacred ritual, among others.

Practices: Cultural practices are defined as all those ways a person possesses to interact socially. It also includes behaviors and moral values, which help define a culture. In addition, traditions and beliefs are considered the way in which people react to each social situation.

Perspectives: Perspectives within a culture can be identified as philosophical. Furthermore, it relates to the meanings, attitudes, values and beliefs that can be identified within the different communities and societies.

6.2.3 Cultural knowing framework

The cultural knowing framework emerges as a tool whose objective is to promote both the learning and teaching of culture, as well as to ensure that students are able to develop cultural competence in the academic environment (Moran, 2001). According to this framework, four different ways of progressively and deeply acquiring knowledge and information related to a culture can be distinguished, these four ways are described as: "Knowing about, or possessing cultural information; knowing how, or performing appropriate cultural practices; knowing why, or understanding the beliefs, values, and attitudes that shape cultural perspectives; and knowing oneself, or growing in self-awareness" (Alkhatnai et al., 2006, p. 867).

Accordingly, Richardson (2012) describes each of the four forms as follows:

Knowing about: Involves gathering information and acquiring knowledge about a culture's products, practices, and perspectives.

Knowing how: Refers to having the ability to behave in a culturally appropriate manner.

Knowing why: Includes developing an understanding of the perceptions, beliefs and attitudes that underlie all aspects of a culture. This process involves analyzing one's own cultural experiences and comparing them to the perspectives of one's own culture.

Knowing oneself or Self-awareness: This is established as the interaction of self-knowledge, and the ability to understand how one's own culture affects one's values, opinions, beliefs and reactions to experiences in a new culture.

On the other hand, in the study by Alkhatnai et al. (2006) mention a model based on cultural experience, with the objective of relating the four ways in which information about a culture is acquired, this model is composed of four consecutive stages the concrete experience, which focuses on participation in activities that help to generate and promote any type of cultural experience, this stage emphasizes knowing about; as a second point the second point is reflective observation, whose objective is to reflect and describe everything that happened during the cultural experience, this is related to knowing how; in the third stage is abstract conceptualization, where different meanings are interpreted and established to what happened

during the cultural experience, this emphasizes knowing why; finally, active experience, which establishes the decision of how to retake the cultural experience according to the student's purposes and refers to knowing oneself.

6.2.4 The role of culture in english language learning

Culture is a set of elements that represent a city, ethnic group or social group; among them are immersed beliefs, customs, values, behaviors, language, etc. Thus, each particular person expresses its peculiar way of understanding its surrounding world and the type of relationships it has established with that environment. Therefore, through language each of the thoughts, traditions, beliefs and ideas belonging to a community can be shared (Heidari et al., 2014). Therefore, culture has a great impact on the life, development and identity of each individual. The implementation of culture in the teaching of a second language is necessary due to the relationship that exists between the two. Purba (2011) expresses two reasons for the inevitability of incorporating cultural matters into an ESL/EFL program:

- The premise that since language and culture are inseparable, language teaching is culture teaching.
- The fact that the major goal of a foreign language program is the mastery of intercultural communicative competence.

Second language learning is not only about students learning grammar for application in oral and written practices. Rather, it is about applying culture in a didactic way so that they are able to recognize the important relationship that exists, guiding them to reinforce and build their cultural identity (Alvarez & Bonilla, 2009). There are several techniques and strategies that help to increase cultural understanding in language classrooms, these strategies are the use of textbooks, stories, role-playing and the use of films (Karabinar & Guler, 2011).

6.2.5 Techniques for teaching culture to second or foreign language learners

Mastery of the linguistic skills of a language does not guarantee familiarity with the behaviors and customs of a culture. Therefore, if a second language is to be learned, it is necessary to incorporate activities that help learners become familiar with foreign cultures. (Peterson & Coltrane, 2003) suggest some language and culture teaching strategies that may be useful in language classrooms:

Authentic Materials: The use of materials from another culture helps students become familiar with the native language community. The materials used can be newspapers,

websites, and even programs. The goal of this technique is discussion and debate of cultural issues found in different print and audiovisual media.

Role Play: Students will be able to represent an everyday situation of the foreign culture, the use of verbal and body expressions will determine the communicative differences that exist between cultures. Students will learn and adapt to the changes in the way of communicating that exist in the foreign culture.

Ethnographic Studies: Students will conduct an ethnographic study, which will give them the opportunity to come into contact with a native speaker. The main objective of this technique is based on the acquisition of knowledge about the diverse cultural behaviors that exist in other cultures.

Films: Film and television segments show great scenery and action that cannot be seen in textbooks. Films are often the most effective means of bringing students closer to real-life situations in a culture, in addition to simultaneously learning linguistic issues.

6.2.6 Use of films as a cultural teaching-learning strategy

Films are tools to generate greater cultural awareness within English classrooms. They are considered as excellent tools to foster cultural learning within classrooms. This is because students can observe various gestures, reactions to different social situations, how other cultures celebrate holidays and some traditions (Pandey, 2012). Similarly Nur, (2016) explains that films are of great help to learners of English as a foreign language due to the fact that they can learn from cultural situations that they cannot perceive firsthand. On the other hand, it is established that there are many advantages to applying this type of cultural learning technique. This is because it is an undeniable fact that movies are considered as an eye-catching, and authentic way of teaching (Argynbayev et al., 2014). Teachers use films in EFL classrooms for various purposes, such as generating discussions, teaching historical events and, above all, teaching the culture of a foreign country (Goctu, 2017). The main purpose of using films in EFL classrooms is to grant students a first glimpse of intercultural life, demonstrate to them the main characteristics of a particular culture and, in turn, enhance English language learning (Taulean, 2017).

The use of films within classrooms can be adapted to the time that a class lasts, usually the whole film is not used, but fragments of films that have more cultural value are selected (Champoux, 1999). In this way, fragments of a movie or television series can be selected that are more related to the topics that will be developed during the class, demonstrating through it what are the situations that people from other cultures face, how they celebrate their holidays,

what kind of gestures or ways of speaking are more common for them (Pezdek et al., 1984, as cited in Kabooha, 2016)

6.2.7 Use of films to increase students' motivation

In order to achieve the different objectives established throughout the teaching-learning process, students must be enthusiastic and collaborate in each of the activities carried out in the classroom. Motivation plays a very important role in education; if a student is properly motivated, his or her way of learning will change considerably.

According to Deci et al. (1991), students who are fully motivated tend to complete classroom activities more quickly, their understanding of the topics taught in class is more assertive, and their overall academic performance is entirely positive. The use of films, in addition to being a tool for teaching culture, also emerges as a way to increase students' motivation in the classroom, currently consolidating itself as an important source of education, especially for students learning English as a second language (Siska, 2015). Films provide an effective means of motivation, provided that learners are presented with a variety of eye-catching and visually striking scenes, thus generating an interesting atmosphere in the classroom (Syahrozi et al., 2019).

According to Siadari (2018), films used by teachers are expected to improve the academic performance of students, due to the fact that they are already highly motivated by the simple fact of using film media within the classroom, showing itself as a novel material for education. In this way, it is determined that the fact of using any type of different material in the classroom is novel and attractive for the students, generating a totally different environment.

6.2.8 Planning culture based lesson with films

In order to teach culture through the use of films, a process must be followed which consists of, first, looking for adequate material, that is, films that are appropriate for the students according to their age. Another important point when selecting the material is to select videos that are not too long, that is, a short film, an excerpt from a movie, series or cartoon that contains only the cultural part to be taught. In addition, films that deal with taboo topics of the students' culture should be avoided. Finally, appropriate activities should be selected according to the film presented, i.e., although its purpose is to entertain, the vocabulary can sometimes be complicated for the student, that is why the activities to be performed either before or after watching the film, should provide sufficient knowledge for a better

understanding of the vocabulary used in the film. (Sherman, 2003 as cited in Yalcin et al., 2013)

Another aspect to take into account when planning a lesson with films is the time class. The number of learning activities for a lesson is subject not only to the students' comprehension but also for the time you actually have. It is true that the duration of a class is extended to meet all those needs that the student may have throughout the learning process (Joyner & Molina, 2019), but we have to respect the students' schedule. Therefore, excerpts from the films lasting between 1 and 3 minutes should be used, clearly these excerpts should contain a high load of cultural concomitance, and moreover the scenes should be fully comprehensible (Argynbayev et al., 2014).

Moreover, teachers have to set the learning objective, what do you want your students to learn? Then select meaningful activities to achieve that goal. Any activity for listening lessons may be used: eg. Making predictions, filling in a chart, ordering ideas, etc. The way in which the teacher organizes his or her class can have positive or negative impacts, especially if the time scheduled for each class activity is not distributed correctly (Escabias & Ortega, 2006). Good distribution of time helps the teachers to plan increasingly entertaining activities (Eva, 2015), thus minimizing future dissatisfaction or complaints that students may express due to lack of time when performing some activity (Agadzhanova, 2019).

The planning process is the stage where teachers make the most important decisions; selecting technological tools is part of it. Online tools allow students to improve skills related to the acquisition of a foreign language (Maridueña, 2019). If used properly, the teaching-learning process is strengthened and a more interactive and motivating educational environment is generated (Başal & Aytan, 2014). In order to select the appropriate virtual tools, the various technological problems that hinder the use of these virtual tools by students should be considered. One of the great challenges of virtual education focuses on the problems that students have during an online class. The main problem is access to a good internet network, which triggers other problems such as difficulty in downloading material, problems accessing virtual meetings and various setbacks in online exams; all this hinders the learning process (Mahyoob, 2020). On the other hand, teachers also suffer from these technological problems, which mostly fall on the lack of training courses and little technical advice, hindering their work within the virtual educational environment (Mohammed, 2020).

6.2.9 Teaching culture based lessons with films

As it was mentioned before, teaching culture with films may be very similar to teaching listening. In order to achieve the proposed objectives throughout the teaching-learning process in EFL classrooms, the teachers must be aware of the importance of giving clear instructions so that students can do the activities successfully. When instructing the students, the teacher must use clear and precise language so that each activity to be developed is carried out in the simplest possible way (Kemma, 2019). Therefore, a good explanation and instruction by the teacher will determine the result of the work that students will perform throughout the class, being a total success or failure (Margaretha, 2015).

Even though the use of films is a good source of motivation (Xiaoqiong & Xianxing, 2008), it is necessary to use technological tools that will help the student to be motivated to learn within the virtual educational environment (Harbi, 2016). Within the virtual environment, motivation serves as an impetus for students to perform well academically in addition to ensuring that the online teaching-learning process runs as smoothly as possible (Eastmond, 2003). The process of motivation is not entirely easy, due to the fact that there are internal and external factors in the learner that must be fostered (Alshenqeeti, 2018), however the virtual learning environment is completely based on intrinsic motivation this is because students are interested in the use of technological tools which in turn fuels their own interest in learning (Hartnett, 2016).

6.2.10 The use of online tools to apply teaching with films

Due to the emergence of a pandemic that completely stopped the activities in the academic training process in different institutions, both private and public, the use of virtual teaching was resorted to, being this a modality that allows the development of the teaching-learning process through the use of the Internet. Within the educational field this process is cataloged as E-learning; in the study conducted by (Ouadoud et al., 2021) it is stated that "The most possible and most current distance learning is currently based on the Internet. Therefore, the term E-learning is increasingly used to include any open and distance learning using information and communication technologies" (p. 51).

Due to this, the use and application of the film strategy for the purpose of teaching culture was carried out within a completely virtual educational environment, moreover, with the objective of developing the teaching-learning process correctly and efficiently, the use of various online tools was resorted to.

In general terms, online tools are understood as any website, program, application or even platform that depends on the use of the Internet and that mostly fulfill the objective of facilitating the exchange of ideas and even improving the ways of working from home. On the other hand, focusing on the educational field, online educational tools arise with the purpose of granting certain autonomy to the learner, in addition to fostering collaboration and facilitating communication between teachers and students (Chauhan, 2021). There are different tools that teachers can use for teaching online, for example:

Zoom: It is a platform that mainly has the function of allowing its users to make videoconferences, send messages by chat and in terms of education facilitates the teaching of classes quickly and easily, through this platform the fragments of the films were presented with the aim of teaching culture, in addition to presenting relevant information for the development of each class.

Nearpod: It is considered a tool that essentially allows the creation of multimedia content that promotes interaction with the target audience through activities that promote a learning space and stimulate the acquisition of knowledge. This online tool allows activities to verify whether students were obtaining cultural learning, and many of the activities functioned as a form of reinforcement of what was learned.

6.2.11 Advantages of culture through films

Promote students' participation: An important aspect to take into account when teaching culture with films is student participation. Student participation is a fundamental factor in education because learning becomes more effective, ensures the student's personal development and helps to clarify doubts (Abdullah et al., 2012). According to Chi and Mai (2020), there are some strategies that the teacher can use to promote student participation:

Employing cooperative work: Paired and group work in a cooperative learning environment provides learners with more opportunities to practice the target language, especially in speaking and listening skills. It also increases speaking time.

Creating a pleasant classroom climate: Creating a pleasant classroom environment is one of the most useful strategies for promoting and enhancing student participation in classroom activities, and most teachers create pleasant environments through the use of jokes, appropriate comments, and interesting activities. This motivates students to take the risk of speaking in the classroom, leaving shyness aside.

Making the learning tasks stimulating and presenting tasks properly: To improve students' willingness to participate in class, it is necessary to engage their interest with

learning tasks that are fun, useful or challenging so that students have the confidence to participate in all proposed activities and to speak up during class.

Promoting students' self-confidence: Promoting learner self-confidence functions as one of the most important strategies that serve to promote and increase learner participation in the classroom. In addition, it is important to make learners aware that communication is more important than the correct use of grammar, which increases learners' confidence.

Conducting a positive way to error correction: This strategy is based on the feedback strategies that the teacher applies. A positive correction will help the student's confidence to increase, which will subsequently allow the student to participate actively during each activity within the class.

Films not only help to improve cultural knowledge but also listening comprehension, vocabulary, and pronunciation (Sommer, 2001). Teachers can incorporate some activities to help students improve their pronunciation. According to Ahangari (2014), there are a few ways in which students' pronunciation can be improved:

Teacher's Correction: Within the English classroom, teacher correction or feedback plays a very important role in improving learners' pronunciation. However, the effects of feedback depend on several factors, such as the learner's level of English, the needs and expectations that are generated during the learning process, and the teacher's approach to feedback.

Peer Correction: Peer review is considered a formative developmental process that offers students the opportunity to discuss their ideas and discover the interpretations of others. The positive points of peer feedback are that evaluative and critical skills are developed, students improve their pronunciation and fluency, and they are in a more comfortable environment where they can express themselves with more confidence.

6.2.12 Disadvantages of teaching culture through films

As we know, nothing is completely perfect, and in some way or another there are drawbacks, problems or disadvantages, especially in those methods, approaches or strategies used for the benefit of education. Just as the use of films in EFL classes presented several advantages, there were some disadvantages or limitations.

