



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **PUJILÍ CAMPUS**

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

#### **RESEARCH PROJECT**

**“STRENGTHS AND DRAWBACKS OF THE USE OF AUTHENTIC MATERIALS  
FOR TEACHING CULTURE-BASED LESSONS IN THE ENGLISH SUBJECT AT  
THE “PUJILÍ” EDUCATIONAL UNIT”**

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

**Authors:**

Balladares Caisa Luis Maycol

Tapia Vargas Malena Nataly

**Tutor:**

Arias Arroyo Paulina Alexandra, PhD.

**PUJILÍ - ECUADOR  
APRIL 2022**

## TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled **“Strengths and drawbacks of the use of authentic materials for teaching culture-based lessons in the English subject at the “Pujilí” Educational Unit”**, and researched by Balladares Caisa Luis Maycol, ID number 050415972-4, and Tapia Vargas Malena Nataly, ID number 055025118-5, 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

.....

Arias Arroyo Paulina Alexandra, PhD.

ID: 050221209-5

**COMMITTEE APPROVAL**

The research report entitled **“Strengths and drawbacks of the use of authentic materials for teaching culture-based lessons in the English subject at the “Pujilí” Educational Unit”**, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, March, 2022

.....

Cando Guanoluisa Fabiola Soledad, MSc.

ID: 050288460-4

Committee president

.....

Castro Bungacho Sonia Jimena, MSc.

ID: 050197472-9

Committee, Member 1

.....

Tovar Viera Vicente Rodrigo, Mg.

ID: 050241408-9

Committee, Member 2

## **COPYRIGHT REFUSE**

We, Balladares Caisa Luis Maycol and Tapia Vargas Malena Nataly confer the rights of this undergraduate research report and authorize its total reproduction or part of it, as long as it is under the regulations of the Technical University of Cotopaxi.

Pujilí, March, 2022

.....  
Balladares Caisa Luis Maycol

ID: 050415972-4

.....  
Tapia Vargas Malena Nataly

ID: 055025118-5

## **GRATEFULNESS**

*We want to thank God for the wisdom and strength in the development of this research, to the Technical University of Cotopaxi for opening its doors and providing us with quality education, to our tutor Paulina Arias, PhD., who guided and supported us unconditionally in the process of our research, to the English teachers for their effort and patience in the teaching and learning process, to our grandparents, parents, and siblings who motivated and trusted us to start and finish our career successfully, to the "Pujilí" Educational Unit for allowing us to conduct the research with the support of its students, and finally to MSc. Lorena Monge for her generosity in applying the culture-based lessons and instruments in her classes.*

*Maycol & Malena*

## **DEDICATION**

*This research is dedicated to the Ecuadorian educational institutions and the development of the English language teaching and learning process, to the English teachers and to the students who have been the main elements of this study.*

*In addition, this research is dedicated to my parents Luis Balladares and María Antonieta Caisa, who have instilled in me essential values that have allowed me to develop personally and academically; to my brothers Bryan and Estalin Balladares Caisa; to my grandparents Manuel Balladares and María Comina; to my girlfriend Jhoselyn Escobar; to my friends Joel Veintimilla, Mariela Toro, Mary Escobar, Ángela Espinoza, Joselyn Zambrano, Méndelson Albán, Liliana Suntasig, Lizeth Reyes, and María Albán.*

*Maycol*

## **DEDICATION**

*To my parents Hugo and Lenith for their love, patience, and effort during all these years, for being the main promoters of my dreams. To my grandparents Arturo, Marina, Ernesto, and Griselda for supporting me, for trusting and believing in me; to my siblings Fabian and Amanda for their unconditional love and support, for being with me at all times. To my friends Cinthya, Anthony, and Pachito for supporting me when I need them the most, for being there in difficult moments, and for the love they give me every day. To all my family because with their advice and words of support they made me a better person, and they accompany me in all my dreams and goals.*

*Malena*

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

**THEME:** “STRENGTHS AND DRAWBACKS OF THE USE OF AUTHENTIC MATERIALS FOR TEACHING CULTURE-BASED LESSONS IN THE ENGLISH SUBJECT AT THE “PUJILÍ” EDUCATIONAL UNIT”

**Authors:**

Balladares Caisa Luis Maycol

Tapia Vargas Malena Nataly

**Tutor:**

Arias Arroyo Paulina Alexandra, PhD.

**ABSTRACT**

This research aims to identify the strengths and drawbacks of the use of authentic materials for teaching culture-based lessons in students of the second grade of Baccalaureate at “Pujilí” Educational because when it comes to English teaching, it is not only about teaching language skills but also about teaching the culture of the target language. Furthermore, a series of observations were made such as in the case of cultural elements and authentic material where it was noted that there was not enough cultural content in the Ecuadorian curriculum proposed to the English language area for Baccalaureate, and according to the project number six established by the Ecuadorian Ministry of Education and Prioritized Emergency Curriculum (English Language Area), teaching culture contents with the authentic material in the EFL classroom is not applied. In addition, in the observations made on the second grade of Baccalaureate classes taught by the tutor teacher, it was noted that the cultural content was not reinforced and the materials used for the teaching-learning process were not attractive to the students. To carry out the research, the action research design was used, since it allowed answering the research question: What are the strengths and drawbacks of the use of authentic materials for teaching culture-based lessons in students of the second grade of Baccalaureate at “Pujilí” Educational Unit? The participants were 26 students of 2nd grade of Baccalaureate of “Pujilí” Educational Unit. The results showed that there are some strengths when working with authentic materials such as the students’ level, meaningful activities, classroom interaction, teacher’s development, clear instructions, and motivation since they allowed students to reinforce their cultural knowledge and understanding as well as participate actively during the activities and achieve the objectives set. However, class management, low students’ participation, low teacher’s support, and corrections were the drawbacks in the use of authentic materials for teaching culture-based because these slowed down the construction of cultural knowledge. Finally, the research findings revealed that teaching culture in the EFL classroom through the proper implementation of culture-based lessons and authentic materials supports the teaching and learning of English as a foreign language.

**Keywords:** Authentic material, culture-based lessons, cultural knowledge and understanding, EFL

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**EXTENSIÓN PUJILÍ**  
**CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS**

**TEMA:** “FORTALEZAS Y DEBILIDADES DEL USO DE MATERIALES AUTÉNTICOS PARA LA ENSEÑANZA DE LECCIONES BASADAS EN LA CULTURA EN ESTUDIANTES DEL SEGUNDO AÑO DE BACHILLERATO DE LA UNIDAD EDUCATIVA "PUJILÍ””

**Autores:**

Balladares Caisa Luis Maycol

Tapia Vargas Malena Nataly

**Tutor:**

Arias Arroyo Paulina Alexandra, PhD.

**RESUMEN**

Esta investigación tiene como objetivo identificar las fortalezas y debilidades del uso de materiales auténticos para la enseñanza de lecciones basadas en la cultura en estudiantes del segundo año de bachillerato de la Unidad Educativa "Pujilí", porque cuando se habla de la enseñanza del inglés, no solo se trata de enseñar las habilidades lingüísticas sino también de enseñar la cultura de la lengua meta. Además, se realizaron una serie de observaciones como en el caso de los elementos culturales y el material auténtico donde se notó que no había suficiente contenido cultural en el currículo ecuatoriano propuesto para el área de inglés para Bachillerato, y según el proyecto número seis establecido por el Ministerio de Educación del Ecuador y el Currículo Priorizado para la Emergencia (Área de Inglés), no se aplica la enseñanza de contenido cultural con material auténtico en el aula de inglés como lengua extranjera. Además, en las observaciones realizadas en las clases de segundo año de Bachillerato impartidas por el profesor tutor, se observó que no se reforzaban los contenidos culturales y los materiales utilizados para el proceso de enseñanza-aprendizaje no eran atractivos para los alumnos. Para llevar a cabo la investigación se utilizó el diseño de investigación-acción, ya que permitió responder a la pregunta de investigación planteada: ¿Cuáles son las fortalezas y debilidades del uso de materiales auténticos para la enseñanza de lecciones basadas en la cultura en los estudiantes del segundo año de Bachillerato de la Unidad Educativa "Pujilí"? Los participantes fueron 26 alumnos de segundo año de Bachillerato de la Unidad Educativa "Pujilí". Los resultados mostraron que existen algunos puntos fuertes a la hora de trabajar con materiales auténticos como el nivel de los estudiantes, las actividades significativas, la interacción en el aula, el desarrollo del profesor, las instrucciones claras y la motivación, ya que permitieron a los alumnos reforzar sus conocimientos y comprensión cultural, así como participar activamente durante las actividades y alcanzar los objetivos marcados. Sin embargo, la gestión de la clase, la escasa participación de los alumnos, el escaso apoyo del profesor y las correcciones fueron las debilidades del uso de materiales auténticos para la enseñanza de lecciones basadas en la cultura debido a que ralentizaron la construcción de conocimientos culturales. Por último, los resultados de la investigación revelaron que la enseñanza de la cultura en el aula de EFL a través de la implementación adecuada de lecciones

basadas en la cultura y materiales auténticos apoya la enseñanza y el aprendizaje del inglés como lengua extranjera.

**Palabras clave:** Conocimiento y comprensión cultural, EFL, lecciones basadas en la cultura, material auténtico

## INDEX

COVERPAGE .....	i
TUTOR'S ENDORSEMENT.....	ii
COMMITTEE APPROVAL .....	iii
COPYRIGHT REFUSE .....	iv
GRATEFULNESS.....	v
DEDICATION.....	vi
ABSTRACT .....	viii
RESUMEN .....	ix
INDEX.....	xi
1. GENERAL INFORMATION .....	1
2. PROBLEM STATEMENT .....	2
3. OBJECTIVES .....	4
3.1. Overall objective: .....	4
3.2. Specific objectives:.....	4
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.....	5
5. JUSTIFICATION.....	6
6. SCIENTIFIC AND TECHNICAL FOUNDATION.....	7
6.1. Background.....	7
6.2. Theoretical framework .....	10
6.2.1. Language .....	10
6.2.2. Culture.....	10
6.2.3. Importance of language in cultural knowledge .....	11
6.2.4. The role of culture in teaching English as a foreign language .....	11
6.2.5. Incorporating cultural content in English classes.....	12
6.2.6. Authentic materials .....	13
6.2.7. Types of authentic materials .....	14
6.2.8. The role of authentic materials in teaching culture-based lessons .....	14
6.2.9. Authentic materials and skills development.....	15
6.2.10. Intercultural communication competence .....	15
6.2.11. Planning culture-based lessons .....	16
6.2.12. Teaching culture-based lessons.....	17

7. METHODOLOGY .....	19
7.1. Qualitative approach.....	19
7.2. Practical action research design.....	19
7.3. Action research process .....	19
7.4. Analysis of the reflective process .....	21
7.5. Ethical considerations.....	22
8. ANALYSIS AND DISCUSSION OF RESULTS .....	23
9. RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC): .....	31
10. CONCLUSIONS AND RECOMMENDATIONS .....	32
10.1. Conclusions.....	32
10.2. Recommendations.....	33
11. REFERENCES .....	34
12. ANNEXES.....	39
12.1. Annex 1. Checklist.....	39
12.2. Annex 2. Observation Guide to Identify the Problem Area.....	42
12.3. Annex 3. Activity 5 of Project 6 does not Use Authentic Materials.....	43
12.4. Annex 4. Prioritized Curriculum for the Emergence of the English Subject of the Ministry of Education of Ecuador with Cultural Content.....	44
12.5..... Annex 5. Worksheet made by the Tutor Teacher with Cultural Content based on the Project 6 .....	45
12.6. Annex 6. Students who Attended Synchronous English Classes .....	47
12.7. Annex 7. Planning of Culture-based Lessons .....	48
12.8. Annex 8. Culture-based Lessons.....	49
12.9. Annex 9. Teaching Culture-based Lessons.....	57
12.10. Annex 10. Assessing Culture-based Lessons.....	58
12.11. Annex 11. Example of a Poster made by a student, and the Evaluation Rubric.....	59
12.12. Annex 12. My Teacher’s Reflection Table.....	61
12.13. Annex 13. My Peer’s Observation Table.....	62
12.14. Annex 14. My Students’ Observation Survey .....	63
12.15. Annex 15. Informed Consent of the Director of the “Pujilí” Educational Unit.....	64
12.16. Annex 16. Informed Consent of the English Teacher of the “Pujilí” Educational Unit	

12.17. Annex 17. Informed Consent of a Student of the "Pujilí" Educational Unit .....	66
12.18. Annex 18. Process for Developing Culture-based Lessons .....	67

## 1. GENERAL INFORMATION

**Theme:** “Strengths and drawbacks of the use of authentic materials for teaching culture-based lessons in the English subject at the “Pujilí” Educational Unit”.

**Starting date:** March, 2021

**Ending date:** February, 2022

**Place of research:** Chimbacalle – Pujilí – Pujilí – Cotopaxi – Zona 3 – Unidad Educativa “Pujilí”

**Sponsoring faculty:** Pujilí Campus

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

**Linked research project:** Formative research

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

**Work team:** Arias Paulina, PhD., Balladares Maycol, Tapia Malena

### **Project Coordinator:**

Name: Arias Arroyo Paulina Alexandra, PhD.

Phone Number: 0995303486

E-mail Address: [paulina.arias@utc.edu.ec](mailto:paulina.arias@utc.edu.ec)

### **Researchers:**

Name: Balladares Caisa Luis Maycol

Phone Number: 0987756761

E-mail Address: [luis.balladares9724@utc.edu.ec](mailto:luis.balladares9724@utc.edu.ec)

Name: Tapia Vargas Malena Nataly

Phone Number: 0999286024

E-mail Address: [malena.tapia1185@utc.edu.ec](mailto:malena.tapia1185@utc.edu.ec)

**Knowledge area:** Education

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

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

## **2. PROBLEM STATEMENT**

English is one of the most widely spoken languages around the world. Many people continue to learn English because it helps them in their professional and academic development, and the teaching of English has also increased in schools. However, teaching English is not only about teaching the language skills, but also about teaching the culture of the target language. The teaching of culture within the EFL classroom is considered a way to improve the authenticity of communication so that if students know the foreign language, they can be successful when interpreting texts or using the target language (Thanh, 2019). Thus, teaching culture helps students to acquire cultural knowledge of the English language and, in turn, to achieve adequate language proficiency.

In Latin America, speaking English in addition to Spanish has always been seen as an extra rather than a necessity. However, the reality suggests something completely different when people are faced with contexts such as studying in high school, university or looking for a job; In this regard, not mastering English can be a serious disadvantage. In this region, mastering English is rare, and the EF English Proficiency Index (EF EPI) results show that Latin America is at 50.33 on average compared to other regions, the lowest growth rate since 2017 (Guardione, 2019).

Ecuador is a multicultural, ethnic country full of different nations, languages, and cultures; its population is mostly composed of indigenous people, blacks, whites, and mestizos; this ethnic diversity makes Ecuador a culturally rich country (Guarderas, 2009). According to the Ministry of Education (2016), one of the skills Ecuadorian students need to succeed in local and international communities in the 21st century is to develop an understanding of the world, of other cultures, and their own, as well as to communicate understanding and views to others through English. Therefore, English is not only a tool for personal development but also a cultural understanding of the world. However, Joe (2017) says that:

Evolution of English in Latin America and Ecuador in particular is yet to meet quality, vision, and government expectation substantiated by government investment and budget

in education. They have been various subsisting complaints on the part of learners on curriculum, strategy, methodology and attitude of teaching the subject either in the high school, colleges and other institutions of higher learning. (p. 183)

In this sense, teaching English as a foreign language in Ecuador and Latin America requires a process or strategies that enable better learning. The implementation of authentic materials in schools is considered one of the important strategies to enhance and develop students' cultural knowledge when learning English as a foreign language. Authentic materials in teaching English help teachers to foster and increase students' interest, promote interaction and practice of various skills, and achieve a direct relationship with the real language and contextual, such as the language used outside the classroom. Qamariah and Ilmiah (2016) say that “authentic materials (either written or spoken) are ones that are designed for English native speakers and were not designed for language students” (p. 23). Therefore, the use of authentic materials is essential for the effective development of learners' cultural knowledge and competence, as these materials help learners to be exposed to authentic, familiar, and current language and to discover different aspects of the cultures of the countries in which the second language is used. In other words, students can acquire complete communicative and intercultural competence through authentic materials.

When analyzing the Ecuadorian curriculum proposed to the English language area for Baccalaureate, according to the cultural elements suggested in the 3P (Perspectives, practices, and products) model stated by Frank (2013), it is not possible to find enough cultural content in the curriculum. Even if certain aspects can be found in terms of practices and products, there is a lack in terms of perspectives. Perspectives are considered as what people of a culture think, feel or value, including aspects such as what is important in life or beliefs and values that young people should have to relate to older members of their community (Frank, 2013) (See Annex 1). Furthermore, according to project number six established by the Ecuadorian Ministry of Education and Prioritized Emergency Curriculum (English Language Area), teaching culture contents with the authentic material in the EFL classroom is not applied (See Annexes 4 and 5).

In addition, congruent with the observations made on the second grade of Baccalaureate classes taught by the tutor teacher at “Pujilí” Educational Unit, it was observed that when culture-based lessons were imparted, the activities were superficial and their objective was to complete what it was established in the book, so cultural knowledge was not reinforced. Furthermore, the

materials used for the teaching-learning process of cultural content were not adapted to the students' needs because the materials were not attractive, and learners simply completed the material without analyzing it. In addition, this material did not motivate the students because extra didactic material was not used to make the students feel interested in learning about a culture foreign to their own (See Annexes 2 and 5).

On the other hand, learners in the second grade of Baccaulaureate, who join the one-hour-per-week synchronous English classes, are a maximum of five students, as most of them do not have Internet at home or megabytes on their electronic devices (See Annex 6). As a result, these students do not have the opportunity to improve their cultural knowledge and to acquire the necessary skills to learn the cultural elements involved in both Spanish and English languages.

This study will benefit teachers and students of the "Pujilí" Educational Unit, who will be able to participate in the planning and teaching of culture-based lessons. Thus, teachers will be able to benefit from the results of this research and implement culture-based lessons in their classes. Finally, this study will benefit the students who participate in it, as their learning experiences will be improved by the findings. Therefore, this research aims to answer the following research question:

*What are the strengths and drawbacks of the use of authentic materials for teaching culture-based lessons in students of the second grade of Baccaulaureate at "Pujilí" Educational Unit?*

### **3. OBJECTIVES**

#### **3.1. Overall objective:**

- To analyze the strengths and drawbacks of the use of authentic materials for teaching culture-based lessons in students of the second grade of Baccaulaureate at "Pujilí" Educational Unit.

#### **3.2. Specific objectives:**

- To conceptualize the role of authentic materials for teaching English culture-based lessons.
- To apply culture-based lessons in students of the second grade of Baccaulaureate in English classes.
- To identify the strengths and drawbacks of the use of authentic materials for teaching culture-based lessons.

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

**Table 1:** System of tasks in relation to the specific objectives proposed

Specific Objective	Activities	Verification Means
To conceptualize the role of authentic materials for teaching English culture-based lessons.	Searching for relevant literature about the main concepts related to the topic.	Theoretical framework.
To apply culture-based lessons in students of the second grade of Baccalaureate in English classes.	Developing an action research process to apply culture-based lessons.	Informed consents, observation guide, culture-based lessons, teacher's reflection table, peer's observation table, and students' observation survey.
To identify the strengths and drawbacks of the use of authentic materials for teaching culture-based lessons.	Analyzing the participants' excerpts from the instruments: teacher's reflection table, peer's observation table, and students' observation survey.	Analysis and discussion of results.

## 5. JUSTIFICATION

English is one of the most used and spoken languages in the world because it allows people to evolve personally, academically, and professionally, so several educational institutions in Ecuador and the world integrate it into the curriculum. The reason that motivated the study of this research is that there is no evidence of the use of authentic materials in culture-based lessons, as a part of teaching English as a foreign language. Therefore, teachers and students should understand that the mastery of English is linked to the learning of its culture, which helps students to recognize the cultural elements (products, practices, and perspectives) that are part of a language (Frank, 2013). In addition, the use of authentic materials in teaching English and culture-based lessons is a key tool for effective English proficiency, reinforcing intercultural competence, and improving cultural knowledge and understanding of the language (Bernal, 2019).