In the first place, we focus on the time needed to project or present a film, many times when using feature films we have the disadvantage that students lose interest throughout the projection, totally losing the objectives set for the class, additionally time is subtracted that will be used for the development of the planned activities. Because of this, we should use

selected scenes of between 1 and 3 minutes that are related to the cultural context we wish to teach (Argynbayev et al., 2014).

Focusing on the distraction that students may present, Champoux (1999) suggests that "the content of the scenes may distract some students from the theories and concepts represented by the scenes" (p. 214). Many factors such as humor, fiction, horror, and drama that are immersed within the films become distracting, causing students to forget the central objective of each fragment of the film shown, which is considered a disadvantage.

Another point to consider are the cultural clashes, generally students belonging to different cultures tend to react unexpectedly to the same scene, this leads the student to interpret in a totally different way the motives, the message and the reactions that the characters want to convey within the film (Mallinger & Rossy, 2003).

Another clear disadvantage, focuses on those students who are reluctant to watch foreign films, specifically those that are in English, this is because these types of films require more effort to understand the message to be conveyed, many of the students who do not have an advanced level of English cannot understand the vocabulary used in such scenes to this must be added that cultural subtleties that non-native speakers do not easily understand can be found (Sari & Sugandi, 2015).

6.2.13 Teaching listening skill

Listening is established as a skill that allows human beings to understand spoken language and in turn gives them the ability to communicate with others in their environment, in addition, listening is considered an essential skill, which is present in activities that are performed routinely. Sabina (2018) states that:

> Listening, as we know, is the ability to understand spoken language. Listening is an essential skill, present in most of the activities we perform throughout our lives. We listen to a wide variety of things, for example; what someone says during a conversation, face-to-face or on the telephone; announcements giving information, e.g., at an airport or train station; the weather forecast on the radio; a play on the radio; music; another person's conversation (eavesdropping); a lecture; professional advice, e.g., at the doctor, at the bank; instructions, e.g., on how to use a photocopier or other machinery; directions; a recorded dialogue in class. (p. 53)

In the academic context, listening is established as one of the linguistic skills that should be prioritized in the process of learning a new language, since when listening comprehension is

fostered in learners, it generates the ease of acquisition of other linguistic skills, so that the learner will present an improvement in terms of learning the target language (Mendelsohn, 1998).

One of the ways to promote the learning of listening skills is through the use of films, mainly films are used for English language teaching because these audiovisual media provide the opportunity for students to develop their fluency and pronunciation. Within the films native speakers of the English language are presented, this generates in the students a significant learning of the proper way in which they should express themselves when using the foreign language. Furthermore, in the study by Amalia et al. (2020) they mention that "The main purpose of using films in the classroom is usually that teachers want to introduce and accustom their students to listening to English" (p. 120). In this way, a new way of improving listening skills is provided by presenting materials that help students have an experience closer to proper learning of a new language.

6.2.14 Using the PDP framework to teach listening

Typically, the PDP is set up as a framework that focuses on teaching two language skills in this case: listening and reading. Focusing on the reading skill, the framework reinforces the development of students' reading comprehension skills. As for listening skills, it seeks to foster students' ability to have a better understanding of everything they hear, adding that by improving this language skill, students can improve other skills such as writing and speaking.

In addition, the PDP framework allows teachers to plan and demonstrate a class in which the listening skill is fully successful, keeping students involved, engaged in knowledge acquisition, and motivated throughout the three stages of listening: pre-listening, during-listening, and post-listening (Abdallah, 2020).

The research conducted by Smith (2019), specifies each of the stages, starting with the "pre" stage where the main objective is to establish a relationship, create interest and activate prior knowledge that relates to the text to be listened to. Some of the tasks in this stage are brainstorming, mind maps and the integration of audiovisual media such as videos, images or tables. In the second stage, called "during", the aim is to focus on the comprehension of the text that the students are going to listen to, it is normal that in this stage teachers give students the opportunity to listen to the text in some moments; as for the activities, it is very common to use true/false and multiple choice activities. Finally, in the "post" stage, activities are carried out to help reinforce all the knowledge acquired in the previous stages, frequently

debates are formed so that students can make their point of view known from a critical approach.

7. METHODOLOGY

7.1 Research approach

This research project is based on the qualitative approach because it seeks to analyze the students' and teacher's experiences of using films in classrooms where English as a second language is taught. It focuses mainly on the use of films as a tool that helps promote the teaching of culture within the educational environment.

Qualitative research is primarily concerned with understanding human beings' experiences in a humanistic, interpretive approach" (Jackson, 2007, p.21). The qualitative method is mostly used to understand all those beliefs, experiences, attitudes and behaviors that people assume during an investigation in which they are participants (Kalra et al., 2013). In this case, the study analyzes the pre-service teachers and two groups of English learners' experiences in the teaching learning process with films in an EFL classroom.

7.2 Research method

This research used the classroom action research process, which is usually established as an inquiry conducted by educators to identify the different problems that may impair the teaching-learning process, thus analyzing and solving these problems in order to improve students' learning (Efron & Ravid, 2013). Moreover, as it is generally known that the main objective of the action research method is to learn through action in order to bring about change that promotes both professional and social development.

With regard to action research, there are several bibliographic sources that describe and postulate the different steps, cycles or stages that should be considered when undertaking a study based on this methodology. Hart (1996) proposes a three-phase process: 1: identify and write up a concern or issue; collect baseline data, 2: write and implement an action plan; gather data; analyze data, 3: assess the plan in the light of the data analysis.

On the other hand, Dickens & Watkins (1999) propose a cycle consisting of three steps: identify a problem, collect relevant data, and analyze the data obtained. Finally, Somekh (2006) presents an action research cycle, which is composed of four main phases: planning, acting, observing and reflecting. Normally, traditional researchers choose to follow a structured and linear process in the development of their projects; however, there are those

who develop their action research projects following alternative processes that are mostly more cyclical and interactive (Atweh et al., 2002). Following the theoretical review, a process consisting of 4 phases was carried out for this research:

a) ***The problem identification phase.*** In the context of teaching practice, the researchers observed the previous classes of English teachers belonging to an educational institution. In addition to reviewing the pedagogical cards where it was determined that only topics related to the grammar of the English language were addressed, but not topics that taught any cultural knowledge. In other words, the neglect of teaching culture in an EFL classroom was identified.

b) ***The Planning Phase.*** After selecting the films as a strategy to incorporate cultural knowledge in the English language classroom, lesson plans were designed (See Appendix 1) which were based on the PDP (Pre, During, and Post) framework, this framework being selected for the purpose of improving the teaching of listening skills. In addition, an AHWO analysis (See Appendix 2) of the best cultural elements was conducted to decide the knowledge to be taught during the lesson. Finally, a rubric was designed to monitor the learning and knowledge being acquired by the students (See Appendix 3).

c) ***The implementation phase*.** The lesson plans were implemented with two groups of students. First with students with a regular class, and then with volunteers (See description of participants below). The lessons were delivered entirely online using Zoom, Nearpod, and other websites. Each lesson lasted approximately 40 minutes.

d) ***The reflection phase.*** In this phase, information from the teacher reflection form was analyzed. (See Annex 1), in which the teacher wrote and reflected on the positive and negative aspects after the completion of each lesson plan, as well as an action plan for the next lesson. In addition, we analyzed the peer observation form (See Annex 2) , in which the observing teacher wrote and reflected highlighting positive and negative aspects, as well as suggestions for improving the following lessons. Finally, we analyzed the survey addressed to the students at the end of the applied lessons (See Annex 3), which was composed of open questions related to the teaching of culture with films, here the students left each of their opinions in relation to the strategy used.

7.3 Participants

Group 1

The first group took culture-based lessons as part of their English class. They were studying in the first year of high school at Educational Unit "Luis Fernando Ruiz", which is an urban public institution located in Latacunga.

The class to which they belonged had 35 students, of which 17 were male and 18 were female. Due to the pandemic, the modality of the classes was virtual, so not all students were connected to the class. Thus, we only worked with 18 students, 7 women and 11 men. As for the age range, these students were between 15 and 16 years old. As for the class schedule, the students only have one day to learn English, specifically 2 hours of class.

Group 2

The second group took the culture-based lesson voluntarily as extra English classes. The students belonged to different public institutions, located in urban areas of Quito. There are 6 students who are 16 years old, 4 boys and 2 girls. Regarding the schedule of the classes, the students within their respective institutions kept a day destined to the teaching of the English language, specifically we are talking about a total of 2 hours of class. As these students were volunteers, they were asked to sign an informed consent (See Annex 4), which explained their role and the objective of this research.

The researchers also participated in the application, adopting two different roles. The first researcher took the role of teacher being the one who applies the lesson plans and the second researcher took the role of observer monitoring how each class developed and giving suggestions on how to improve the teaching of culture with films. They have previous teaching experience in their teaching practice. They study at the Technical University of Cotopaxi, in the Faculty of Human Sciences and Education in the Career of National and Foreign Pedagogy. Finally, both researchers are 22 and 23 years old respectively.

For ethical considerations, we used codes to identify the different participants. For the first group we used codes that were made by groups, to the first group, the group of regular class students we named it by its acronym and assigned a number to each of the participants, i.e. Rcs1, for the second group we proceeded in the same way, i.e. volunteer students Vs1 and for the teacher we assigned the code Upst1, which means urban pre-service teacher, and finally for the peer teacher we assigned the code Pt1 by its acronym.

7.4 Data analysis

To analyze the data obtained, the following process was followed: As a first step, we analyzed the answers given by the students through the surveys. As a next step, we downloaded and organized the responses from each survey according to a classification, i.e., Motivation, cultural learning, accessible online tools, and clear instructions from the teacher and good didactic material as positive perceptions; and, time management, technological problems, student participation and lack of understanding as negative perceptions. With respect to teacher reflection and peer observer contribution, we followed the same process. To validate the data obtained, we used the triangulation technique, from which we contrasted the teacher's reflection, the peer observer's contribution and the students' comments, which were obtained through a survey.

8. ANALYSIS AND DISCUSSION OF RESULTS

To answer the first point of the research question about the positive perceptions of the use of films for teaching culture-based lessons in an online class in first-year high school students, we analyzed the excerpts from the teacher and the peer teacher's reflection forms, the student's reflection and the open ended survey. These perceptions were classified in the following categories: Motivation, cultural learning, accessible online tools, clear teacher's instructions, and good didactic material.

8.1 Motivation

Excerpts from the Teacher's reflection:

The students were very motivated to learn about culture since these topics were not taught before (Upst1).

Students want to know what is beyond those around them and at the same time learn and reinforce a second language. (Upst1)

Excerpts from regular class students:

Me gusta la clase porque son temas nuevos. [I like the class because they are new topics.](Rcs7)

Excerpts from volunteer students:

Me gusta que se usen películas porque es una forma de motivarnos a aprender. [I like the use of films because it is a way to motivate us to learn.] (Vs1)

Me gusto porque la clase no es aburrida y me gustan mucho las películas. [I liked it because the class is not boring and I really like the movies.] (Vs3)

Excerpts from the peer teacher´s reflection:

The students felt more motivated in the classes; for them the use of the films was a novel strategy that made them get out of the routine. (Pt1)

All participants agree that it is motivating to learn English through films. The teacher states that the students wanted to learn what is beyond them. The students indicate that they liked the use of films because it takes the classroom out of traditional education,it has new topics, and it is less boring. Finally, the peer teacher says that the use of films is a very novel strategy to get out of the routine. Regarding this, films provide an effective means of motivation, provided that learners are presented with a variety of eye-catching and visually striking scenes, thus generating an interesting atmosphere in the classroom (Syahrozi et al., 2019). Besides it is an undeniable fact that films are considered as a striking and authentic way of teaching (Argynbayev et al., 2014).

8.2 Cultural learning

Excerpts from the Teacher's reflection:

I used the TV series Friends to demonstrate cultural differences. Students show a great interest in learning about customs, traditions, festivals, food and various aspects of another country, since we live in an increasingly globalized world. (Upst1)

Excerpts from regular class students:

Los videos me gustan porque nos enseñan muchas cosas nuevas. [I like the videos because they teach us a lot of new things.] (Rcs16)

Me gusta que se enseñe cultura con los videos porque nos ayuda a entender mejor. [I like the fact that culture is taught with videos because it helps us to understand better.] (Rcs5)

Excerpts from volunteer students:

Viendo los videos aprendí muchas diferencias entre la cultura de Ecuador y Estados Unidos. [Watching the videos I learned many differences between the culture of Ecuador and the United States.] (Vs3)

Me gusta que nos enseñen temas de cultura porque así aprendo sobre Estados Unidos. [I like that they teach us about culture because that way I learn about the United States.] (Vs3)

La herramienta es muy buena ya que nos muestra cultura nueva, comida y gente diferente. [The tool is very good because it shows us new culture, food and different people.] (Vs6)

Excerpts from the peer teacher´s reflection:

Students like the use of films in classes as it makes the class more dynamic and innovative. (Pt1)

All participants agree that they learn culture through the films. The teacher states that videos were used to demonstrate cultural differences and this made the students feel interested in learning different components of a foreign culture. The students indicated that they like the films because they can learn about other cultures. In the same way, the peer teacher says that students liked the use of films because it makes the class more dynamic and innovative. Regarding this, Nur, (2016) explains that films are of great help to learners of English as a foreign language because they can learn from cultural situations that they cannot perceive firsthand. Language can be shared with each of the thoughts, traditions, beliefs and ideas belonging to a community, therefore, culture has a great impact on the life, development and identity of each individual (Heidari et al., 2014).

8.3 Accessible Online tools

Excerpts from the Teacher's reflection:

I used the "LearningApps" website to make the activities more interactive. (Upst1)

I use easy access websites so that students can do the proposed activities easily. (Upst1)

Excerpts from regular class students:

La página de las actividades fue muy chevere. [Amm the activities page was very cool.] (Rcs2)

Me gusta que las páginas sean fáciles de usar. [I like that the pages are easy to use.] (Rcs14)

Las actividades son buenas y podemos repasar. [The activities are good and we can review.] (Rcs18)

Excerpts from volunteer students:

Me gustan las páginas que nos manda la profesora. [I like the pages that the teacher sends us.] (Vs2)

Las páginas son fáciles de hacer. [The pages are easy to make.] (Vs3)

Las paginas son buenas. [The pages are good.] (Vs5)

Excerpts from the peer teacher´s reflection:

Students really enjoy using these websites as they make the classes more dynamic. (Pt1)

All participants agree that the online tools were accessible and positive. The teacher states that he used the LearningApps website to create interactive and easily accessible activities so that students can do the proposed activities easily. Students indicate that they like these web pages because they are good, easy, cool and help them review what they have learned. Lastly, the peer teacher says that the students really enjoy using these dynamic websites. Regarding this, the planning process is the stage where teachers make the most important decisions; selecting

technological tools is part of it. Online tools allow students to improve skills related to the acquisition of a foreign language (Maridueña, 2019). If used properly, the teaching-learning process is strengthened and a more interactive and motivating educational environment is generated (Başal & Aytan, 2014).