The impact and relevance are in line with the contributions of this research, it means to encourage educational institutions in Ecuador to implement culture-based lessons during the teaching and learning process of English as a foreign language by using authentic materials, in order to strengthen the English teacher's practice and the students' cultural knowledge and understanding.

The direct beneficiaries of this research are six English teachers and the indirect beneficiaries are 1409 students of the "Pujilí" Educational Unit, as they will be the main actors in the process of teaching and learning English and culture-based lessons by using authentic materials. Therefore, such lessons will enable students to learn English in its natural form, both spoken and written, and will help students to improve their cultural knowledge and understanding of both their own and foreign cultures.

Finally, the practical utility has to do with the improvements that can be introduced in the planning of culture-based lessons, taking into account the strengths and drawbacks found during the implementation of such lessons in English classes. In addition, future work could be done on some tips that would enable English teachers to teach culture-based lessons through authentic materials in an efficient way.

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

### **6.1. Background**

There are several studies related to the integration of culture in EFL classes and the use of authentic materials in foreign language classrooms, as important contributions to the background foundation.

On one hand, Al-Amir (2017) in her research investigated how non-native EFL teachers perceive the integration of culture in EFL classrooms and how they view the different aspects of such integration. The participants were 25 female teachers of the University of Jeddah. The author applied a questionnaire that had a three-point Likert Scale (agree, neutral, disagree). Results indicated that non-native EFL teachers at the University of Jeddah positively view the study of culture, indicating that there is a growing awareness of the importance of facilitating students' cultural competence along with linguistic knowledge. Furthermore, teachers' perceptions were in favor of the promotion of multicultural competence more than the intercultural one. The author identified that curriculum designers are required to allow the integration of more cultural elements into language classrooms and to train EFL teachers on how to teach culture pedagogically.

On the other hand, Solgi and Tafazoli (2018) in their research investigated what students think about the effects of the culture class they attended; the participants were 32 female undergraduate students of computer major in one of the universities in Iran. The authors applied two instruments, the first instrument was 10 hours of lecture-type sessions, as well as research project presentations, which were held during the culture course, and the second instrument was the five-item questionnaire adapted from Bada (2000). Results obtained focus mainly on the benefit of culture class because these findings suggest that a culture class is significantly beneficial in terms of language skills, raising cultural awareness, changing attitudes towards native and target societies, and contribution to the teaching profession. The authors concluded that culture and language are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. If any one of them is separated the other remains incomplete.

In addition, Baltacı and Taniş (2018) investigated Turkish EFL pre-service and in-service teachers' perceptions of the place of culture in English language teaching in addition to uncovering the difficulties they face while teaching/integrating culture into their practice. The participants were 20 pre-service teachers who were in their final year in English Language

Teaching and 20 in-service teachers who were working as English Language instructors at preparatory schools. This research applied a mixed-method approach to have a deeper understanding of the phenomenon. Results revealed some differences between these groups about their cultural practices, difficulties of teaching culture, and ways of integrating culture into their practice. While in-service teachers stated that they regarded and employed textbooks as the main way of integrating cultural content into their teaching, pre-service teachers reported that they were in favor of utilizing authentic materials for cultural integration. The authors identified a difference that might be an outcome of the gap between theory and practice. Deviated from the ideals of the realities of the educational system, curriculum in practice, and classrooms, in-service teachers, unfortunately, have been obliged to remain within the borders of prescribed curricula and time limitations, which limits language learners' opportunities to have cultural intake during their language learning processes.

Moreover, Estaji and Savarabadi (2020) examined the cultural awareness of EFL teachers concerning EIL; the participants were 16 Iranian EFL teachers. To collect data, a semi-structured interview was conducted to investigate the teachers' perception of EIL and teaching culture at the outset of the study. Results obtained focus mainly on the teacher's perception of culture because EFL teachers had a high perception of the crucial role that inclusion of culture plays in teaching a language. However, before receiving the course instruction, the tendency was mostly to teach the target culture, and the importance of introducing a variety of cultures was ignored. Besides, it was observed that the teachers attempted to enable their learners to use English as a means to communicate with not only the local interlocutors (classmates, colleagues, friends) but also native speakers of English and international interlocutors as well. The authors concluded that in the pursuit of globalization, teachers need to be culturally competent enough to provide learners with an awareness of cultural and linguistic differences in a variety of English, as well as strategies for handling these differences.

Furthermore, Bernal (2019) in her research identified the role of authentic materials and tasks, based on cultural topics, in the development of intercultural competence in third-level English students. The participants were 22 students, 13 females and 9 males, sixth semester, third level English, from a private university in Tunja, Colombia. The author used a grounded approach method based on Freeman's 1999 study with the objective of triangulating the information collected and defining patterns. Results indicated that the implementation of authentic materials and tasks constructed on cultural aspects promoted the development of certain behaviors and

attitudes surrounding interculturality. The author concluded that when students are exposed to authentic materials and tasks based on culture, they have the opportunity to develop their intercultural competence, to expand their knowledge not only in language as a code but also to be exposed to real language, to real situations that occur in their contexts.

Also, Akbari and Razavi (2015) in their research investigated Iranian EFL teachers' attitudes and beliefs regarding the use of authentic materials at the high school level in Iran according to communicative language principles, focusing on both reading and listening skills. Fifty-seven male and female English teachers who had passed the teacher training course (TTC) in Tabadkan English Department in Mashhad were randomly selected regardless of their nationality, teaching experience, or academic qualifications. The authors employed a quantitative method and a survey questionnaire composed of selected and open-response items in order to find out Iranian EFL teachers' attitudes and beliefs about the use of authentic materials in their English classes. Results indicated that all teachers had a positive attitude toward providing authentic materials in their classes because these materials allowed them to improve students' skills and expose them to the real English language. The authors identified teachers' attitudes toward the use of authentic materials in the EFL classroom in Iran.

Likewise, Hayikaleng (2019) in his research investigated the effects of using authentic materials on students' achievement towards English reading comprehension among Narathiwat technical college students. The participants were 38 second-year vocational students majoring in accounting from Narathiwat Technical College, Narathiwat province, south of Thailand. The author employed a quantitative study with a descriptive research design and six reading comprehension passages; each passage was composed of six multiple-choice questions. Results indicated that the use of authentic materials in English classes enabled teachers to improve students' reading comprehension, capture their attention in lessons, help them to understand texts in a simple way, and to acquire new vocabulary. The author identified the use of authentic materials as one way to enhance students' reading comprehension.

Finally, Albiladi (2019) in his research explored language learners' perceptions about the benefits and challenges of using authentic materials in English reading classes. The participants were 16 adult students, 8 women, and 8 men, from an intensive English language program in the United States. The author employed a qualitative research method, classroom observations for four different reading classes, and face-to-face interviews with participants in order to understand their perspectives on authentic materials. Results indicated that authentic materials

play an important role in improving students' reading skills, as offering them materials they prefer will motivate them to read. The author concluded that the identification of the preferred language learning materials from students' perspectives sheds light on the importance of incorporating students in the learning process.

## **6.2. Theoretical framework**

### **6.2.1. Language**

A language is a fundamental tool because it allows individuals to interact in society. Despite being a familiar term, not many know its definition, so it is said that language is a set of signs that convey meanings or that it has in itself a cultural value; it is also used to communicate ideas, emotions, desires through a system of symbols produced voluntarily. In general, language can be considered as a system of verbal and non-verbal signs used to express something (Patrikis, 1988; Kramsch, 1998; Sapir, 1968, as cited in Tran, 2010). Thus, language allows individuals to interact with the society and context in which they find themselves, as well as to express ideas and feelings voluntarily, verbally or nonverbally.

Moreover, it has existed since human beings began to communicate to satisfy different needs, thus being a means of communication, and communication almost always takes place in some social context. In addition, language is intertwined with an individual's personal and social characteristics, as well as the beliefs and practices of his or her community (Tran, 2010; Amberg and Vause, 2009). Language has existed since humans needed to communicate, thus becoming a means of communication and a way of expressing the personal and social characteristics of an individual.

### **6.2.2. Culture**

Culture is a set of features that distinguish a community, focusing on its way of doing things, as well as its traditions and values. According to Lebrón (2013) "it is defined as a set of values and beliefs, or a cluster of learned behaviors that we share with others in a particular society, giving us a sense of belongingness and identity" (p. 126). Hence, it is all the elements that an individual shares with the society in which he/she finds him/herself.

Thus, "elements of culture refer to things like the beliefs, values, customs, products, and the communication styles of a given culture or society" (Cohen et al., 2003, as cited in Frank, 2013, p. 3). Therefore, culture is a way of looking at people's lives in a given context, their way of thinking, communicating, and constructing a knowledge set that they share.

### **6.2.3. Importance of language in cultural knowledge**

Language is used in a cultural phenomenon to exchange ideas and opinions or share experiences. It is so involved in it that without a proper understanding of the cultural environment and the social behavior of language use, misinterpretations and a breakdown of linguistic communication can occur, in turn, errors and misunderstandings could exist because handling a language is not only handling information, but it functions as social behavior in a given cultural context (Emitt and Komesaroff, 2003, as cited in Soomro et al., 2015). In this sense, language plays a fundamental role in culture, since without it is not possible to understand the cultural context of a place, that is, language not only allows communication but also cultural understanding.

### **6.2.4. The role of culture in teaching English as a foreign language**

Cultural knowledge has become a vital part of the EFL curriculum, so teachers can assist language learners to become successful communicators in English by teaching culture (Thanh, 2019). That is to say, cultural knowledge has been added to EFL teaching, so teachers are in charge of guiding their students so that they can communicate effectively. Furthermore, Aldawood and Almeshari (2019) state that “cultural aspects of a language include knowledge, clothing, and habits of people living in a particular society in which the language is spoken. Culture has a significant effect on the language and how people use it” (p. 331). Thus, the aspects that make up a culture involve the knowledge, clothing, and habits that a society shares along with the language they speak, and the culture has an impact on the language in terms of how it is used.

Language and culture are two inseparable entities; therefore, language learning is also cultural learning because knowing all the linguistic elements of a language does not guarantee being able to communicate with it (Purba, 2011). So, Mohammed (2020) says that:

When foreign language learners that have been taught the culture alongside the language encode their messages, they will not do so from a void, but from a deep understanding of what they are saying, its implications and history. They will be able to do much more than communicate simple needs and ideas, and they will be much better equipped to interact within the target language culture and truly give something back and participate in it. (p. 23)

Then, foreign language learners who have been taught culture will be able to communicate more effectively by using their target language. They will be able to interact within the target

culture and bring more than just needs and ideas. According to Thanh (2019), “one such non-linguistic aspect is teaching culture in language classrooms to assist language learners to become successful communicators in English” (p. 9). Thus, culture in English learning fosters empathy towards members of other cultures and tries to make students learn critically about their own culture.

Teaching culture in language classrooms is not a new idea; on the contrary, there is a history of using culture in teaching a foreign language. In fact, the integration of culture in the EFL classroom is inevitable due to three fundamental reasons. First, culture and language are inseparable; second, since they are inseparable the teaching of language is itself the teaching of culture; and, the last reason is that it is inevitable to incorporate culture in the EFL curriculum since it aims at the mastery of communicative competence (Purba, 2011; Bernal, 2019). Barekat and Nobakhti (2014), indicate that:

Realistic elements of culture we should include are notions like when and what people eat, how they earn money, the ideas they have toward their friends and families, how they show approval or disapproval of something, educational attitudes, time and space patterns, work values, and etc. In this sense, culture is a set of solutions to the problems. (p. 1060)

In other words, teachers should consider teaching realistic elements within their lessons as well as everyday situations such as what people eat or the ideas they have about their families and friends, different patterns of the target culture like attitudes, values, etc.

#### **6.2.5. Incorporating cultural content in English classes**

Teaching cultural content in English classes is essential because it allows students to learn about the values, beliefs, ideas, and behaviors that members of a particular community have learned, practiced, and shared for generations (Lebrón, 2013). In addition, Thanh (2019) says that “teaching culture is suggested as a way to enhance the authenticity of the communication. If students know the foreign language and foreign culture, they may be more successful interpreting English texts and using the language” (p. 10).

Therefore, Frank (2013) proposes the following strategies for culture learning through authentic materials in order to make students more interculturally competent:

**Cultural collections.** They encourage curiosity and openness to English-speaking cultures. For example, popular movies, music, literature, online sites, and everyday

items like stamps, currency, toys, musical instruments, menus, travel brochures, magazines, and newspapers from English-speaking countries, or from a specific country.

**Web quests.** They promote cultural awareness. For example, a skit, PowerPoint, pictures, video clips from YouTube, posters, collages, brainstorming, etc.

**Cultural “informants”.** They invite native speakers or proficient non-native speakers of English to come to class and speak on a specific aspect of their own culture. For example, Internet sources, questions, books, news, interviews, among others.

**Role plays.** They get learners involved interactively in a lesson to allow them to empathize with members of other cultures and practice making “mistakes” without serious consequences. For example, scenarios, directions, an outline, feedback, vocabulary, phrases, questions, and a short checklist.

**Cultural observations.** They help learners to critically evaluate the cultural practices and products of their own culture and those of another country. For example, books, poetry, newspapers, magazines, radio clips, television shows, movies, video clips, or music.

**Cultural journals.** They allow students to reflect on what they experience and discuss in class. A journal can be a way for teachers and students to communicate privately, or it can be something for students to share with classmates. For example, a journal.

Thus, the incorporation and teaching of cultural content in EFL classes, according to the authors, is important because, with the use of specific strategies for teaching and learning about culture, students are able to understand and learn about cultures other than their own and, in turn, use the English language appropriately, either orally or in writing.

#### **6.2.6. Authentic materials**

Authentic materials are objects created by native speakers for non-pedagogical purposes that include samples of the real language, such as photographs, videos, texts, and other resources (Hayikaleng, 2019; Akbari and Razavi, 2015). In addition, Bernal (2019) says that “authentic materials are taken as the material that is not designed for teaching purposes; it means that the material utilized is not commercially produced to teach a target language itself, which can include EFL/ESL textbooks, audiotapes, workbooks, worksheets, etc.” (p. 31).

Therefore, authentic materials are those that have been elaborated with a communicative and social purpose, in other words, that have not been created for educational purposes, and that can also be found in audio, visual, and printed form.

### **6.2.7. Types of authentic materials**

There are several types of authentic materials that help English teachers motivate and encourage students to learn English as a foreign language as it is used by native speakers. Al Darwish (2014) mentions that “to get beyond the limitations of a text or any other specially developed instructional sources which are known as created materials, many EFL/ESL teachers adapt or become accustomed to authentic materials and media” (p. 120). Also, Al Darwish (2014) points out that there are four types of authentic materials that EFL/ESL teachers can use in English classes, these are:

**Authentic listening/viewing materials.** Silent films, TV commercials, quiz shows, cartoons, movies, professionally audio-taped short stories and novels, children’s songs, and home videos.

**Authentic visual materials.** Slides, photographs, paintings, drawings by children, calendar pictures, pictures from travel, postcard pictures, and wordless picture books.

**Authentic printed materials.** Cartoons, advertisements, short stories, children’s songs, restaurant menus, wide street signs, postcards, cereal boxes, candy wrap, world and city maps, calendars, comic books, etc.

**Realia used in EFL/ESL classrooms.** Dolls, puppets, currency, keyrings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, walkie-talkies, candles, fly swatters, etc.

All types of authentic materials can be used by ESL/EFL teachers to help them have more effective and interesting classes and to improve the English teaching-learning process.

### **6.2.8. The role of authentic materials in teaching culture-based lessons**

Authentic materials play an important role in teaching culture-based lessons, as they help teachers to correctly apply cultural content in lessons and expose students directly to the target language. Bernal (2019) argues that:

When students are exposed to authentic materials and also to tasks based on culture, they have the opportunity to develop their intercultural competence, to expand their

knowledge not merely in the language as a code but also to be exposed to real language, to real situations that happen in their contexts. (p. 43)

In addition, English teachers to teach culture-based lessons through the use of authentic materials can be creative in planning such lessons and adapt the material to the students' need not only to develop grammatical skills but also to reinforce their ability to understand the target language and its use (Bernal, 2019).

### **6.2.9. Authentic materials and skills development**

The use of authentic materials in English classes are also useful for teaching and achieving effective mastery of English skills such as reading. There are teachers who present positive opinions and consider authentic materials as an appropriate tool to improve students' reading skills by exposing them to the target language (Akbari and Razavi, 2015). In addition, according to Hayikaleng (2019) "the use of authentic materials is one way to enhance students' reading comprehension" (p. 26). Similarly, the use of authentic materials that students enjoy allows the teacher to motivate and integrate students into the teaching and learning process and, in turn, reinforce their reading skills (Albiladi, 2019).

Furthermore, some authors recommend the use of authentic materials for several reasons, such as increasing students' motivation and understanding. Puspita et al. (2020) state that:

According to teaching reading, authentic materials are recommended as a tool in learning process. Some studies proved that using authentic materials are good choice. The effect shows that teacher able to create the enjoyable learning by providing real world in class through authentic material while it's effective to increase student motivation and comprehend. (p. 131)

### **6.2.10. Intercultural communication competence**

Competence in intercultural communication is the ability of an individual's understanding of key issues involved in the communication of language in culturally different contexts. These cultural differences convey dissimilar meanings and values attached to a social system demanding a great deal of understanding on the part of speakers taking part in intercultural Culture in Second Language Learning communication (Koester and Lustig, 2010, as cited in Soomro et al., 2015). Overall, intercultural communicative competence is a person's ability to recognize and appreciate one's own and others' multiplicities and how to react to them. This in turn serves to improve a person's social, professional, and well-being adaptation.

### 6.2.11. Planning culture-based lessons

Teachers should have a good presence and teach with patience and respect, and they should try to plan their classes in advance to have a positive impact on their students. Furthermore, Beach (2020) says that “planning is presented as a process for developing desired organizational change focused on creating an alternative future more conducive” (p. 19). Therefore, teachers should plan their classes as an organized process that focuses on having a positive outcome.

For instance, Frank (2013) suggested some strategies for language teaching but highlighted the cultural content. Teachers should know which elements of the culture to implement in their lessons; the 3Ps model is useful for this purpose. Frank (2013) describes this model as follows:

**Perspectives** (what members of a culture think, feel, and value). This includes ideas about the importance of life, beliefs, and values that young people should have to relate to older members of their community.

**Practices** (how members of a community communicate and interact with each other). This includes the behaviors of the culture as well as the way people communicate in a specific society, and this can vary from one culture to another, not only in terms of language but also in terms of personal and social characteristics.

**Products** (things that members of a community create, share and pass on to the next generation). This includes the technology, toys, music, food, etc., of a society.

Once the cultural element to be taught has been selected, teachers should look for authentic material that contains the cultural element. As part of this, the important factors in choosing authentic material are the suitability of the content, usability, readability, and presentation as the objective is that the content to be added to the lesson is appropriate and fits the interests and needs of the learners (Berardo, 2006). Teachers select authentic materials that are familiar to students to help them understand easily and focus on selecting materials that match students' needs and interests to engage them in learning English language skills and to demonstrate their skills in and out of the classroom, adopting English language teaching using real-life situations (Hayikaleng, 2019; Srinivas Rao, 2019).

To achieve student understanding, the PWP framework can be useful because, in it, the activities of the different stages are done in such a way that students can follow them sequentially. According to Toprak and Almacioğlu (2009), students should be motivated to use strategies when reading in a foreign language and therefore the teacher should elaborate easy

exercises to gather information through specific strategies, and these exercises can be divided according to the stage of reading they are in:

**Pre-reading** (warm-up, into, before reading). The activities here introduce the learners to a particular text or provide background knowledge as well as generate interest and help them to approach the text in a meaningful way. The pre-reading phase helps students define the criteria and central theme of the text they have been presented with.

**While-reading** (during, through reading). During this phase, exercises help students develop reading strategies, decode messages and improve their control over the target language. In this, the teacher should explain what strategies the students need most to practice their reading, in addition to offering "guided reading" exercises.