8.4 Clear teacher's instructions

Excerpts from the Teacher's reflection:

I explained how to do the activities in the best possible way. (Upst1)

I repeat the instructions for the activities as many times as necessary so that the students have clear instructions. (Upst1)

Excerpts from regular class students:

Me gusta como explica la teacher, las clases son muy buenas. [Amm, I like the way the teacher explains, the classes are very good.] (Rcs6)

Las clases son muy claras porque nos explican muy bien. [The classes are very clear because they explain them very well.] (Rcs10)

La clase de hoy fue muy buena porque la profesora explica muy bien. [Today's class was very good because the teacher explained very well.] (Rcs13)

Excerpts from volunteer students:

La profesora nos explica muy bien cómo hacer los ejercicios. [The teacher explains very well how to do the exercises.] (Vs1)

Me gusta la clase porque la profesora nos repite como hacer. [I like the class because the teachers repeat to us how to do it.] (Vs4)

Excerpts from the peer teacher´s reflection:

My partner gives the class instructions as clearly as possible so that there is no confusion. (Pt1)

All participants agree that the teacher gives very clear instructions in the class. The teacher states that he has explained the class in the best possible way, repeating as many times as necessary so that the students have clear instructions. Students indicate that they like the way the teacher explains the class, the exercises and that he repeats the instructions. Likewise, the peer teacher says that the teacher gives clear instructions so that there is no confusion. Regarding this, when instructing the students, the teacher must use clear and precise language so that each activity to be developed is carried out in the simplest possible way (Kemma, 2019). A good explanation and instruction by the teacher will determine the result of the work

that students will perform throughout the class, being a total success or failure (Margaretha, 2015).

8.5 Good didactic material

Excerpts from the Teacher's reflection:

I used eye-catching slides and included music to teach the class. (Upst1)

All classes include colorful presentations accompanied by music to attract the student's attention. (Upst1)

We always make the classes as entertaining and dynamic as possible, most of the students felt a desire to interact and learn more about the topic. (Upst1)

Excerpts from regular class students:

Usar música hizo la clase más entretenida. [Using music made the class more entertaining.] (Rcs3)

Me gusta que las paginas tengan dibujos. [I like that the pages have pictures.] (Rcs5)

Las diapositivas son muy bonitas. [The slides are very nice.] (Rcs8)

La clase es muy llamativa porque los profesores usan dibujos. [The class is very attractive because the teachers use drawings.] (Rcs17)

Excerpts from volunteer students:

Las diapositivas son muy entretenidas. [The slides are very entertaining.] (Vs1)

Me gustan las presentaciones. [I like the presentations.] (Vs3)

Me gusta que las hojas sean coloridas. [I like that the sheets are colorful.] (Vs4)

Las diapositivas me gustan mucho. [I like the slides very much.] (Vs5)

Excerpts from the peer teacher´s reflection

By using didactic material, the students showed great interest and paid more attention in class, since music was included in some activities. (Pt1)

The didactic material used has a strong impact on the students because the colors attract their attention and they don't get bored. (Pt1)

All participants agree that good teaching materials were used to teach the class. The teacher states that he includes colorful slides and music to make the class unique and eye-catching. The students indicate that they like the use of music, drawings, animations and colors makes the class more entertaining and also, the peer teacher says that students show more interest, pay more attention and do not feel bored when using these didactic resources, which has a great positive impact. Regarding this, the teacher has a fundamental role at this point since if

the teacher uses musical and creative resources within the classroom, he or she will capture the full attention of the students and increase their motivation for learning (Benítes, 2018).

To answer the second point of the research question about the negative perceptions of the use of films for teaching culture-based lessons in an online class in first-year high school students, we analyzed the excerpts from the teacher and the peer teacher's reflection forms, student's reflection and the open ended survey. These perceptions were classified in the following categories: Time management, technology problems, student participation, and lack of understanding.

8.6 Time management

Excerpts from the Teacher's reflection:

I allocate the time for the listening activities according to my planning and the time given by the platform used. (Upst1)

The time I give students to do activities is planned and divided according to the length of the class. (Upst1)

Excerpts from regular class students:

Falta tiempo para hacer las actividades. [Lack of time to do the activities.] (Rcs1)

Las actividades a veces son muy largas y no alcanzo a hacerlas. [Sometimes the activities are too long and I don't get to do them.] (Rcs8)

El tiempo es poco y a veces no podemos hacer rápido. [Time is short and sometimes we can't do it quickly.] (Rcs14)

La clase es muy corta para hacer todo. [The class is too short to do everything.] (Rcs7)

Excerpts from volunteer students:

A veces me falta tiempo para hacer los ejercicios. [Sometimes there is a lack of time to do the exercises.] (Vs1)

A veces el tiempo es muy corto para hacer todo. [Sometimes time is too short to get everything done] (Vs6)

Me gustaría que la clase fuera un poco más larga. [I would like the class to be a little longer.] (Vs1)

Excerpts from the peer teacher´s reflection:

Students must do the activities as quickly as possible since class time cannot be extended. (Pt1)

Not all participants agree that time management is adequate. The teacher affirms that class time is distributed according to the time allowed by the platform used so that the work plan can be fully developed. The students indicate that the class is short and for this reason they lack time to do all the activities, therefore they would like the class to be a little longer. Finally, the peer teacher says that students should do the activities as fast as they can because the class time cannot be extended as they wish. Regarding this, the way in which the teacher organizes his or her class can have positive or negative repercussions, especially if the time allotted for each class activity is not correctly distributed (Escabias & Ortega, 2006). In some cases, it is suggested that the duration of a class is extended to meet all those needs that the student may have throughout the learning process (Joyner & Molina, 2019).

8.7 Technology problems

Excerpts from the Teacher's reflection:

Although we always tried to solve the technological problems of us as teachers, those of the students were out of our control and many times these problems affect communication. (Upst1)

Before each class I prepare and test my technology equipment so that I don't have any technical problems, however some students have difficulties with their technology equipment. (Upst1)

Excerpts from regular class students:

Veo borrosa la pantalla. [I see the screen blurred.] (Rcs2)

El audio de la profesora se escucha entrecortado. [I hear the teacher 's audio in a choppy voice.] (Rcs5)

Se me va el internet y no puedo estar a veces en la clase. [My internet goes down and I can't be in class sometimes] (Rcs8)

La pantalla se congela y no puedo seguir la clase. [The screen freezes and I can not follow the class.] (Rcs10)

Excerpts from volunteer students:

A veces mi celular se sale de la reunión. [Sometimes my cell phone goes out of the meeting.] (Vs1)

A veces no puedo ver la pantalla. [Sometimes I can't see the screen.] (Vs2)

Escucho un poco entrecortado. [I hear a little choppy.] (Vs3)

En una clase el sonido se me corto. [In one class the sound cut out.] (Vs4)

Excerpts from the peer teacher´s reflection:

Technological problems make it difficult for some of the participants to understand the class. (Pt1)

All the participants agree that technological problems are a very negative aspect in the classroom. The teacher affirms that he knows how to keep his equipment in good condition so that the class can develop normally, without any interference, however the technological problems of the students are out of his hands. The students indicate that sometimes they have technological difficulties with audio and video because they do not have the appropriate equipment to receive the online classes. In the same way, the peer teacher says that due to the technological problems presented by the students they cannot understand the class in its entirety. Regarding this, one of the great challenges of virtual education focuses on the problems that students have during an online class. The main problem is access to a good internet network, which triggers other problems such as difficulty in downloading material, problems accessing virtual meetings and various setbacks in online exams; all this hinders the learning process (Mahyoob, 2020).

8.8 Student participation

Excerpts from the Teacher's reflection:

I encouraged the students to be active in class. In addition to the use of videos about culture the words of encouragement also motivate them(Upst1)

I try to get all students to participate, but many times they refuse to do so. (Upst1)

Excerpts from regular class students:

Yo no participo porque no entiendo mucho el inglés. [I don't participate because I don't understand English very well.] (Rcs5)

No participo porque a veces no entiendo. [I don't participate because sometimes I don't understand.] (Rcs18)

Excerpts from volunteer students:

A mí no me gusta participar mucho, solo a veces. [I don't like to participate a lot, only sometimes.] (Vs1)

A veces no me gusta participar. [Sometimes I don't like to participate.] (Vs2)

No me gusta participar. [I do not like to participate.] (Vs6)

Excerpts from the peer teacher´s reflection:

> Students who do not want to participate do not turn on their microphones or leave the meeting, but other students participated and performed each activity quickly and without complaint. (Pt1)

> Students are sometimes afraid to participate for this reason they simply do not speak or pretend they are not present in class. (Pt1)

All participants agree that student participation is a negative aspect as sometimes they do not want to participate. The teacher states that while he encourages students to participate, sometimes students are forced to participate even if they do not want to, i.e., in a forced way. The students indicate that some of them just do not like to participate or do not participate because they do not understand English very well. Moreover, the peer teacher says that when students do not want to participate, they simply leave the class or do not respond to their teacher, which makes the class frustrating for the teacher. Regarding this, the participation of a student is a fundamental factor in education, because learning becomes more effective, ensures the student's personal development and most importantly helps to clear the doubts acquired during the class (Abdullah et al., 2012). According to Chi and Mai (2020), to improve students' willingness to participate in class, it is necessary to engage their interest with learning tasks that are fun, useful or challenging so that students have the confidence to participate in all proposed activities and to speak up during class.

8.9 Lack of understanding

Excerpts from the Teacher's reflection:

> The lack of understanding of the students was a challenge since at the beginning it was very difficult for them to fully understand the videos, since the participants were not fluent in English. (Upst1)

Excerpts from regular class students:

> *Algunas palabras son difíciles para pronunciar.* [Some words are difficult to pronounce.] (Rcs3)

> *No entiendo las palabras de los videos.* [I don't understand the words in the videos.] (Rcs6)

> *No entiendo varias palabras, pero la profesora nos explica luego.* [I don't understand some of the words but the teacher explains them to us later.] (Rcs7)

> *La clase a veces es difícil porque hay muchas palabras que yo no sabía*. [The class is sometimes difficult because there are many words that I didn't know.] (Rcs11)

Excerpts from volunteer students:

A veces no entiendo algunas palabras difíciles para mí. [Sometimes I don't understand some words that are difficult for me.] (Vs2)

Una dificultad que tuve es que no entiendo muchas palabras en inglés. [One difficulty I have had is that I do not understand many English words.] (Vs3)

La mayoría de cosas yo no sabía. [Most things I didn't know.] (Vs4)

Aprendí sobre la cultura pero a veces no entendía los videos porque hablan muy rapido. [I learned about the culture but sometimes I did not understand the videos because they speak too fast.] (Vs5)

La dificultad que yo tuve fue que no sabía mucho inglés y fue nuevo para mí como hablaban. [The difficulty I had was that I didn't know much English and it was new to me how they spoke.] (Vs6)

Excerpts from the peer teacher´s reflection:

One challenge is the level of English of the students. In the first classes, the students when watching the fragments of a film almost did not understand the dialogues or the message that was transmitted. Because of this we had to opt for films that are subtitled to improve comprehension. (Pt1)

Students sometimes do not understand new vocabulary, which makes them feel confused. (Pt1)

All participants agree that the lack of understanding of the English language is a negative aspect in this learning process. The teacher states that the lack of comprehension of the students is a challenge, since they are not fluent in English, making it difficult for them to fully understand the classes. The students indicate that some words are difficult to pronounce and understand, but the teacher explains them to them. Besides, the peer teacher says that the students have problems understanding the class, as they do not have a high level of English and find it difficult to understand the video and all its context, so subtitles were used so as not to confuse them. Regarding this, a clear disadvantage, focuses on those students who are reluctant to watch foreign films, specifically those that are in English, this is because these types of films require more effort to understand the message to be conveyed, many of the students who do not have an advanced level of English cannot understand the vocabulary used in such scenes to this must be added that cultural subtleties that non-native speakers do not easily understand can be found (Sari & Sugandi, 2015).

9. RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC).

The impacts generated by this research include cultural, social and educational aspects. These impacts help to improve the educational process, since by identifying the positive and negative perceptions of teaching culture through the use of films, in future applied lessons, strengths and weaknesses will be taken into account and improved so that the knowledge and educational methods will be efficient for the students.

9.1 Cultural impact

The cultural impact is based on the cultural lessons that were applied, since it was evidenced that the participants understood and learned new cultural aspects of a foreign country, which is enriching for their own cultural development and to understand the diversity of the world around them.

9.2 Social impact

The social impact is evident in the incentive of the use of films to teach culture in an EFL class to the English teachers of the Luis Fernando Ruiz Educational Unit, by the teachers who applied the lessons based on culture, this with the purpose of not only teaching content of a traditional education and to continue applying and teaching culture in the classroom.

9.3 Educational Impact

The educational impact is the innovation of the methodology used, that is to say, the films to teach culture, this is very relevant since it was demonstrated that using this didactic tool is very useful to leave traditional teaching methods and to implement innovative and efficient methodologies.

10. CONCLUSIONS AND RECOMMENDATIONS

Language and culture are closely related, so it is important to consider these two elements in second language teaching, since the interconnection among them will permit sharing aspects such as thoughts, ideas, beliefs and traditions between the first and second language cultures.

This action research suggests that the positive perceptions to teach culture with films in an online high school class are: a) Motivation; b) Cultural learning; c) Accessible online tools; d) Clear teacher's instructions; e) Good didactic material. And the negative perceptions are: a) Time management; b) Technology problems; c) Student participation; d) Lack of

understanding. By identifying all these positive and negative perceptions in the teaching process, it is possible to improve it and teach culture to students in a motivating way, permitting to achieve the lesson objectives about improving cultural knowledge.

The use of films to teach culture in the EFL classroom is recommended and continues to be constantly innovated, because although there are positive and negative perceptions, it is an excellent didactic tool, and taking into account the results of this research, more cultural lessons can be applied with greater success.

These conclusions are subject to certain limitations such as: Number of classes taught to students, number of students who attended the classes, number of students who completed the survey. A deep classroom action research needs to be conducted to investigate students' improvement in oral and cultural competences through teaching culture with films.

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12. ANNEXES

Annex 1. Table designed to document the observations made by the teacher.