**Post-reading** (after, follow up, beyond reading). The exercises at this stage check the students' comprehension and then lead them to a deeper analysis of the text, i.e., it is not intended that students memorize what they are reading but that they can summarize what the author mentions from their point of view.

PWP framework because it allows students to develop reading strategies that they can assimilate and use with the texts. Innovation is important in the teaching process since today's students are different from those of past decades, and over the years new strategies have been developed (Díaz et al., 2019). Therefore, Díaz et al. (2019) indicate that "innovation is a key factor, which can help teachers and students to have significant learning experiences, by creating motivating and meaningful activities and tasks, as well as incorporating new components to the lessons" (p. 14). Good planning and preparation ensure quality instruction and, therefore, minimizes problems in the classroom and prevents disruptions and bad behavior, so some studies indicate that the key factor contributing to student success is the quality of teaching demonstrated by teachers (Novozhenina and López, 2018; Cando, 2014; Mizell, 2010).

#### **6.2.12. Teaching culture-based lessons**

One of the most important teaching skills is to give clear instructions, as this helps teachers to prepare lessons correctly and manage the class correctly. When giving instructions, there are many things to consider such as when the instructions are given, the language used, and the purpose of the instructions as it is not just about performing a task or activity (Sowell, 2017;

López, 2018). Thus, teachers should use simple language, avoid lengthy instructions, and check students' understanding before doing activities to avoid time-wasting or confusion.

Teaching culture does not mean that language skills are taken lightly. Since authentic material aids language learning, teachers can plan different activities to improve reading comprehension and its sub-skills: vocabulary and pronunciation. Vocabulary activities can help reduce the complexity of the text, and authentic reading text can be used to practice pronunciation by reading aloud. In addition, post-reading activities can include other language skills. Students can deepen their understanding of cultural issues through oral or written activities that encourage student participation, critical thinking, and engagement in social practice so that they can develop their relationships and identities in the classroom (Issa et al., 2020).

Culture-based lessons are focused on the cultural topic; however, it is important to monitor the students' language learning and make corrections to direct the student's attention and avoid mistakes, therefore feedback can also be provided that will make them aware of their performance and as a result, the student will be successful (Farahani and Salajegheh, 2015; Kiliç et al., 2021).

Besides, for teaching culture-based lessons it is important to promote interaction in the classroom as it allows teachers to create a pleasant environment and a friendly relationship between students during the learning process, having them become effective foreign language communicators. Moreover, interaction in the classroom encourages the active participation of the learners and thus helps them to understand and improve their critical thinking skills. Thus, encouraging interaction in the classroom makes it possible for teachers to accept the students' opinions and motivates them to speak up in the classroom (Nuraini, 2015; Issa et al., 2020; Asbah, 2015).

## 7. METHODOLOGY

### 7.1. Qualitative approach

The present research was developed based on the qualitative approach because it allowed the researchers to know the elements of the reality presented in the use of authentic materials for teaching culture-based lessons in the English subject. Therefore, the enunciated approach made it possible to establish direct interaction with the object of study. The qualitative approach is inductive, according to Hernández et al. (2014) “it uses data collection and analysis to refine research questions or reveal new questions in the interpretation process” (p. 7). Therefore, the qualitative approach played an important role in this study, since it helped researchers to have a detailed understanding of processes, concepts, descriptions, and other information, to answer the established research questions or reveal new ones in the interpretative process.

### 7.2. Practical action research design

This research used the practical action research design, which is defined by Creswell (2012) as a kind of method that “involves a small-scale research project, narrowly focuses on a specific problem or issue, and is undertaken by individual teachers or teams within a school or school district” (p. 580). In this regard, this design was appropriate for the development of this research because this study was focused on the strengths and drawbacks of the use of authentic materials for teaching culture-based lessons, as a specific problem that occurs in the “Pujilí” Educational Unit. In addition, by following systematic procedures stated by the action research method, researchers could seek solutions to improve the problem, by monitoring, analyzing, interpreting, and reflecting on the collected data.

### 7.3. Action research process

The action research study was developed following six steps (Ferrance, 2000). **First, the identification of a problem area;** here, it was decided to design instruments to help the researchers to identify the problem. As a result, a checklist and an observation guide were built, considering aspects such as the teacher’s practice, the planning, materials, and the prioritized curriculum for the emergence of the English subject of the Ministry of Education of Ecuador (See Annexes 1 and 2).

**Second, gather data,** in this step, to collect the information as a basis of the implementation, the observation guide and the checklist were applied. The collecting data process lasted four weeks before the implementation; the completed guides can be checked in Annexes 1 and 2.

**Third, interpret data**, in this step the information from the observation permitted to identify the meaningful strategies, didactic materials, and activities to incorporate culture content as a part of the lessons designs and lack in the perspective standard identified in the prioritized curriculum for the emergence of the English subject of the Ministry of Education of Ecuador (2020).

On one hand, from the observation, it was identified that the teacher did not include meaningful strategies to incorporate cultural content as a part of the lesson designs. On the other hand, in the prioritized curriculum for the emergence of the English subject of the Ministry of Education of Ecuador, there were topics concerned with culture (See Annex 4); however, in daily classes, the teacher just included these contents as an isolated non-integrated cultural activity (See Annexes 3 and 5). In addition, a literature review was done in order to help researchers understand the problem and to achieve the *first specific objective* focused on conceptualizing the role of authentic materials for teaching English culture-based lessons.

Through the analysis of the information from the observation process and from the relevant literature, it was possible to conclude that a good strategy to teach culture in English classes is the use of authentic materials (Akbari and Razavi, 2015, Bernal, 2019, Hayikaleng (2019), and Albiladi, 2019).

**Fourth, act on evidence**; in order to achieve the *second specific objective* focused on applying culture-based lessons in students of the second grade of Baccalaureate in English classes, an action plan was designed. This intervention permitted the researchers to interact with students through the teaching-learning process in a real context, having a meaningful experience.

The action plan consisted of designing four culture-based lessons following the Pre-reading, While-reading, and Post-reading [PWP] framework with an emphasis on reading skills (See Annex 8), these lessons led to a process of planning, teaching, and assessment (See Annexes 7, 9 and 10). These lessons included authentic material and the development of posters (cultural collections) according to the students' English level, and they were applied for four weeks (See Annex 11).

**Fifth, evaluate results**, as an assessment of the intervention, the researchers implemented a reflection process, by the use of three instruments called my teacher's reflection table; my peer's observation table, and my students' observation survey (See Annexes 12, 13, and 14); these elements helped investigators know the participants' different points of view of the

implementation of the lesson plans. In addition, this evidence permitted the researchers to assess the intervention and understand the possible changes in the lesson plans designed to get better results.

**Sixth, next steps**, once the researchers made these reflections, they were able to improve their culture-based lessons and thus generate meaningful learning in the students.

#### 7.4. Analysis of the reflective process

In order to achieve the *third specific objective* congruent with the action research process, the researchers decided to perform a deeper analysis of the participants' comments included in the instruments used for the reflection process: my teacher's reflection table, my peer's observation table, and the students' observation survey. For this data analysis, the bottom-up approach was applied following the steps suggested by Creswell (2012) "qualitative researchers first collect data and then prepare it for data analysis. This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon" (p. 237). With this in mind, the researchers read all the information written in the instruments (my teacher's reflection table, my peer's observation table, and the students' observation survey) to find out the teacher's, peer's and students' comments about the strengths and drawbacks of the lessons. Because of this analysis, two main categories were found: strengths and drawbacks. From the exploration of the categories, several subcategories emerged, as it is shown in Table 3. Finally, once all the information was analyzed, the researchers applied triangulation to validate the accuracy of the findings. This analysis helped the researchers to better understand the results of the implementation.

**Table 3:** Categories and subcategories

Categories	Subcategories
<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Authentic Material According to the Students' Level</li> <li>● Meaningful Activities</li> <li>● Classroom Interaction</li> <li>● Teacher's Development</li> <li>● Clear Instructions</li> <li>● Motivation</li> </ul>
<b>Drawbacks</b>	<ul style="list-style-type: none"> <li>● Classroom Management</li> <li>● Low Students' Participation</li> <li>● Low Teacher's Support</li> <li>● Corrections</li> </ul>

### **7.5. Ethical considerations**

Following Creswell (2012), as part of this action research study, an ethical procedure was considered, it included the completion of informed consents addressed to the director, English teacher and students of the “Pujili” Educational Unit (See Annexes 15, 16, and 17); thus, the researchers were able to obtain and use reliable results from each of the participants in this research. Moreover, the researchers, by carrying out these informed consents, respected the principle of democracy (Cohen et al., 2007), since the participants signed the informed consents of their own free will after being clearly informed of the purpose of this research.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

To obtain the strengths of the use of authentic materials for teaching culture-based lessons, the researchers analyzed excerpts from teacher's, peer's, and students' reflections. The main strengths identified were as follows:

### **Authentic material according to the students' level**

Excerpts from teacher's reflection:

“I was able to find a text (authentic material) created by native speakers that matched the students' English level. It helped them to learn new vocabulary, strengthen their reading skills and improve cultural knowledge and understanding” (Teacher's reflection 1).

“I found a blog created by native speakers (Cairo Airport Company) that allowed students to reinforce their cultural knowledge and understanding about cultural elements such as food, clothing and musical instruments” (Teacher's reflection 4).

The results showed that the application and implementation of culture-based lessons in English lessons had several strengths. One of the strengths of this study was the authentic material according to the students' level. The teacher stated that he was able to find a text created by native speakers that matched the students' English level. Thus, the teacher, through the use of this text, helped the students learn new vocabulary, strengthen their reading skills, and improve their cultural knowledge and understanding. In addition, the teacher indicated that he was able to find a blog created by native speakers that allowed the students to understand cultural elements such as food, clothing, and musical instruments.

When choosing authentic materials according to the students' English level, it is important to consider three main criteria for evaluating potential materials: a) Suitability of content, which refers to making students interested in the material, adapting it to their needs; b) Exploitability, which aims to assess whether the selected authentic material can be used for academic goals; otherwise, even if it is created in English, it will not be useful; and, c) Readability, which focuses on analyzing the structural and lexical difficulty of a text; so, it is essential to assess both the students' English level and the selected material (Berardo, 2006). Likewise, Bernal (2019) says that:

When students are exposed to authentic materials and also to tasks based on culture, they have the opportunity to develop their intercultural competence, to expand their

knowledge not merely in the language as a code but also to be exposed to real language, to real situations that happen in their contexts. (p. 43)

### **Meaningful activities**

Excerpts from teacher's reflection:

"I was able to develop the lesson appropriately by using the activities of the PWP Framework: picture matching exercise, true/false questions, multiple-choice exercises, putting sentences in order, filling in a cloze passage, and making a poster. These activities allowed me to capture the students' attention from the beginning to the end of the class and also helped students understand the topic" (Reflection 2).

Excerpts from peer's reflection:

"The teacher took into account that the content of each activity was in accordance with the students' English level" (Reflection 1).

"The teacher used creative activities such as a picture matching exercise, true/false questions, putting sentences in order, filling in a cloze passage, and making a poster. These activities helped him to capture the students' attention and interest during the lesson" (Reflection 3).

Meaningful activities were another strength of the implementation of the culture-based lessons. The teacher and the peer stated that the lesson was developed through activities from the PWP framework, which included picture-matching exercises, true/false questions, multiple-choice exercises, putting sentences in order, filling in a cloze passage, and making a poster. In addition, the peer indicated that the content of the activities matched the students' English level, which enabled them to understand the topic. Therefore, the development of these meaningful activities helped the teacher to capture the students' attention and interest during the lesson. Toprak and Almacioğlu (2009) mention that:

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur such as pre-reading while reading activities and so on. (p. 20)

Furthermore, the creation of meaningful activities is a key element that helps teachers and students to have relevant learning experiences, and to incorporate new components in lessons

by innovating and trying new methodologies and techniques that allow teachers to teach various topics appropriately and students to achieve meaningful learning (Díaz et al., 2019).

### **Classroom interaction**

Excerpts from teacher's reflection:

“I was able to engage the students' attention and maintain their participation at all times by sharing my ideas and theirs” (Reflection 1).

Excerpts from students' reflection:

*“El respeto y la participación”*. [Respect and participation] (Reflection 3: Question 4 - Survey 3).

*“La buena interacción en la clase”*. [Good interaction in class] (Reflection 4: Question 4 - Survey 4).

*“Las clases son muy divertidas”*. [The classes are very fun] (Reflection 1: Question 4 – Survey 1).

*“Hizo todo lo posible para que la clase sea interesante”*. [He tried his best to make the class interesting] (Reflection 1: Question 4 – Survey 1).

*“Clase muy interactiva”*. [Very interactive class] (Reflection 2: Question 4 – Survey 2).

*“Hace dinámica para entender mejor”*. [He makes dynamic to understand better] (Reflection 2: Question 4 – Survey 2).

*“Su creatividad en la clase”*. [His creativity in the class] (Reflection 2: Question 4 – Survey 2).

Excerpts from peer's reflection:

“The teacher was able to maintain an active participation of the students in the development of each activity included in the lesson” (Reflection 3).

Classroom interaction was another strength of the application of culture-based lessons. The results showed that the teacher was able to capture the attention and maintain the active participation of the students during the development of the lesson activities by sharing the teacher and students' ideas. In addition, students mentioned that there was respect, interaction

and participation in the class. According to Nuraini (2015) “effective classroom interaction has two implications. The first one concerns a pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one, encourages students to become effective communicators in a foreign language” (p. 30). Likewise, “students’ classroom participation is considered an essential concept in developing an understanding of classroom learning and the improvement of critical thinking skills in the case of students in higher education” (Loftin et al., 2010, as cited in Issa et al., 2020, p. 323). Students also noted that the teacher was creative in making the class interesting, fun and dynamic. Johnson (2017, as cited in Aldujayn and Alsubhi, 2020) argues that “classroom creativity is generated through the interplay between teachers’ and students’ energies, arising much from teachers’ facilitation as much as students’ productivity” (p. 163).

### **Teacher’s development**

Excerpts from students’ reflection:

*“Que siga enseñando como lo está haciendo”*. [He should keep teaching the way he is teaching] (Reflection 1: Question 4 – Survey 1).

*“Pues que siga así de bien”*. [He should continue to do it well] (Reflection 1: Question 6 – Survey 1).

*“La capacidad de dar clases”*. [The ability to teach] (Reflection 2: Question 4 – Survey 2).

*“Enseña de la mejor manera”*. [He teaches in the best way] (Reflection 2: Question 4 – Survey 2).

*“El esfuerzo de que la clase sea más interesante”*. [The effort to make the class more interesting] (Reflection 2: Question 4 – Survey 2).

*“Todo está bien”*. [Everything is fine] (Reflection 2: Question 4 – Survey 2).

*“Es un excelente profesor”*. [He is an excellent teacher] (Reflection 3: Question 4 – Survey 3).

*“Es muy paciente”*. [He is very patient] (Reflection 4: Question 4 – Survey 4).

*“La presencia y el respeto”*. [The presence and respect] (Reflection 4: Question 4 – Survey 4).

*“El buen desempeño”*. [Good performance] (Reflection 4: Question 4 – Survey 4).

Teacher’s development was another strength of the application and implementation of the culture-based lessons. Students said that the teacher taught and performed properly in the lessons and fostered respect in the classroom. In addition, they noted that the teacher was patient and had a good presence, which made him an excellent teacher who went out of his way to make the lessons interesting, and everything went well. Novozhenina and López (2018) mention that “continuing professional development becomes the key to effective teaching and thus a way to progress in the teaching-learning process” (p. 114). Likewise, Cando (2014) says that “a teacher in close proximity to students not only shows support but also prevents them from disrupting the class. Standing or sitting close to those students who are showing signs of losing focus will quell misbehavior” (p. 39). Moreover, Beach (2020) considers that “planning is presented as a process for developing desired organizational change focused on creating an alternative future more conducive” (p. 19).

### **Clear instructions**

Excerpts from students’ reflection:

*“Hubo una muy buena explicación”*. [There was a very good explanation] (Reflection 1: Question 4 – Survey 1).

*“Las explicaciones de las clases son muy claras”*. [The explanations of the classes are very clear] (Reflection 1: Question 4 – Survey 1).

*“Explica muy bien y es chévere”*. [He explains very well and he is cool] (Reflection 1: Question 4 – Survey 1).

*“Entusiasmo y explicación detallada”*. [Enthusiasm and detailed explanation] (Reflection 4: Question 4 – Survey 4).

The results showed that clear instructions were another strength of the implementation of culture-based lessons. The students stated that the teacher was enthusiastic about giving them good and clear instructions during the lessons. Sowell (2017) argues that “good instruction-giving is an essential part of an effective lesson and an important part of classroom management” (p. 19). In addition, López (2018) says that:

Regarding giving instructions in a foreign language class, there is a number of factors to take into consideration, such as the moment instructions are given, the language used,

the purpose of the instructions (as not all of them are about doing a task), the use of support, the check for understanding or the order and length of the instructions. (p. 20)

### **Motivation**

Excerpts from students' reflection:

*“Que siga motivando a los estudiantes”*. [That he continues to motivate the students] (Reflection 1: Question 4 – Survey 1).

*“El buen ánimo que tiene”*. [The encouragement he has] (Reflection 2: Question 4 – Survey 2).

*“El docente incentiva la clase”*. [The teacher incentivizes the class] (Reflection 3: Question 4 – Survey 3).

Finally, motivation was the last strength in the application of culture-based lessons. Results demonstrated that students found the teacher to be a motivating entity in the classroom, also, they mention that the teacher incentivizes the class. Motivation can be characterized as the learners' interest in participating in the preparation of language learning and is the main condition for undertaking a learning task, and motivation must ensure that the learners will achieve their commitment. (Meşe and Sevilen, 2021). In this way, keeping the students motivated is of great importance to achieve the learning process, in addition, this can guarantee the achievement of the objectives set.

To discover the drawbacks of the use of authentic materials for teaching culture-based lessons, the researchers analyzed excerpts from teacher's, peer's, and students' reflection. The main drawbacks identified were as follows:

### **Classroom management**

Excerpts from students' reflection:

*“Pues un poco más dinámica la clase”*. [The class should be a little more dynamic] (Reflection 1: Question 6 – Survey 1).

*“Las clases deberían ser más dinámicas”*. [The classes should be more dynamic] (Reflection 3: Question 6 – Survey 3).

The results showed that students suggest that classes should be more dynamic. In this way, it can be said that the teacher's classroom management is weak in certain aspects. Yazdanmehr

and Akbari (2015) state that "the notion of classroom management is certainly more extensive than student discipline. Included in it is everything teachers needed to do to enhance student involvement and cooperation in classroom tasks and to establish a productive working environment" (p. 2). Therefore, teachers should plan classes that allow students to feel involved in the class and encourage their participation, thus making the class more dynamic.

### **Low students' participation**

Excerpts from students' reflection:

*"Que participemos todos los estudiantes"*. [That all students participate] (Reflection 1: Question 6 – Survey 1).

*"Que todos los estudiantes deberían participar"*. [That all students should participate] (Reflection 1: Question 6 – Survey 1).

The results showed a drawback in terms of student's participation since not all students were able to participate during the lessons. Likewise, "the definitions of participation in the classroom have typically been found to be associated with specific behaviors such as answering or asking questions" (Mustapha et al., 2010, as cited in Issa et al., 2020, p. 323). Also, students' participation is vital within the classroom as it develops a better understanding of classroom learning and enhances critical thinking skills in the case of higher education students (Loftin et al., 2010, as cited in Issa et al., 2020). Therefore, teachers should take into account the participation of students and make sure that everyone is included in the class, as this is conducive to their learning.

### **Low teacher's support**

Excerpts from students' reflection:

*"Que nos ayuden en lo que no podemos"*. [To help us in what we cannot] (Reflection 1: Question 6 – Survey 1).