TITLE: REFLEXION PROCESS-PLANNING AND IMPLEMENTING CULTURE BASED LESSONS

Teacher's name:..... **Assessing peer:**..... **Class:**..... **Topic:**..... **Date:**.....
Lesson Objective: …… **N°:**.....
Achievement of the objective:..... **Evidence:** ……

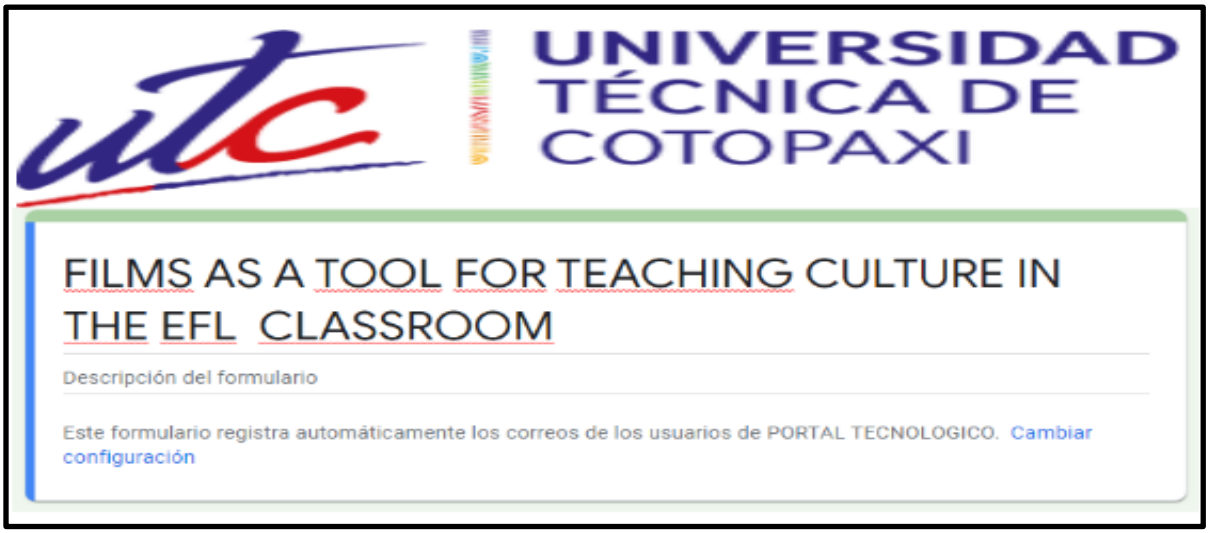
ASPECTS	DESCRIPTION/What happened?	INTERPRETATION/ Why did it happen?	GENERALIZATION/ Theories (Literature Review)	ACTION PLAN (in next lesson plan)	EVALUATING THE ACTION PLAN
THINGS THAT WENT WELL (things that help learning)	**Me:** **Peer's observation:**	**Me:** **Peer's observation:**			
THINGS THAT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

Annex 2. Table designed to document the observations of the peer teacher.

My Peer´s Observation Table	
About student's´learning:	
Positive points:	
Negative points: .	
Any suggestions?	

Annex 3. Survey designed for students

Virtual Survey Design- Google Forms



Instrucciones: Lea detenidamente cada una de las preguntas y responda con honestidad.

Encuesta

1. Considera que el uso de los films es una buena herramienta para la enseñanza de la cultura. ¿Por qué?

……

……

2. ¿De qué manera el uso de los films le ayuda a captar las diferentes costumbres y comportamientos de otra cultura?

……

……

3. Mencione algunas experiencia positivas del aprendizaje de la cultura con los films en la clase de inglés?

……

……

4. Mencione las dificultades que ha tenido en el aprendizaje de la cultura a través de los films?

……

……

Annex 4. Informed Consent

Consentimiento Informado

Yo _____ declaro que he sido informado e invitado a participar en una investigación denominada "Films as a tool for teaching culture in the EFL classroom", éste es un proyecto de investigación científica que cuenta con el respaldo de la Universidad Técnica de Cotopaxi.

Entiendo que este estudio busca conocer las percepciones positivas y negativas de la enseñanza de la cultura con películas en una clase online en estudiantes de primer año de secundaria. y sé que mi participación se llevará a cabo en un aula virtual a través de la plataforma Zoom, en el horario de 3 jueves a la semana de 16:00 pm a 16:40 pm y consistirá asistir y participar en lecciones basadas en cultura en el idioma inglés que demorará alrededor de 40 minutos y responder encuestas relacionadas a estas clases. Me han explicado que la información registrada será confidencial, y que los nombres de los participantes serán asociados a un número de serie, esto significa que las respuestas no podrán ser conocidas por otras personas ni tampoco ser identificadas en la fase de publicación de resultados.

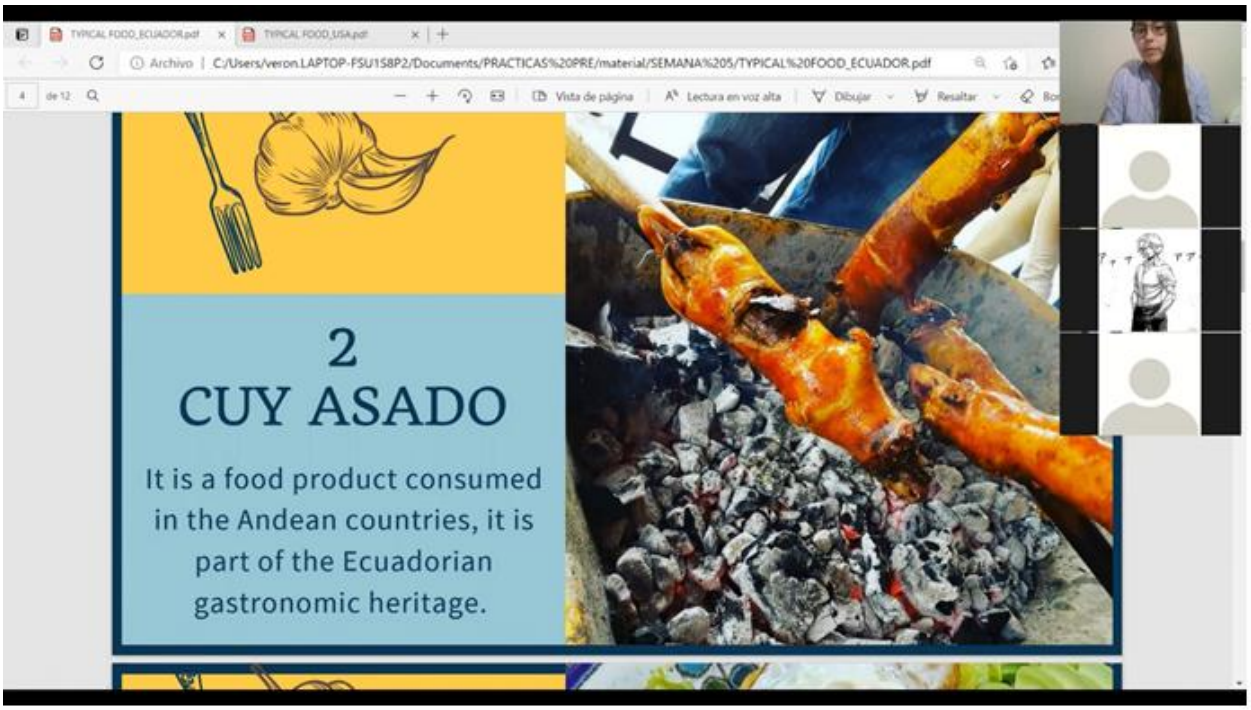
Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución por la participación en este estudio, sí que esta información podrá beneficiar de manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación que se está llevando a cabo.
Asimismo, sé que puedo negar la participación o retirarme en cualquier etapa de la investigación, sin expresión de causa ni consecuencias negativas para mí.

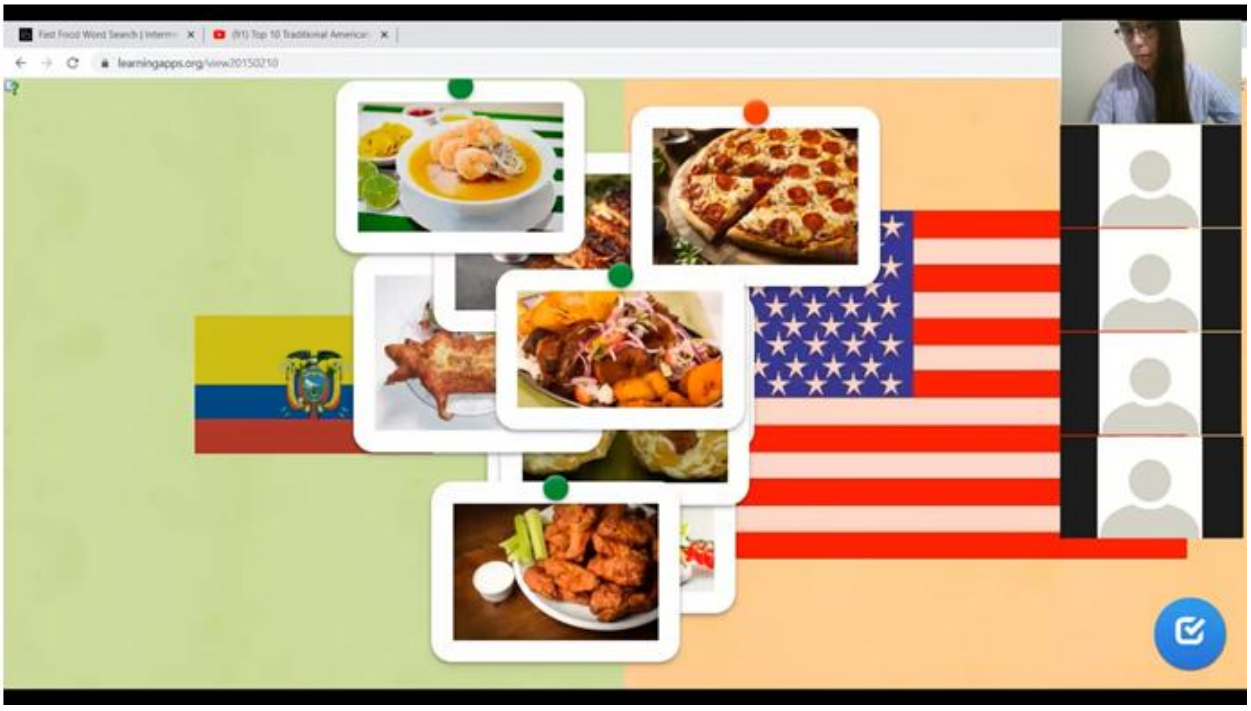
Sí. Acepto voluntariamente participar en este estudio y he recibido una copia del presente documento.

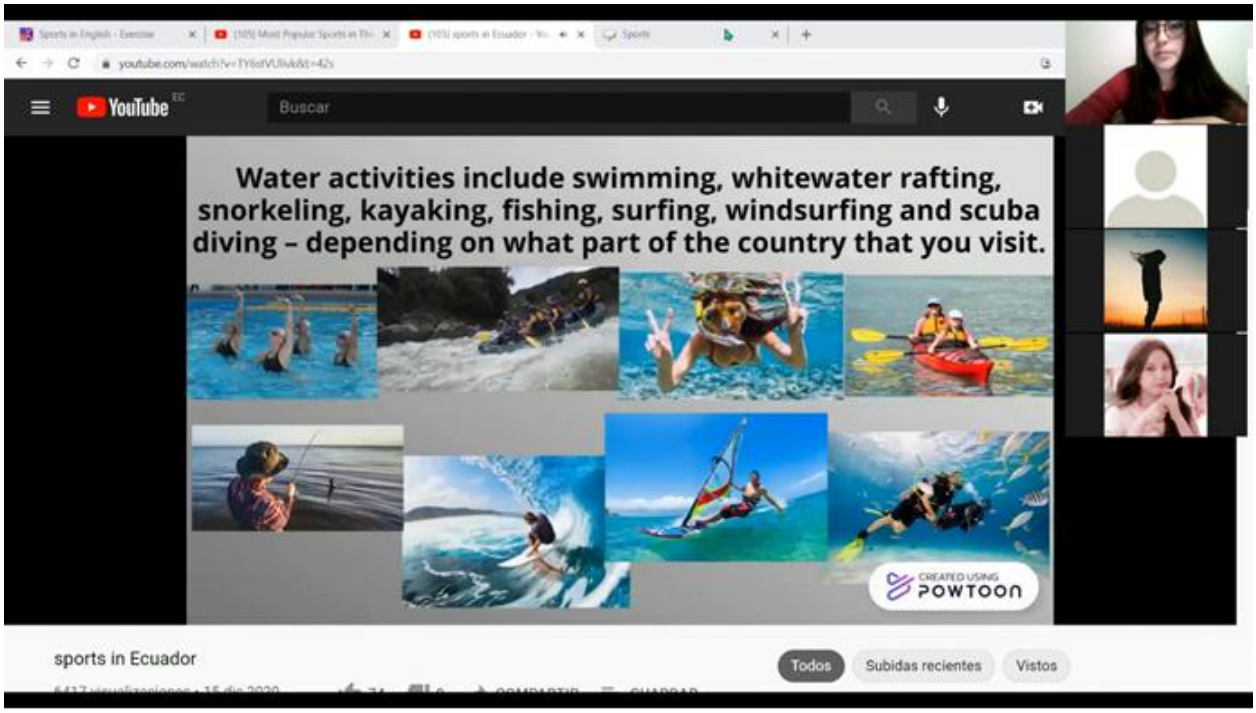
Firma participante:

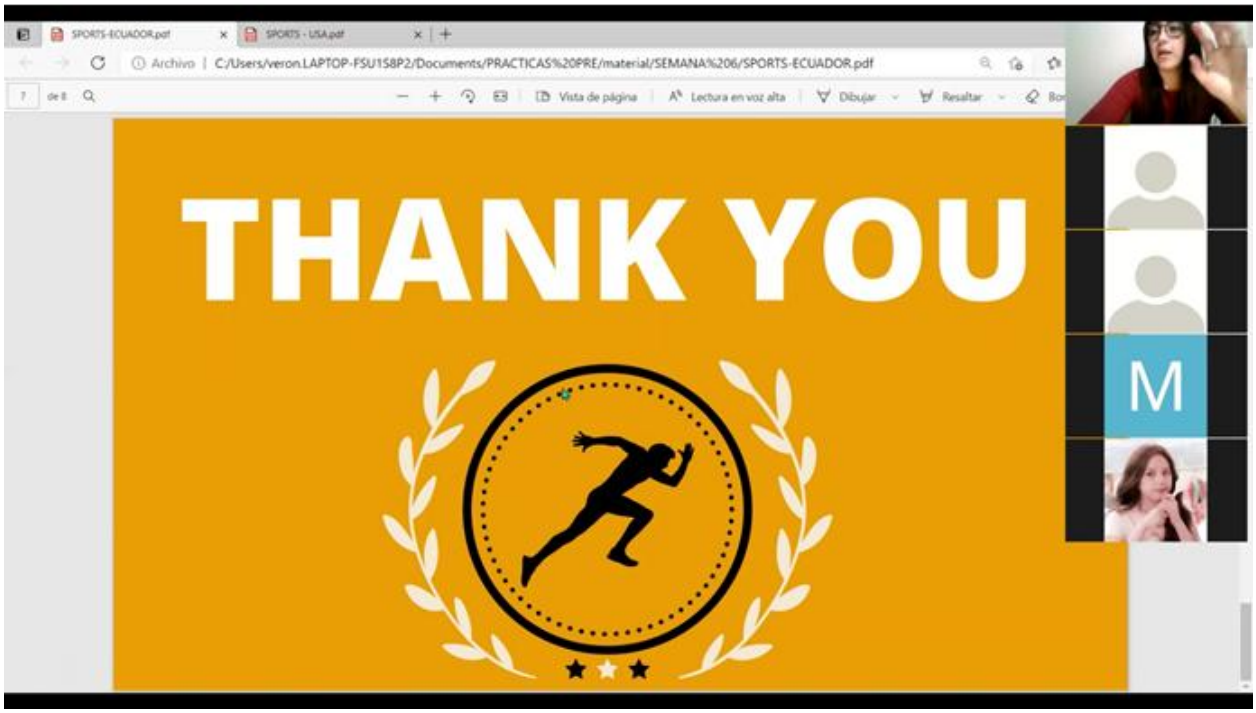
Fecha: 02/12/2021

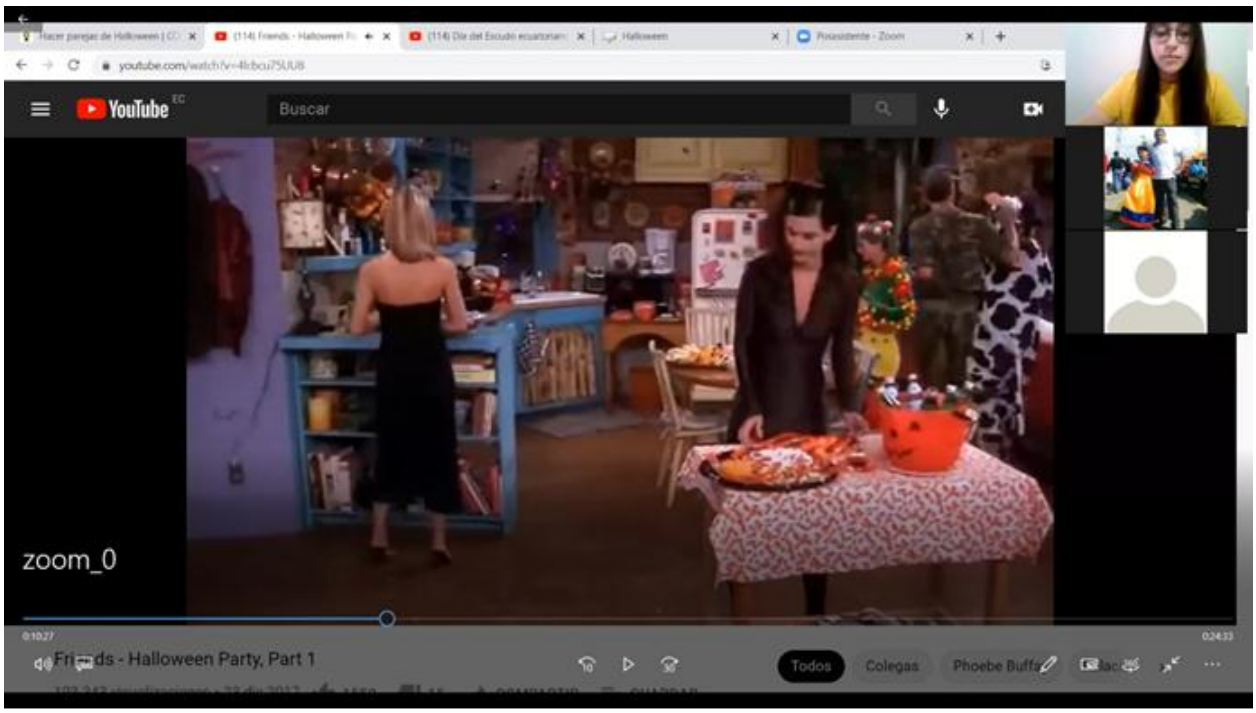
Annex 5. Photos of the applied culture-based lessons



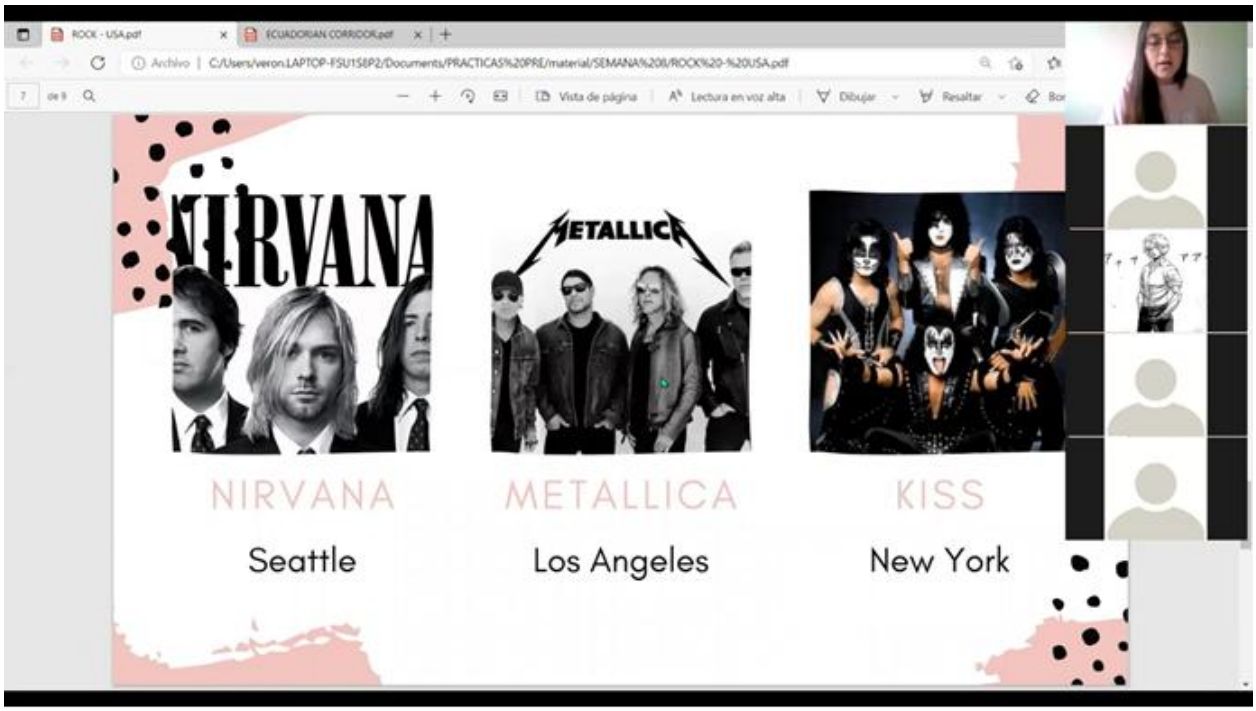


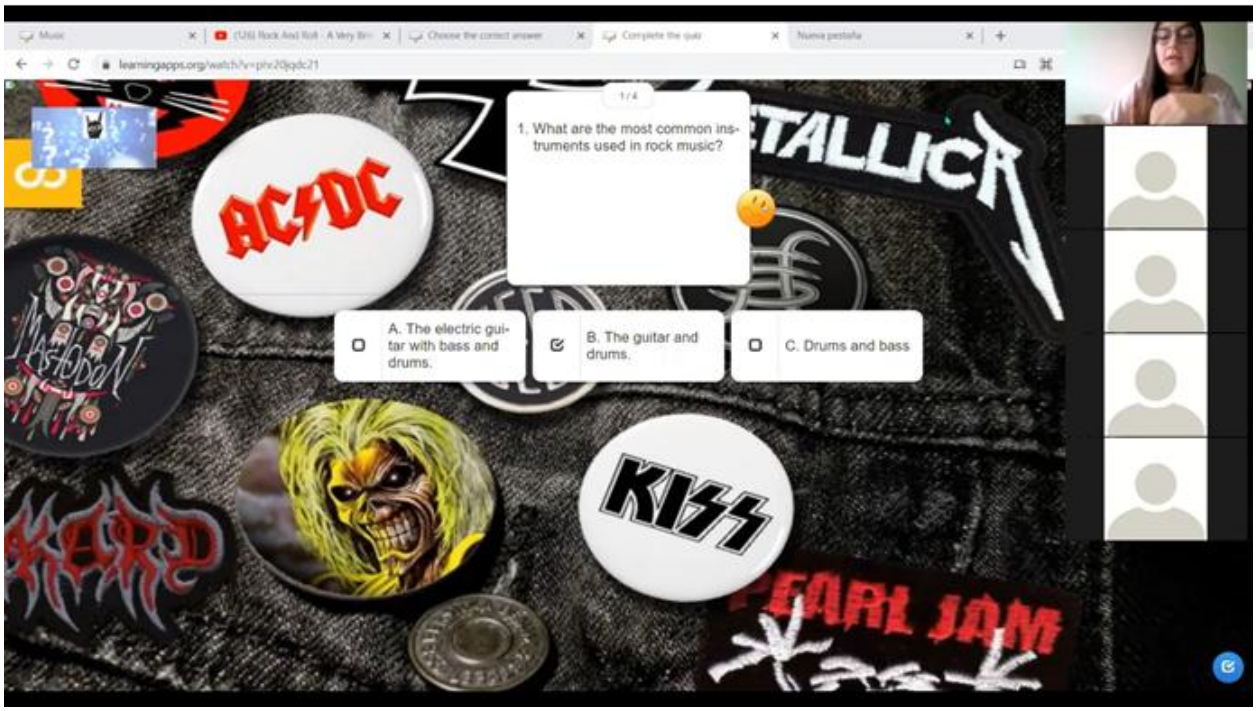

Buscar
Water activities include swimming, whitewater rafting, snorkeling, kayaking, fishing, surfing, windsurfing and scuba diving – depending on what part of the country that you visit.
CREATED USING POWTOON
sports in Ecuador
Todos
Subidas recientes
Vistos


C:/Users/veron.LAPTOP-FSU158P2/Documents/PRACTICAS%20PRE/material/SEMANA%206/SPORTS-ECUADOR.pdf
THANK YOU
M


YouTube
Buscar
zoom_0
Fri ds - Halloween Party, Part 1
Todos
Colegas
Phoebe Buff

The celebration of Halloween in the USA is especially popular among children. The little ones go to school in scary costumes and celebrate the most terrifying holiday all day long.
They go around the neighboring houses with the famous "trick or treat" to collect candy.


NIRVANA
METALLICA
KISS
Seattle
Los Angeles
New York


1. What are the most common instruments used in rock music?
A. The electric guitar with bass and drums.
B. The guitar and drums.
C. Drums and bass
AC/DC
KISS
PEARL JAM

Independence_day_july_fourth.pdf
Abrir con Documentos de Google
Independence Day
July 4th