The results revealed that the students suggested that the teacher must help them in the things they cannot do so that they can develop in a better way. In this sense, the learner can learn about his performance through the feedback given by his teacher. Because of this, the learner can improve his skills and be successful; however, if he does not receive this feedback, he will have doubts about his work. Feedback is considered effective when it has a positive result on the student's development (Kiliç et al., 2021). Thus, teachers should help their students in all the

activities they do and supervise their work. In this way, they will know the progress their students are making.

### **Corrections**

Excerpts from peer's reflection:

“The teacher should correct the students' pronunciation after they have read the text so that he avoids interrupting the students' participation” (Reflection 1).

Finally, corrections were the last drawback in the application of culture-based lessons. Results showed that it is important that the teacher tries to make the class flow smoothly; he should seek the participation and reliance of the students. That means teachers should avoid interrupting their students while they are participating. It is accepted as commonplace that correction that breaks the flow of students' discourse should be avoided, in other words, students should be allowed to continue their communication even if there are some errors (Farahani and Salajegheh, 2015). Therefore, the teacher must make sure that the students finish their participation before correcting them to avoid interrupting them.

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

This research generates several research impacts, which are: educational, social, and cultural. These impacts create different approaches for the development of new methodologies, didactic materials and activities focused on teaching culture-based lessons through the use of authentic materials in English classes.

The educational impact can be evidenced in the educational practice developed between the teacher and students regarding the teaching and learning of cultural content in English classes through the use of authentic materials, by taking into account the strengths and drawbacks found in the implementation of culture-based lessons in order to help students improve their cultural knowledge and understanding appropriately.

The social impact is identified through the awareness and sensitization of the English teachers of the “Pujili” Educational Unit to implement culture-based lessons through the use of authentic materials in English classes so that students are able to know and understand the people’s own characteristics and their way of life within a community.

The cultural impact is evident in culture-based lessons, as they include cultural topics that help students learn and understand the cultural elements of society and the cultural diversity that exists in the world, in order to reinforce their cultural knowledge and respect for their own culture and that of others.

## 10. CONCLUSIONS AND RECOMMENDATIONS

### 10.1. Conclusions

On the one hand, the main strengths of the use of authentic materials for teaching culture-based lessons were: a) authentic material according to the students' level; b) meaningful activities; c) classroom interaction; d) teacher's development; e) clear instructions, and f) motivation. The use of texts from blogs created by native speakers (authentic material) played a key role in teaching cultural content, as these texts helped students to reinforce their cultural knowledge and understanding and their reading skills. Also, the development of meaningful activities allowed students to adequately understand the topics taught. Students were able to actively participate and were interested in doing the activities included in the lessons. In addition, the teacher performed well in the classes, gave clear instructions in each activity, and made an effort to make the lessons interesting and interactive. Finally, motivation was an essential element in each lesson because it allowed the teacher and students to achieve the set objectives and build new cultural knowledge.

On the other hand, the main drawbacks of the use of authentic materials for teaching culture-based lessons were: a) classroom management, b) low students' participation, c) low teacher's support, and d) corrections. One of the main drawbacks in the use of authentic materials for teaching culture-based lessons was class management since students suggest that classes should be more dynamic, that is, the teacher appeared to be not very interactive during the lessons. Another drawback was the low student participation since not all students were able to participate during the lessons. The next drawback was low teacher support, as students suggested that the teacher should help them with things they cannot do so that they can develop in a better way. Finally, the last drawback was correction. It can be said that the teacher must try to make the class flow efficiently, that is, teachers should avoid interrupting their students while they are participating.

The results were limited by the following aspects: a) *sample size* since students who attended the synchronous classes were a maximum of six, which limited the scope of the lessons. Moreover, students who met in the classes were not the same, which made it difficult to obtain continuous results; b) *lack of available and/or reliable data*, as students were not always able to complete the surveys, and most of them took days to answer them. Furthermore, it was not possible to obtain detailed results on students' observations because the surveys included some closed questions; and c) *reflection process*, the researchers made some mistakes in the

development of the reflections, as they focused on explaining in some reflections only what happened and not why certain events occurred during the implementation of the culture-based lessons.

## **10.2. Recommendations**

First, it is recommended that Ecuador's educational institutions develop culture-based lessons by using authentic materials, taking into account the strengths and drawbacks found in the research in order to implement the lessons appropriately.

Second, English teachers should integrate activities and strategies focused on teaching cultural content in all English classes and in the English curriculum, as the results obtained in the research showed that teaching cultural content helped students to reinforce their cultural knowledge and to participate in other cultures.

Third, it is recommended that English teachers keep in mind the drawbacks and limitations found in the research to develop culture-based lessons so that they do not make the same mistakes, but turn them into opportunities to improve lesson implementation.

Fourth, future researchers are recommended to investigate the importance of using authentic materials in teaching culture-based lessons as a strategy that helps English teachers teach culture in EFL.

Finally, it is recommended that culture be taught within the process of teaching and learning English as a foreign language so that students respect and value the intercultural richness of the country and the world.

## 11. REFERENCES

- Akbari, O., & Razavi, A. (2015). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 5(2), 105-116. <https://doi.org/10.5861/ijrse.2015.1189>
- Al Darwish, S. (2014). Teachers' perceptions on authentic materials in language teaching in Kuwait. *Journal of Education and Practice*, 5(18), 119-124. <https://core.ac.uk/download/pdf/234635906.pdf>
- Al-Amir, B. (2017). Female Teachers' Perceptions of Teaching Culture in EFL Classrooms at a Saudi University. *English Language Teaching*, 10(6), 28-36. <http://doi.org/10.5539/elt.v10n6p28>
- Albiladi, W. (2019). Exploring the use of written authentic materials in ESL reading classes: Benefits and challenges. *English Language Teaching*, 12(1), 67-77. <https://doi.org/10.5539/elt.v12n1p67>
- Aldawood, A., & Almeshari, F. (2019). Effects of learning culture on English-language learning for Saudi EFL students. *Arab World English Journal*, 10(3), 330-343. <https://dx.doi.org/10.24093/awej/vol10no3.23>
- Aldujayn, N., & Alsubhi, A. (2020). Saudi EFL teachers' interpretation toward creativity. *English Language Teaching*, 13(6), 162-171. <https://doi.org/10.5539/elt.v13n6p162>
- Amberg, J., & Vause, D. (2009). *American English: History, structure, and usage*. Cambridge University Press.
- Asbah, A. (2015). Analysis of classroom interaction in EFL class. *Linguistics and ELT Journal*, 3(1), 137-150. <http://dx.doi.org/10.31764/letj.v3i1.822>
- Baltaci, H., & Taniş, S. (2018). The Place of Culture in EFL Classes: Perceptions and Challenges of Pre-Service and In-Service English Teachers. *Online Submission*, 6(2), 260-272. <http://doi.org/10.18298/ijlet.2975>
- Barekat, B., & Nobakhti, H. (2014). The effect of authentic and inauthentic materials in cultural awareness training on EFL learners' listening comprehension ability. *Theory and*

- Practice in Language Studies*, 4(5), 1058-1065. <https://doi.org/10.4304/tpls.4.5.1058-1065>
- Beach, R. (2020). A prelude to planning. *Educational Planning*, 27(3), 19-30. [https://isep.info/wp-content/uploads/2020/09/Volume27.Issue3\\_.pdf](https://isep.info/wp-content/uploads/2020/09/Volume27.Issue3_.pdf)
- Berardo, S. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, 6(2), 60-69. <https://readingmatrix.com/articles/berardo/article.pdf>
- Bernal, A. (2019). Authentic materials and tasks as mediators to develop EFL students' intercultural competence. *HOW*, 27(1), 29-46. <https://doi.org/10.19183/how.27.1.515>
- Cando, F. (2014). *Basic principles of classroom management and teaching in the EFL context* (1st ed.). Universidad Técnica de Cotopaxi.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.
- Díaz, C., Díaz, C., & Sanhueza, C. (2019). *Innovations in EFL teaching, learning and assessment: on the Threshold of the University of Concepción's Centennial* (1st ed.). Universidad de Concepción. <https://editorial.udec.cl/sites/default/files/Innovations-Muestrapdf.pdf>
- Ecuador, Ministry of Education. (2016). *Introduction: English as a foreign language*. <https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>
- Ecuador, Ministry of Education. (2020). *Currículo priorizado para la emergencia: Área de inglés* [Prioritized curriculum for the emergence of the English subject]. <https://educacion.gob.ec/wp-content/uploads/downloads/2020/09/Currículo-Priorizado-para-la-Emergencia-Lengua-Extranjera-Ingles-2020-2021.pdf>
- Estaji, M., & Savarabadi, M. (2020). English as an International Language: Reconstructing EFL Teachers' Cultural Awareness and Perception of Teaching Culture. *Journal of English as an International Language*, 15(1), 82-99. <https://www.elejournals.com/eilj-2020/eilj-volume-15-issue-1-2020/>

- Farahani, A., & Salajegheh, S. (2015). Iranian EFL teachers' and learners' perspectives of oral error correction: Does timeline of correction matter? *Latin American Journal of Content & Language Integrated Learning*, 8(2), 184-211. <http://dx.doi.org/10.5294/lacilil.2015.8.2.6>
- Ferrance, E. (2000). *Action research*. LAB at Brown University. [https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act\\_research.pdf](https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf)
- Frank, J. (2013). Raising cultural awareness in the English language classroom. *English Teaching Forum*, 51(4), 2-11. [https://americanenglish.state.gov/files/ae/resource\\_files/51\\_4\\_2\\_frank.pdf](https://americanenglish.state.gov/files/ae/resource_files/51_4_2_frank.pdf)
- Guarderas, M. (2009). *Estudio de pre – factibilidad para la creación de un Lodge temático comunitario en la provincia de Pastaza, ciudad el Puyo* [Tesis de Grado, Universidad Internacional SEK]. Repositorio Digital de la Universidad Internacional SEK. <https://repositorio.uisek.edu.ec/bitstream/123456789/1977/1/Tesis%20de%20grado%20por%20Martina%20Guarderas.pdf>
- Guardione, M. (2019). ¿Qué países de América Latina tienen un mejor y peor inglés? *Mexican Blog*. <https://englishlive.ef.com/es-mx/blog/ingles-en-la-vida-real/america-latina-paises-hablan-ingles/>
- Hayikaleng, N. (2019). The effects of using authentic materials on students' achievement towards English reading comprehension among Narathiwat technical college students. *International Journal of Arts Humanities and Social Sciences Studies*, 4(7), 21-27. <http://www.ijahss.com/Paper/04072019/1179495091.pdf>
- Hernández, R., Fernández, C., & Baptista, P. (2014). *Metodología de la investigación (6ª ed.)*. México: McGrwall Hill Education. [Research methodology]
- Issa, H., Nassar, I., & Mahdi, O. (2020). The effect of educational videos on increasing student classroom participation: Action research. *International Journal of Higher Education*, 9(3), 323-330. <https://doi.org/10.5430/ijhe.v9n3p323>