4th July_Vote.mp4
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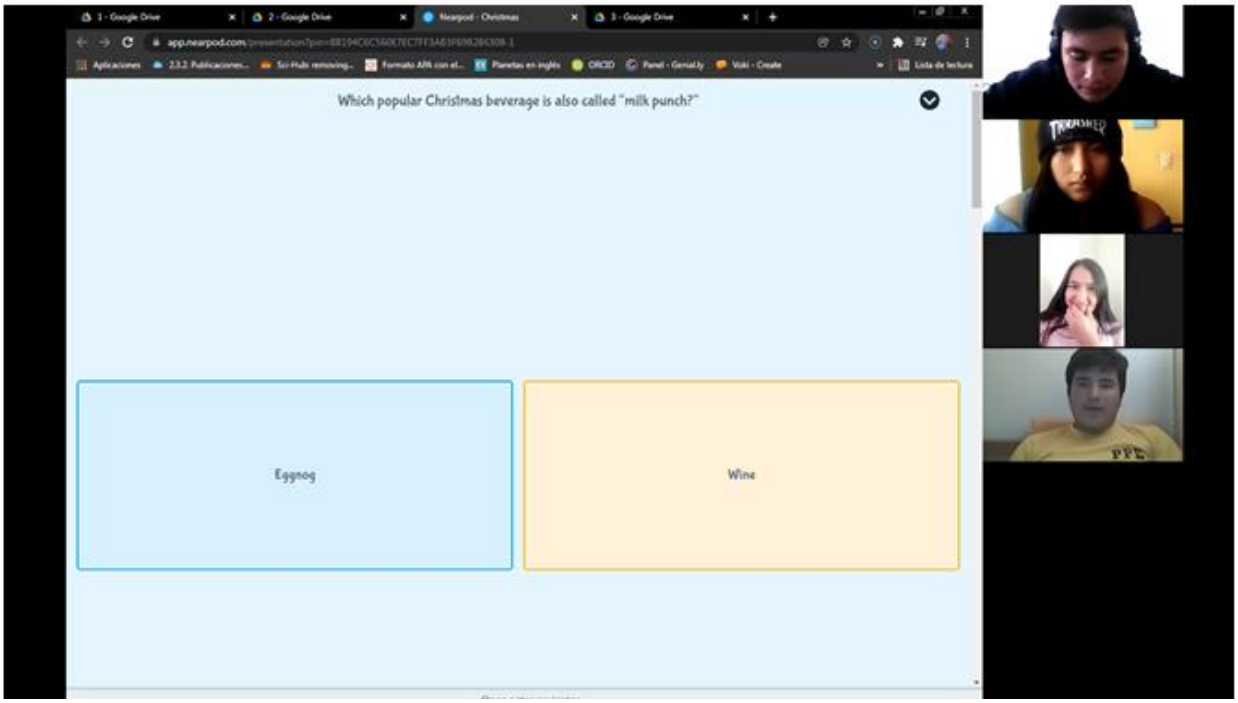
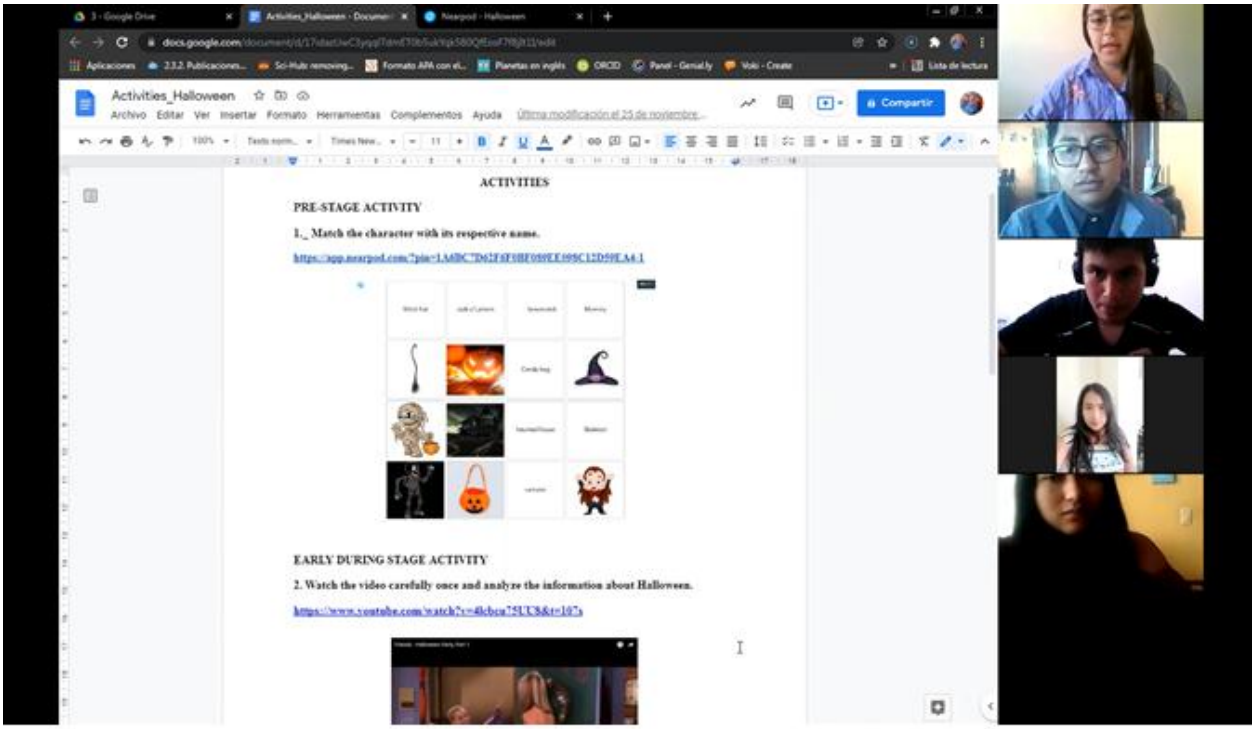
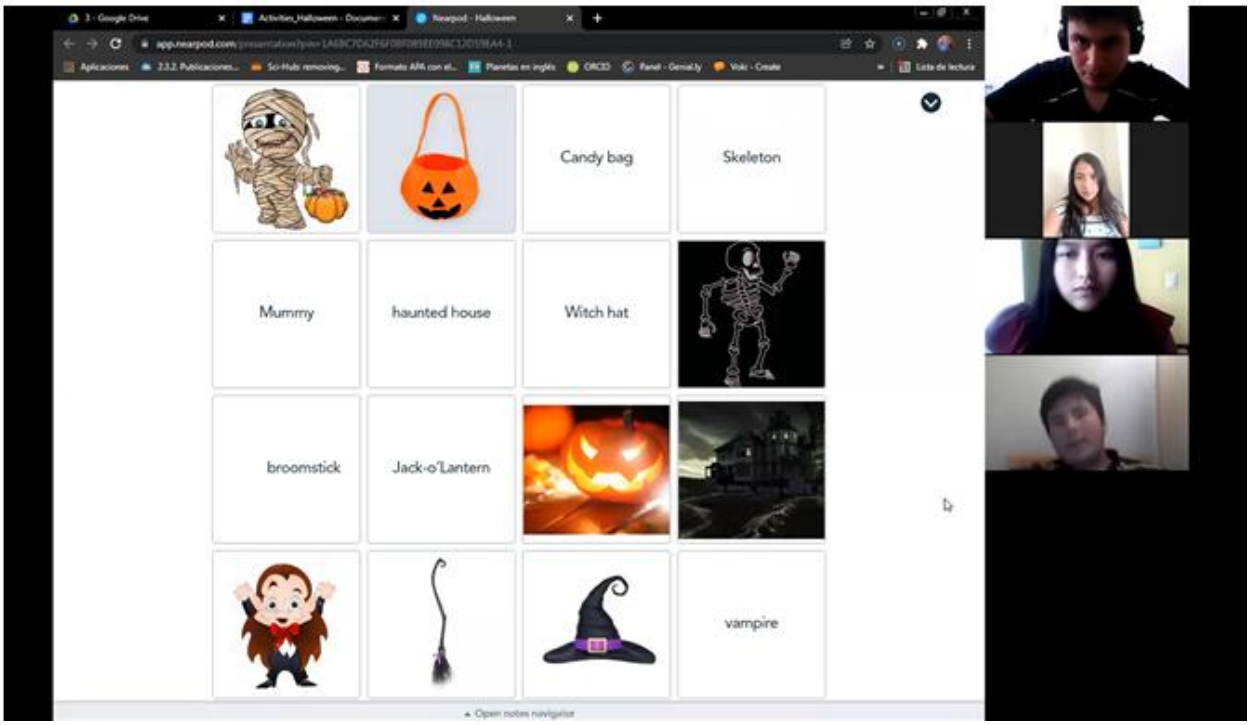
1:23 / 3:06

The Big Bang Theory - Amy's Christmas


Which popular Christmas beverage is also called "milk punch?"
Eggnog
Wine


Activities_Halloween
Archivo Editar Ver Insertar Formato Herramientas Complementos Ayuda
Compartir
ACTIVITIES
PRE-STAGE ACTIVITY
1._ Match the character with its respective name.
https://app.nearpod.com/?pin=1A6BC7D62F8F08E098EE098C12D59EA4-1
EARLY DURING STAGE ACTIVITY
2. Watch the video carefully once and analyze the information about Halloween.
https://www.youtube.com/watch?v=4kcbcu75UC8&t=107s


Candy bag
Skeleton
Mummy
haunted house
Witch hat
broomstick
Jack-o'Lantern
vampire

Annex 6. Tutor's Curriculum Vitae

1. DATOS PERSONALES

NOMBRES: *FABIOLA SOLEDAD*

APELLIDOS: *CANDO GUANOLUISA*

FECHA DE NACIMIENTO: *15-FEBRERO-1984*

CÉDULA DE CIUDADANÍA: *050288460-4*

ESTADO CIVIL: *CASADA*

DIRECCIÓN: *LATACUNGA, SECTOR SAN FELIPE*

NÚMEROS TELEFÓNICO: *0999865286*

E-MAIL: *fabiola.cando@utc.edu.ec*

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 Aproaches 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*

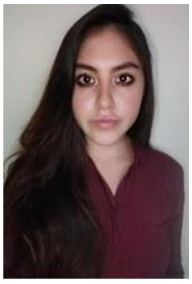
- *The Use of Learning Strategies in an E-tandem English Program. Conference: 2nd International Academic Conference on Teaching, Learning, Munish Germany.*

PAR EVALUATOR

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

Annex 7. First Author's Curriculum Vitae

1. ***DATOS PERSONALES***



NOMBRES:	*VERÓNICA DANIELA*
APELLIDOS:	*CUMBAJÍN ANANGANÓ*
FECHA DE NACIMIENTO:	*25-OCTUBRE-1998*
CÉDULA DE CIUDADANÍA:	*172729293-8*
ESTADO CIVIL:	*SOLTERA*
DIRECCIÓN:	*SANGOLQUÍ-VALLE DE LOS CHILLOS*
NÚMERO TELEFÓNICO:	*0989938259*
E-MAIL:	*veronica.cumbajin2938@utc.edu.ec*
	veronicacumbajin149@gmail.com

2. ***ESTUDIOS REALIZADOS***

NIVEL PRIMARIO:	*UNIDAD EDUCATIVA PARTICULAR FRANCISCANA "LA INMACULADA"*
NIVEL SECUNDARIO:	*UNIDAD EDUCATIVA "EUGENIO ESPEJO"*
NIVEL SUPERIOR:	*UNIVERSIDAD TÉCNICA DE COTOPAXI*

3. ***TÍTULOS OBTENIDOS***

- *BACHILLER DE SERVICIOS, INFORMACIÓN Y COMERCIALIZACIÓN TURÍSTICA.*
- *EGRESADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS*

4. ***EXPERIENCIA ACADÉMICA***

- *UNIDAD EDUCATIVA "DR TRAJANO NARANJO ITURRALDE"*
- *UNIDAD EDUCATIVA "LUIS FERNANDO RUIZ"*
- *UNIVERSIDAD TÉCNICA DE COTOPAXI*

5. CARGOS DESEMPEÑADOS

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

6. CURSOS REALIZADOS

- *FIRST SEMINAR WORKSHOP "IMPROVING OUR TEACHING PRACTICES THROUGH TECHNOLOGY"*
- *"1 ST INTERNATIONAL ENGLISH TEACHING CONGRESS"*
- *II SEMINARIO INTERNACIONAL IMPACTO DE LAS MUJERES EN LA CIENCIA: GÉNERO Y CONOCIMIENTO*
- *WEBINAR REWIND & FAST FORWARD-UNITED BY LEARNING*
- *BASIC ENGLISH 1: ELEMENTARY-KING'S COLLEGE LONDON*
- *BASIC ENGLISH 2: PRE- INTERMEDIATE-KING'S COLLEGE LONDON*
- *PRACTISE YOUR PTE ACADEMIC SPEAKING SKILLS-MACQUARIE UNIVERSITY AND PTE ACADEMIC*
- *IMPROVE YOUR IELTS SPEAKING SCORE-MACQUARIE UNIVERSITY*
- *SUPPORTING AND ENGAGING PEOPLE WITH AUTISM SWINBURNE UNIVERSITY OF TECHNOLOGY*
- *PROGRAMMA DI APPRENDIMENTO DELLA LINGUA STRANIERA ITALIANO-SUFICIENCIA B1*
- *EXPLORING SUSTAINABLE LIVING AND LOVING WITH MOGLI- TOMMY HILFIGER*
- *EXPLORING BODY NEUTRALITY AND BODY IMAGE WITH JAMEELA JAMIL-TOMMY HILFIGER.*

Annex 8. Second Author's Curriculum Vitae

1. ***DATOS PERSONALES***

NOMBRES:	*RONNI ALEXANDER*
APELLIDOS:	*YUGSI LLANO*
FECHA DE NACIMIENTO:	*12-ABRIL-1999*
CÉDULA DE CIUDADANÍA:	*050415736-3*
ESTADO CIVIL:	*SOLTERO*
DIRECCIÓN:	*TANICUCHI-BARRIO CAJON VERACRUZ*
NÚMERO TELEFÓNICO:	*0983749441*
E-MAIL:	*ronni.yugsi7363@utc.edu.ec*
	ronni.yugsi1299@gmail.com

2. ***ESTUDIOS REALIZADOS***

NIVEL PRIMARIO:	*UNIDAD EDUCATIVA "MARCO AURELIO SUBIA-BATALLA DE PANUPALI"*
NIVEL SECUNDARIO:	*UNIDAD EDUCATIVA "VICENTE LEÓN"*
NIVEL SUPERIOR:	*UNIVERSIDAD TÉCNICA DE COTOPAXI*

3. ***TÍTULOS OBTENIDOS***

- *BACHILLER EN CIENCIAS*
- *EGRESADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS*

4. ***EXPERIENCIA ACADÉMICA***

- *ESCUELA DE EDUCACIÓN BÁSICA "ISIDRO AYORA"*
- *UNIVERSIDAD TÉCNICA DE COTOPAXI*

5. CARGOS DESEMPEÑADOS

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

6. CURSOS REALIZADOS

- *VIRTUAL DEMONSTRATION CLASS FOR READING SKILLS*
- *TEACHING VOCABULARY*
- *TEACHING LISTENING WITH A PURPOSE*
- *1ST INTERNATIONAL ENGLISH TEACHING CONGRESS*
- *FIRST SEMINAR WORKSHOP "IMPROVING OUR TEACHING PRACTICES THROUGH TECHNOLOGY"*
- *PROGRAMA DE APRENDIZAJE E-TANDEM PARA FORTALECER LAS COMPETENCIAS LINGÜÍSTICAS Y CULTURALES*
- *II SEMINARIO INTERNACIONAL IMPACTO DE LAS MUJERES EN LA CIENCIA: GÉNERO Y CONOCIMIENTO*
- *CONOCIMIENTO, USO Y APLICACIÓN ADECUADA DE LAS NORMAS APA*
- *PROGRAMMA DI APPRENDIMENTO DELLA LINGUA STRANIERA ITALIANO*

13. APPENDIXES

Appendix 1. Lesson plan based on PDP framework

Lesson Plan 1

Name: Cumbajin Veronica Yugsi Ronni **Date:** April 16th 2021 **Level:** A1

Action points – (These are things you are working on in your teaching, based on your reflexion)
Ask students to join in EducaPlay.
Ask students to look at and analyze each word so that they can match it with the correct picture.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT demonstrates an understanding of the history behind this holiday, as well as learning essential words that will add to their vocabulary.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

In the last during stage, the students have to find a number of words within an alphabet soup; these words are related to the theme.

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

Characteristics of St. Patrick's Day.
History about the feast of St. Patrick.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Some vocabulary: clover, Leprechaun, pot of gold, rainbow.

c. How will you avoid and/or address these problem areas in your lesson?

Present a vocabulary exercise

Time	Framework Stage	Procedure Teacher will…	 Students will…	Interaction T-S/S-S/S	Materials Needed
13: 00	Warm up	Ask students to pay attention to the video related to St. Patrick's Day.	Take notes on the video	T+S	Collaborative board
13:09	Pre stage	Introduce key vocabulary in a matching exercise	Match words with corresponding images	S	Match
13:15	Early during stage	Give relevant information about how St. Patrick's Day is celebrated, as well as the characteristics of this festivity.	Pay attention to the slides and take notes.	S	Slides
13:25	Later during stage	Ask students to make a list of the words they do not understand.	Write the words they do not know.	S	Paper and pen
13:40	Final during stage	Help students with unfamiliar words. Present an alphabet soup.	Write down the words to enrich their vocabulary. Complete the activity by looking up the words requested in the exercise.	T+S S	Paper and pen Activity sheet.

Lesson Plan 2

Name: Cumbajin Veronica **Date:** April 28th 2021 **Level:** A1+
Yugsi Ronni

Action points – (These are things you are working on in your teaching, based on your reflexion)
Ask students to connect to an online activity.
Ask students to analyze the images so they can choose the correct answer.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, the SWBAT show the knowledge about the sports that are most practiced in the United States and Ecuador, after matching the sports practiced in each of the countries.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?
In the last during stage, students have to group the different sports with the corresponding country, either the United States or Ecuador.

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

They will learn about the characteristics of the most popular sports in the United States.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Some vocabulary: baseball, basketball, golf, hockey.

c. How will you avoid and/or address these problem areas in your lesson?

Present videos and slides related to the sports most practiced in both countries.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will…	**Students will…**		
09:00	Warm up	Ask students for characteristics or information about the most played sports in the United States.	Give their answers	T+S	Collaborative board
09:10	Pre stage	Introduce the key vocabulary in an exercise in which you must relate the image to the corresponding sport.	Choose the sport that is related to the image shown.	S	Choose
09:15	Early during stage	Give them instructions and tell them to watch the videos and listen to the information related to the sports practiced in each country.	Watch the video and identify which sports are practiced in Ecuador and the United States.	S	Video file
09:25	Later during stage	Ask students to watch the video one more time and make a list of the sports they heard throughout the video.	Watch the videos and make a list of the sports in each country.	S	Video file Paper and pen
09:35	Final during stage	Ask students to have the list of sports from each country available for the class activity.	Students will classify and match the sports with the corresponding country. The previously prepared list is mandatory.	S+S T-S	Audi file Online Activity
09:45	Post stage	Ask students to give their opinions about the most popular sports in the United States and Ecuador.	Students will discuss the relevant aspects of the most played sports in each country.	S-S	Mee

Lesson Plan 3

Name: Cumbajin Veronica **Date:** April 21th 2021 **Level:** A1+
Yugsi Ronni

Action points – (These are things you are working on in your teaching, based on your reflexion)
Ask students to connect to an online activity.
Ask students to analyze the questions in order to choose the correct answer.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, the SWBAT show the knowledge about the typical food that exists in the United States and Ecuador after making a classification of the food in groups, and then they will talk about the typical food of our country..

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

In the last during stage, students have to sort the food dishes into the corresponding group; either the United States or Ecuador group.

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

History of typical U.S. food and its characteristics.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Some vocabulary: traditional, typical, buffalo wings, taste, delicious.

c. How will you avoid and/or address these problem areas in your lesson?

Present videos and slides related to typical food from both countries.

Time	Framework Stage	Procedure Teacher will…	 Students will…	Interaction T-S/S-S/S	Materials Needed
09:00	Warm up	Ask students for characteristics or information about food in the United States.	Type their answers	T+S	Collaborative board
09:10	Pre stage	Introduce the key vocabulary in an exercise where the odd one must be chosen.	Choose the word that does not correspond, or is not related to the others.	S	Choose
09:15	Early during stage	Give instructions and tell them to watch the video and listen to the information related to the typical food of each country.	Watch the video and identify how many typical dishes are mentioned.	S	Video file
09:25	Later during stage	Ask students to watch the video one more time, and make a list of the food they heard.	Watch the video and make a list of the typical food of each country.	S	Video file Paper and pen
09:35	Final during stage	Ask students to have the list of typical foods on hand for the class activity.	Students will classify the food according to the country. The list previously made is required.	S+S T-S	Audi file Online Activity
09:45	Post stage	Ask students to give their opinion about the food found in the United States and Ecuador.	Students will talk about the relevant aspects of each country's food.	S-S	Meet

Lesson Plan 4

Name: Cumbajin Veronica Yugsi Ronni **Date:** June 4th 2021 **Level:** A1

Action points – (These are things you are working on in your teaching, based on your reflection)
Ask students to join an online activity.
Ask students to listen carefully to each audio so they can match it to the corresponding singer or rock band.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT demonstrates understanding of music history by contrasting Rock and Roll and Ecuadorian "Pasillo", answering a Quiz about the video, and then give an oral presentation about their ideas and opinions on the topic.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?
In the last during stage, students have to watch the video again and answer the proposed questions related to the information provided.

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

They will learn about the history of rock music in the United States and how this musical genre had a great impact throughout history with different bands and singers.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Some vocabulary: Drums, electric guitar, bass.

c. How will you avoid and/or address these problem areas in your lesson?

Present videos and slide presentations related to information on rock music and information on Ecuadorian "Pasillo", which are the most relevant musical genres in each country.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will…	**Students will…**		
09:00	Warm up	Ask students for characteristics or information about music genres in the United States.	Give their answers	T+S	Collaborative board
09:10	Pre stage	Introduce the topic by means of an exercise in which you have to match the song with the corresponding author(s).	Listen to the audio and match it with the image of the corresponding author(s).	S	Listen and Choose
09:15	Early during stage	Give them instructions and tell them to watch the video and listen carefully to the information related to the history of the rock music genre.	Watch the video and identify relevant information regarding the history of rock music.	S	Video file
09:25	Later during stage	Ask students to watch the video one more time and answer the questions found throughout the video.	Ask students to watch the video one more time and write down the answers to the questions that are asked.	S	Video file Paper and pen
09:35	Final during stage	Ask students to watch the video again and answer the Quiz.	Students will watch the video again and answer the quiz related to the information provided in the video.	S+S T-S	Online Activity
09:45	Post stage	Make an oral presentation giving ideas and opinions about the topic.	Students will make a video talking about the most important information of the topic. Afterwards, they will upload the video to a Drive folder.	S	Zoom Meet Drive

Lesson Plan 5

Name: Cumbajin Veronica Yugsi Ronni **Date:** June 18th 2021 **Level:** A1

Action points – (These are things you are working on in your teaching, based on your reflection)
Ask students to connect to an online activity.
Ask students to carefully analyze the images so that they can then match them with the corresponding word.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, the SWBAT show the knowledge about the festivities that are celebrated during October 31st in the United States and the celebration that takes place on the same day in Ecuador. This will be accomplished by identifying characteristics of the holidays within the word search.

.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?
In the last during stage, students have to find within the word search different key words that have been mentioned throughout the class.

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

They will learn how October 31st is celebrated in the United States and they will know the main festivities of this day.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Some vocabulary: Halloween, ghost, pumpkins, candies, trick or treat.

c. How will you avoid and/or address these problem areas in your lesson?

Present videos and slides related to how October 31st is celebrated in each country, and what is the holiday of that day

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will…	**Students will…**		
09:00	Warm up	Ask students for characteristics or information about how October 31st is celebrated in the United States.	Give their answers	T+S	Collaborative board
09:10	Pre stage	Introduce the key vocabulary in an exercise in which you must match the image with the corresponding word.	Choose the image and match it with the corresponding word.	S	Choose
09:15	Early during stage	Give them instructions and tell them to watch the videos and listen to the information related to the holiday that takes place on October 31st in each country.	Watch the video and identify some of the characteristics of how October 31st is celebrated in the United States and Ecuador.	S	Video file
09:25	Later during stage	Ask students to watch the video again and answer the Quiz.	Students will watch the video again and answer the quiz related to the information provided in the video.	S	Online Activity
09:35	Final during stage	Ask students to have the list of new words available for the class activity.	Students will search for the words in an alphabet soup.	S+S T-S	Online Activity
09:45	Post stage	Ask students to give their opinions on how October 31st is celebrated in the United States and Ecuador.	Students will discuss the relevant aspects of each country's holidays.	S-S	Zoom Meet Drive

Lesson Plan 6

Name: Cumbajin Veronica Yugsi Ronni **Date:** …... ...th 2021 **Level:** A1

Action points – (These are things you are working on in your teaching, based on your reflection)
Ask students to connect to an online activity.
Ask students to carefully analyze the images so that they can then match them to the corresponding name.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT demonstrates understanding of the importance of the history behind the 4th of July as Independence Day in the United States by answering a quiz, and then give an oral presentation on their ideas and opinions on the topic.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?
In the last during stage, students have to watch the video again and answer the proposed questions related to the information provided.

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

They will learn about the 4th of July in the United States, how it helped the progress of the United States being an essential part of its history.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Some vocabulary: Vote, Independence.

c. How will you avoid and/or address these problem areas in your lesson?

Present films and slides related to the history of the 4th of July in the United States, important aspects and important characters for the date.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will…	Students will…		
09:00	Warm up	Ask students for characteristics or information about the history of 4th of July in the United States.	Give their answers	T+S	Collaborative board
09:10	Pre stage	Introduce the topic through an exercise in which they have to match the name with the image they think is correct.	Observe the pictures and match them accordingly.	S	Choose
09:15	Early during stage	Give them instructions and tell them to watch the video and listen carefully to the information about 4th July in the United States.	Watch the video and identify relevant information regarding the 4th July.	S	Video file
09:25	Later during stage	Ask students to watch the video one more time and answer the questions found throughout the video.	Ask students to watch the video one more time and write down the answers to the questions that are asked.	S	Video file Paper and pen
09:35	Final during stage	Ask students to watch the video again and answer the questions related to the information in the video. .	Students will watch the video again and answer the questions related to the information provided in the video.	S+S T-S	Online Activity
09:45	Post stage	Give an oral presentation giving ideas and opinions on the topic.	Students will make a video talking about the most important information of the topic. Afterwards, they will upload the video to a Drive folder.	S	Zoom Meet Drive

Lesson Plan 7

Name: Cumbajin Veronica Yugsi Ronni **Date:** …... ...th 2021 **Level:** A1

Action points – (These are things you are working on in your teaching, based on your reflection)
Ask students to connect to an online activity.
Ask students to carefully analyze the images so that they can then match them to the corresponding name.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, SWBAT demonstrate understanding the way Christmas is celebrated in the United States by answering a questionnaire, and then give an oral presentation on their ideas and opinions on the topic.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?
In the last during stage, students have to watch the video again and answer the proposed questions related to the information provided.

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

They will learn about the way Christmas is celebrated in the United States, how it helps to create greater family unity during this important date.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Some vocabulary: Candle, Egg-nog, Candy cane.

c. How will you avoid and/or address these problem areas in your lesson?

Present films and slides that present information on how Christmas is celebrated in the United States, emphasizing the important aspects to consider during this date.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S	Materials Needed
		Teacher will…	**Students will…**		
09:00	Warm up	Ask students for characteristics or information about Christmas in the United States.	Give their answers	T+S	Collaborative board
09:10	Pre stage	Introduce the topic through an exercise in which they have to match the name with the image they think is correct.	Observe the pictures and match them accordingly.	S	Choose
09:15	Early during stage	Give them instructions and tell them to watch the video and listen carefully to the information about Christmas in the United States.	Watch the video and identify relevant information about the way to celebrate Christmas in the United States.	S	Video file
09:25	Later during stage	Ask students to watch the video one more time and answer the questions found throughout the video.	Ask students to watch the video one more time and write down the answers to the questions that are asked.	S	Video file Paper and pen
09:35	Final during stage	Ask students to watch the video again and answer the questions related to the information in the video.	Students will watch the video again and answer the questions related to the information provided in the video.	S+S T-S	Online Activity
09:45	Post stage	Give an oral presentation giving ideas and opinions on the topic.	Students will make a video talking about the most important information of the topic. Afterwards, they will upload the video to a Drive folder.	S	Zoom Meet Drive

Lesson Plan 8

Name: Cumbajin Veronica Yugsi Ronni **Date:** ….. ...th 2021 **Level:** A1

Action points – (These are things you are working on in your teaching, based on your reflection)
Ask students to connect to an online activity.
Ask students to carefully analyze the images so that they can then match them with the corresponding word.

What are your Student Learning Objectives for the lesson?
By the end of the lesson, the SWBAT demonstrates the knowledge about the festivities that are celebrated during Halloween in the United States and the celebration that takes place on the same day in Ecuador. This will be accomplished by identifying characteristics of the holidays within the word search.

When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?
In the last during stage, students have to find within the word search different key words that have been mentioned throughout the class

Preliminary considerations:
a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

They will learn how Halloween is celebrated in the United States and they will know the main festivities of this day.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Some vocabulary: Halloween, ghost, pumpkins, candies, trick or treat.

c. How will you avoid and/or address these problem areas in your lesson?

Present videos and slides related to how October 31st is celebrated in each country, and what is the holiday of that day.

Time	Framework Stage	Procedure Teacher will…	Procedure Students will…	Interaction T-S/S-S/S	Materials Needed
09:00	Warm up	Ask students for characteristics or information about how Halloween is celebrated in the United States.	Give their answers	T+S	Collaborative board
09:10	Pre stage	Introduce the topic through an exercise in which they have to match the name with the image they think is correct.	Observe the pictures and match them accordingly.	S	Choose
09:15	Early during stage	Give them instructions and tell them to watch the videos and listen to the information related to Halloween.	Watch the video and identify relevant information about the way to celebrate Halloween in the United States.	S	Video file
09:25	Later during stage	Ask students to watch the video one more time and answer the questions found throughout the video.	Ask students to watch the video one more time and write down the answers to the questions that are asked.	S	Video file Paper and pen
09:35	Final during stage	Ask students to watch the video again and answer the questions related to the information in the video.	Students will watch the video again and answer the questions related to the information provided in the video.	S+S T-S	Online Activity
09:45	Post stage	Give an oral presentation giving ideas and opinions on the topic.	Students will make a video talking about the most important information of the topic. Afterwards, they will upload the video to a Drive folder.	S	Zoom Meet Drive

Appendix 2. AHWO analysis

A Framework for Teaching Culture in the Foreign Language Classroom 1

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The grid below illustrates pedagogical applications of the four culture learning interactions. Language lessons can address these interactions separately, or in various combinations.

Topic: Saint Patrick **Level:** A1 starters **Content:**https://drive.google.com/file/d/1nPBOhvHB0Bvn4Au9xzAIIAULhzrZXo53/view?usp=sharing

	Nature of Content	Learning Objectives	Techniques/Activities	Notes
Knowing About *getting information*	Information *-Who Saint Patrick is celebrated in the US?* *-How do people celebrate this day ?*	Demonstrate a mastery of the information	Youtube Video Alphabet soup activities	*This is how culture is traditionally taught. Giving students information and asking them to show that they know it.* ***Teacher Role: Informant*** *What do they do?* *What do they know?*
Knowing How *developing behaviors*	Skills -			*This is where communicative competence in the language & culture occurs. Students know both what to say and how to do it in a culturally appropriate manner.* ***Students question themselves:*** *How do they do it?* *How do they say it?* ***Teacher Role: Coach or Model***
Knowing Why *discovering explanations*	Values and Assumptions *-Why do you think people in the US celebrate this day?* *-Why do you think this day is historic for the United states?*	Demonstrate an ability to explain a reason	Write a little paragraph	*Here learners engage in actively using their powers of induction, analysis and intuition to draw conclusions about cultural information or experiences--like anthropologists* ***Students question themselves*** *Why do they do it?* *What are the underlying beliefs behind it?* ***Teacher Role:*** ***Co-researcher/Guide***
Knowing Oneself *Examining reactions*	Self-Awareness *-Do you celebrate something similar in your country?*	Demonstrate understanding of activities in Saint Patrick's day	Write down the characteristics of the feast you celebrate.	*The learners themselves are the subject matter in a process of guided self-discovery, as they study their own values and their reactions to those of the culture.* ***Students question themselves*** *How do I feel about this cultural element?* *How similar or different is this cultural element from my culture?.* ***Teacher Role: Counselor or Guide***

A Framework for Teaching Culture in the Foreign Language Classroom 2
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The grid below illustrates pedagogical applications of the four culture learning interactions. Language lessons can address these interactions separately, or in various combinations.

Topic: Sports in Ecuador and U.S.A **Level:** A1 + **Content:** https://drive.google.com/file/d/1_1-1xPQ6-_Ue7FIMElzyvHglSN6tZVq5/view?usp=sharing

	Nature of Content	Learning Objectives	Techniques/Activities	Notes
Knowing About *getting information*	Information *-What are the most played sports in the United States?* *-What are the characteristics of U.S. sports?* *-Have U.S. sports spread to other parts of the world?*	Demonstrate a mastery of the information	Watch the video and pay attention to the information.	*This is how culture is traditionally taught. Giving students information and asking them to show that they know it.* ***Teacher Role: Informant*** *What do they do?* *What do they know?*
Knowing How *developing behaviors*	Skills			*This is where communicative competence in the language & culture occurs. Students know both what to say and how to do it in a culturally appropriate manner.* ***Students question themselves:*** *How do they do it?* *How do they say it?* ***Teacher Role: Coach or Model***
Knowing Why *discovering explanations*	Values and Assumptions			*Here learners engage in actively using their powers of induction, analysis and intuition to draw conclusions about cultural information or experiences--like anthropologists* ***Students question themselves*** *Why do they do it?* *What are the underlying beliefs behind it?* ***Teacher Role: Co-researcher/Guide***
Knowing Oneself *Examining reactions*	Self-Awareness *-Do you know the sports practiced in your country?* *-Do you know any information about the sports that are practiced in your country?* *-Do you know if sports in your country have spread to other parts of the world?*	Demonstrate an understanding of activities related to sports played in Ecuador and the United States.	Make a list of sports in the United States and Ecuador.	*The learners themselves are the subject matter in a process of guided self-discovery, as they study their own values and their reactions to those of the culture.* ***Students question themselves*** *How do I feel about this cultural element?* *How similar or different is this cultural element from my culture?.* ***Teacher Role: Counselor or Guide***

A Framework for Teaching Culture in the Foreign Language Classroom 3
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The grid below illustrates pedagogical applications of the four culture learning interactions. Language lessons can address these interactions separately, or in various combinations.

Topic: Typical Food USA vs Ecuador **Level:** A1 + **Content:** https://drive.google.com/file/d/1Aub06EOq5N1XAlqXp7HXV998MD5WwoJf/view?usp=sharing

	Nature of Content	Learning Objectives	Techniques/Activities	Notes
Knowing About *getting information*	Information *-What are the typical foods of the United States?* *-What is the history of typical U.S. foods?* *-Have U.S. food spread to other parts of the world?*	Demonstrate a mastery of the information	Watch the video and pay attention to the information.	*This is how culture is traditionally taught. Giving students information and asking them to show that they know it.* ***Teacher Role: Informant*** *What do they do?* *What do they know?*
Knowing How *developing behaviors*	Skills			*This is where communicative competence in the language & culture occurs. Students know both what to say and how to do it in a culturally appropriate manner.* ***Students question themselves:*** *How do they do it?* *How do they say it?* ***Teacher Role: Coach or Model***
Knowing Why *discovering explanations*	Values and Assumptions			*Here learners engage in actively using their powers of induction, analysis and intuition to draw conclusions about cultural information or experiences--like anthropologists* ***Students question themselves*** *Why do they do it?* *What are the underlying beliefs behind it?* ***Teacher Role: Co-researcher/Guide***
Knowing Oneself *Examining reactions*	Self-Awareness *-Do you know the typical food of your country?* *-Do you know the origin of each typical food of your country?* *-Do you know if the food of your country has spread to other parts of the world?*	Demonstrate an understanding of activities related to Ecuadorian food and U.S. food.	Make a list of typical U.S. foods.	*The learners themselves are the subject matter in a process of guided self-discovery, as they study their own values and their reactions to those of the culture.* ***Students question themselves*** *How do I feel about this cultural element?* *How similar or different is this cultural element from my culture?.* ***Teacher Role: Counselor or Guide***

A Framework for Teaching Culture in the Foreign Language Classroom 4
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The grid below illustrates pedagogical applications of the four culture learning interactions. Language lessons can address these interactions separately, or in various combinations.

Topic: Music Ecuador vs U.S.A **Level:** A1+ **Content:** https://drive.google.com/file/d/1WyGrdZ1umI1vCa7OI19669fql3K74Zfz/view?usp=sharing

	Nature of Content	Learning Objectives	Techniques/Activities	Notes
Knowing About *getting information*	Information *-What was the year in which rock music originated in the U.S.A.?* *-What are the instruments used in rock music?* *-What were the most popular rock bands in the U.S.A.?*	Demonstrate a mastery of the information	Make a list of the most relevant information about rock music	*This is how culture is traditionally taught. Giving students information and asking them to show that they know it.* ***Teacher Role: Informant*** *What do they do?* *What do they know?*
Knowing How *developing behaviors*	Skills			*This is where communicative competence in the language & culture occurs. Students know both what to say and how to do it in a culturally appropriate manner.* ***Students question themselves:*** *How do they do it?* *How do they say it?* ***Teacher Role: Coach or Model***
Knowing Why *discovering explanations*	Values and Assumptions			*Here learners engage in actively using their powers of induction, analysis and intuition to draw conclusions about cultural information or experiences--like anthropologists* ***Students question themselves*** *Why do they do it?* *What are the underlying beliefs behind it?* ***Teacher Role:*** ***Co-researcher/Guide***
Knowing Oneself *Examining reactions*	Self-Awareness *-Do you know the history of the Ecuadorian "Pasillo"?* *-Do you know the instruments used for this musical genre?* *-Do you know the main representatives of the Ecuadorian "Pasillo"?*	Demonstrate an understanding of activities related to the history of the "Pasillo" in Ecuador.	Write a short paragraph about the most famous singers of the "Pasillo".	*The learners themselves are the subject matter in a process of guided self-discovery, as they study their own values and their reactions to those of the culture.* ***Students question themselves*** *How do I feel about this cultural element?* *How similar or different is this cultural element from my culture?.* ***Teacher Role: Counselor or Guide***

A Framework for Teaching Culture in the Foreign Language Classroom 5
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The grid below illustrates pedagogical applications of the four culture learning interactions. Language lessons can address these interactions separately, or in various combinations.

Topic: October 31st **Level:** A1 + **Content:** https://drive.google.com/file/d/1PJsxIHHvYxHzPd1mUvLI1WEfUjZd6Njz/view?usp=sharing

	Nature of Content	Learning Objectives	Techniques/Activities	Notes
Knowing About *getting information*	Information *-How is October 31st celebrated in the USA?* *-What kind of costumes do people wear on this special date?*	Demonstrate a mastery of the information	Make a list of the most relevant information about October 31st	*This is how culture is traditionally taught. Giving students information and asking them to show that they know it.* ***Teacher Role: Informant*** *What do they do?* *What do they know?*
Knowing How *developing behaviors*	Skills			*This is where communicative competence in the language & culture occurs. Students know both what to say and how to do it in a culturally appropriate manner.* ***Students question themselves:*** *How do they do it?* *How do they say it?* ***Teacher Role: Coach or Model***
Knowing Why *discovering explanations*	Values and Assumptions			*Here learners engage in actively using their powers of induction, analysis and intuition to draw conclusions about cultural information or experiences--like anthropologists* ***Students question themselves*** *Why do they do it?* *What are the underlying beliefs behind it?* ***Teacher Role:*** ***Co-researcher/Guide***
Knowing Oneself *Examining reactions*	Self-Awareness *-Do you know how October 31st is celebrated in Ecuador?* *-What activities take place in Ecuador on October 31st?*	Demonstrate an understanding of activities related to October 31st in Ecuador.	Write a short paragraph about the most important activities on October 31st.	*The learners themselves are the subject matter in a process of guided self-discovery, as they study their own values and their reactions to those of the culture.* ***Students question themselves*** *How do I feel about this cultural element?* *How similar or different is this cultural element from my culture?.* ***Teacher Role: Counselor or Guide***

A Framework for Teaching Culture in the Foreign Language Classroom 6
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The grid below illustrates pedagogical applications of the four culture learning interactions. Language lessons can address these interactions separately, or in various combinations.

Topic: 4th July **Level:** A1 + **Content:**https://drive.google.com/file/d/1sug8gzBcMzcTcvoFVKp8p2ksSHoFP0Nu/view?usp=sharing

	Nature of Content	Learning Objectives	Techniques/Activities	Notes
Knowing About *getting information*	Information - *How many states voted for independence?* - *What were the most important events of U.S. independence?* - *What was the specific date on which the first cry for independence was given?*	Demonstrate a mastery of the information	Make a list of the most relevant information about the 4th July.	*This is how culture is traditionally taught. Giving students information and asking them to show that they know it.* ***Teacher Role: Informant*** *What do they do?* *What do they know?*
Knowing How *developing behaviors*	Skills			*This is where communicative competence in the language & culture occurs. Students know both what to say and how to do it in a culturally appropriate manner.* ***Students question themselves:*** *How do they do it?* *How do they say it?* ***Teacher Role: Coach or Model***
Knowing Why *discovering explanations*	Values and Assumptions			*Here learners engage in actively using their powers of induction, analysis and intuition to draw conclusions about cultural information or experiences--like anthropologists* ***Students question themselves*** *Why do they do it?* *What are the underlying beliefs behind it?* ***Teacher Role:*** ***Co-researcher/Guide***
Knowing Oneself *Examining reactions*	Self-Awareness - *Do you know how Ecuador gained its independence?* - *Do you know the date on which Ecuador became independent?* - *Do you know who were the main authors of independence?*	Demonstrate an understanding of activities related to the independence of Ecuador.	Write a brief paragraph about the independence of Ecuador.	*The learners themselves are the subject matter in a process of guided self-discovery, as they study their own values and their reactions to those of the culture.* ***Students question themselves*** *How do I feel about this cultural element?* *How similar or different is this cultural element from my culture?.* ***Teacher Role: Counselor or Guide***

A Framework for Teaching Culture in the Foreign Language Classroom 7
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The grid below illustrates pedagogical applications of the four culture learning interactions. Language lessons can address these interactions separately, or in various combinations.

Topic: Christmas **Level:** A1 + **Content:**https://drive.google.com/file/d/16jx-T91C4exfZp5Nrs-WSl2THCZNuKi0/view?usp=sharing

	Nature of Content	Learning Objectives	Techniques/Activities	Notes
Knowing About *getting information*	Information - *What are the most used objects for Christmas decorations in the USA?* - *Where in the USA is Christmas most celebrated?* - *Is Christmas in the USA always celebrated with the family?*	Demonstrate a mastery of the information	Make a list of the most relevant information about Christmas.	*This is how culture is traditionally taught. Giving students information and asking them to show that they know it.* ***Teacher Role: Informant*** *What do they do?* *What do they know?*
Knowing How *developing behaviors*	Skills			*This is where communicative competence in the language & culture occurs. Students know both what to say and how to do it in a culturally appropriate manner.* ***Students question themselves:*** *How do they do it?* *How do they say it?* ***Teacher Role: Coach or Model***
Knowing Why *discovering explanations*	Values and Assumptions			*Here learners engage in actively using their powers of induction, analysis and intuition to draw conclusions about cultural information or experiences--like anthropologists* ***Students question themselves*** *Why do they do it?* *What are the underlying beliefs behind it?* ***Teacher Role:*** ***Co-researcher/Guide***
Knowing Oneself *Examining reactions*	Self-Awareness - *Do you know how Christmas is celebrated in Ecuador?* - *Do you know what decorations are used for Christmas in Ecuador?* - *Do you know what are the most common days to celebrate Christmas in ecuador?*	Demonstrate an understanding of activities related to Christmas in Ecuador.	Write a brief paragraph about Christmas in Ecuador.	*The learners themselves are the subject matter in a process of guided self-discovery, as they study their own values and their reactions to those of the culture.* ***Students question themselves*** *How do I feel about this cultural element?* *How similar or different is this cultural element from my culture?.* ***Teacher Role: Counselor or Guide***

A Framework for Teaching Culture in the Foreign Language Classroom 8

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The grid below illustrates pedagogical applications of the four culture learning interactions. Language lessons can address these interactions separately, or in various combinations.

Topic: Halloween **Level:** A1 + **Content:**https://drive.google.com/file/d/1_8BQIllaGXv--9YkmQZ7qXydntNe3u08/view?usp=sharing

	Nature of Content	Learning Objectives	Techniques/Activities	Notes
Knowing About *getting information*	Information *-How is Halloween celebrated in the United States?* *-What type of clothing is used to celebrate Halloween in the United States?* *-Is Halloween celebrated in other parts of the world?*	Demonstrate a mastery of the information	Make a list of the most relevant information about the halloween.	*This is how culture is traditionally taught. Giving students information and asking them to show that they know it.* ***Teacher Role: Informant*** *What do they do?* *What do they know?*
Knowing How *developing behaviors*	Skills			*This is where communicative competence in the language & culture occurs. Students know both what to say and how to do it in a culturally appropriate manner.* ***Students question themselves:*** *How do they do it?* *How do they say it?* ***Teacher Role: Coach or Model***
Knowing Why *discovering explanations*	Values and Assumptions			*Here learners engage in actively using their powers of induction, analysis and intuition to draw conclusions about cultural information or experiences--like anthropologists* ***Students question themselves*** *Why do they do it?* *What are the underlying beliefs behind it?* ***Teacher Role:*** ***Co-researcher/Guide***
Knowing Oneself *Examining reactions*	Self-Awareness *-Do you know how Halloween is celebrated in Ecuador?* *-What type of clothing is used to celebrate Halloween in Ecuador?*	Demonstrate an understanding of activities related to Halloween in Ecuador.	Write a brief paragraph about Halloween in Ecuador.	*The learners themselves are the subject matter in a process of guided self-discovery, as they study their own values and their reactions to those of the culture.* ***Students question themselves*** *How do I feel about this cultural element?* *How similar or different is this cultural element from my culture?.* ***Teacher Role: Counselor or Guide***

Appendix 3. Rubric for monitoring of acquired knowledge

TECHNICAL UNIVERSITY OF COTOPAXI

ECUADORIAN AND AMERICAN CULTURE AND SOCIETY

Class: 1 ST BGU "A" Task: Present some information about the topic through a video.
Language level: A1
Strategy: Oral Presentation
Teacher: Verónica Cumbajin_Ronni Yugsi

CRITERIA	**4**	**3**	**2**	**1**
Content	Covers topics in depth with details and examples. Knowledge of the subject matter is excellent.	Includes basic knowledge on the subject. The content appears to be good.	Includes essential information on the subject, but has 1-2 factual errors.	The content is minimal and has several factual errors.
Originality	The product demonstrates great originality. The ideas are creative and ingenious.	The product demonstrates some originality. The work demonstrates the use of new ideas and insight.	Uses other people's ideas (giving them credit), but there is almost no evidence of original ideas.	It uses other people's ideas, but does not credit them.
Use of language	There are no grammatical, diction or spelling errors.	There are some grammatical, diction or spelling errors.	There are grammatical, diction or spelling errors.	There are many errors.
Videography- Clarity	The quality of the video and focus is excellent throughout, as is the sound.	Video, focus and sound quality is good for most of the video.	It presents some flaws that impair the quality: in the focus or in the sound. But the quality is sufficient.	The video is not of sufficient quality.