- Joe, H. (2017). Ecuador and bilingualism a " mirage or reality?" a critical look at English as a foreing language. *SATHIRI*, 12(2), 182-202. <https://doi.org/10.32645/13906925.123>
- Kiliç, M., Kiliç, M., & Akan, D. (2021). Motivation in the classroom. *Participatory Educational Research (PER)*, 8(2), 31-56. <http://dx.doi.org/10.17275/per.21.28.8.2>
- Lebrón, A. (2013). What is culture? *Merit Research Journal of Education and Review*, 1(6), 126-132. <https://meritresearchjournals.org/er/content/2013/July/Lebr%F3n.pdf>
- López, M. (2018). *The importance of strategies for giving instructions: A case study* [Master's Thesis]. Universitat Autònoma de Barcelona.
- Meşe, E., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, 4(1), 11-22. <https://dergipark.org.tr/en/pub/jetol/issue/60134/817680>
- Mizell, H. (2010). *Why professional development matters*. Learning Forward.
- Mohammed, M. (2020). The impact of culture on English language learning. *International Journal on Studies in English Language and Literature*, 8(1), 21-27. <http://dx.doi.org/10.20431/2347-3134.0801003>
- Novozhenina, A., & López, M. (2018). Impact of a professional development program on EFL teachers' performance. *HOW*, 25(2), 113-128. <https://doi.org/10.19183/how.25.2.406>
- Nuraini, K. (2015). The roles of teacher to promote classroom interaction in children classes. *Didaktika*, 22(1), 30-40. <http://journal.umg.ac.id/index.php/didaktika/article/view/209/170>
- Purba, H. (2011). The importance of including culture in EFL teaching. *JET (Journal of English Teaching)*, 1(1), 44-56. <https://doi.org/10.33541/jet.v1i1.51>
- Puspita, F., Hafifah, G., & Mayasari, L. (2020). The use of authentic material in teaching reading descriptive text: Review of literature. *Academic Journal Perspective: Education, Language and Literature*, 8(2), 122-134. <http://dx.doi.org/10.33603/perspective.v8i2.4365>

- Qamariah, Z., & Ilmiah, K. (2016). Authentic materials, an alternative in English classroom. *21st Century English Language Teaching*, 147.
- Solgi, F., & Tafazoli, D. (2018). The necessity of teaching culture in English as a foreign language course: Iranian perspective. *Journal of Language and Linguistic Studies*, 14(3), 1-11. <https://dergipark.org.tr/en/download/article-file/650639>
- Soomro, S., Kazemian, B., & Mahar, I. (2015). The importance of culture in second and foreign language learning. *Dinamika Ilmu: Journal of Education*, 15(1), 1-10. <https://doi.org/10.21093/di.v15i1.99>
- Sowell, J. (2017). Good instruction-giving in the second-language classroom. *English Teaching Forum*, 55(3), 10-19. <https://americanenglish.state.gov/resources/english-teaching-forum-2017-volume-55-number-3#child-2310>
- Srinivas Rao, P. (2019). The effective use of authentic materials in the English language classrooms. *Shanlax International Journal of Arts, Science and Humanities*, 7(1), 1-8. <https://doi.org/10.34293/sijash.v7i1.556>
- Thanh, Q. (2019). Why teaching culture is important in EFL setting. In Q. T. Thanh (Ed.), *Developing English teaching practices in the Mekong Delta* (pp. 8-18). Can Tho University.
- Toprak, E., & Almacioğlu, G. (2009). Three reading phases and their applications in the teaching of English as a foreign language in reading classes with young learners. *Journal of language and Linguistic Studies*, 5(1), 21-36. <https://dergipark.org.tr/tr/download/article-file/104692>
- Tran, T. H. (2010). Teaching Culture in the EFL/ESL Classroom. *Online Submission*.
- Yazdanmehr, E., & Akbari, R. (2015). An expert EFL teacher's class management. *Iranian Journal of Language Teaching Research*, 3(2), 1-13. <https://doi.org/10.30466/IJLTR.2015.20386>

## 12. ANNEXES

### 12.1. Annex 1. Checklist



Carrera de  
Pedagogía de los  
Idiomas  
EXTENSIÓN PUJILÍ

#### ELEMENTS OF CULTURE IN ENGLISH BOOKS

**MEMBERS:** LUIS MAYCOL BALLADARES CAISA AND MALENA NATALY TAPIA VARGAS

**Instruction:** Check the reading, listening, and grammar – vocabulary exercises carefully. Identify cultural elements according to the 3Ps Model (National Standards in Foreign Language Education Project, 1999), and then write your findings in the column 4.

Category	Description	Items	Evidence in the English book/material:					
			Currículo Priorizado para la Emergencia (Área de Inglés)			Proyecto 6 Sierra 2020 – 2021 (Plan Educativo Aprendamos Juntos En Casa)		
			Yes	No	Example	Yes	No	Example
Perspectives	What members of a culture think, feel, and value.	<b>Examples of cultural perspectives</b> - Traditional ideas, attitudes, and values - Underlying beliefs or values that justify <ul style="list-style-type: none"> <li>a product or practice</li> </ul> - What individuals think or do from their own <ul style="list-style-type: none"> <li>Particular points of view</li> </ul> - World view, belief system <ul style="list-style-type: none"> <li>Youth valued over age or vice versa</li> <li>Importance of individual freedom; independence</li> <li>Importance of family</li> <li>The belief that bigger is better</li> <li>Valuing of sports/entertainment over education</li> </ul>	X		<b>Page 54:</b> - <b>Values:</b> Conflict resolution, critical thinking, communication skills, decision making. - <b>Emotional containment:</b> Conflicts are opportunities to learn. Conflict resolution requires skills that reduce tension, not increase it.		X	- Project 6 activities do not have cultural perspectives.



		<ul style="list-style-type: none"> <li>when to embrace or shake hands</li> </ul>			<p>learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p>		
<b>Products</b>	<p>The things members of a group create, share, and transmit to the next generation.</p>	<p><b>Examples of cultural products</b></p> <ul style="list-style-type: none"> <li>- Concrete aspects of daily life                             <ul style="list-style-type: none"> <li>Tools, foods, laws, games, etc.</li> </ul> </li> <li>- Tangible and intangible                             <ul style="list-style-type: none"> <li>Paintings, monuments, work of literature</li> <li>An oral tale, a sacred ritual, a system of education</li> </ul> </li> <li>- Inventions and innovations                             <ul style="list-style-type: none"> <li>foods, gadgets, forms of transportation, processes, etc.</li> </ul> </li> <li>- Aesthetic expressions                             <ul style="list-style-type: none"> <li>music, literature, art, etc</li> </ul> </li> <li>- Tangible</li> </ul>	X		<p><b>Page 54:</b></p> <ul style="list-style-type: none"> <li>- O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</li> </ul> <p><b>Page 55:</b></p>	X	<p><b>Activities for week 4:</b></p> <ul style="list-style-type: none"> <li>- <b>Activity 5:</b> Have you ever shared your opinion about a book? (p. 21)</li> </ul> <p><b>Activities for week 5:</b></p> <ul style="list-style-type: none"> <li>- <b>Activity 5:</b> Culture and entertainment (p. 26)</li> </ul>



		<ul style="list-style-type: none"> <li>• toys; household items; pottery</li> <li>• musical instruments</li> <li>• traditional and contemporary dress</li> <li>• types of dwellings</li> <li>• foods; sports equipment</li> <li>• literature</li> <li>• artwork; tools</li> <li>• political cartoons</li> </ul> <p>- Intangible</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Music</li> <li>• Language</li> <li>• literary styles/genres</li> <li>• social, economic, political institutions (e.g., the educational system of a country)</li> </ul>			<p>- EFL 5.3.1. Find specific predictable information in short, simple texts in a range of age-and level-appropriate topics. (Example: biographies, news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)</p>		
--	--	---	--	--	--	--	--

#### Didactic Material:

1. **Currículo Priorizado para la Emergencia (Área de Inglés):** <https://educacion.gob.ec/wp-content/uploads/downloads/2020/09/Curriculo-Priorizado-para-la-Emergencia-Lengua-Extranjera-Ingles-2020-2021.pdf>
2. **Proyecto 6 Sierra 2020 – 2021 (Plan Educativo Aprendamos Juntos En Casa):** [https://recursos2.educacion.gob.ec/wp-content/uploads/2021/01/UNSC\\_FP\\_P6\\_BGU\\_Bachillerato\\_20200923.pdf](https://recursos2.educacion.gob.ec/wp-content/uploads/2021/01/UNSC_FP_P6_BGU_Bachillerato_20200923.pdf)

## 12.2. Annex 2. Observation Guide to Identify the Problem Area

<b>Observation guide</b> <b>Identifying the problem area</b>			
<b>Observers</b>	Luis Maycol Balladares Caisa & Malena Nataly Tapia Vargas		
<b>Topic</b>	Culture and entertainment		
<b>Elements</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
The development of cultural content allows students to reinforce cultural knowledge.		X	The activities are superficial and the students are only engaged in completing what is exposed in the project. In addition, the teacher included the cultural content as an isolated and not integrated activity.
The materials used for the teaching and learning process of cultural content are adapted to the students' needs.		X	The materials used do not attract the students' attention, as they only complete the worksheets that the teacher asks them to complete.
The type of didactic material used by the teacher motivates the students.		X	The teacher does not use extra didactic material that evidences the use of authentic material that motivates students to learn more about the culture they are learning about.

### 12.3. Annex 3. Activity 5 of Project 6 does not Use Authentic Materials

Activity 5: Culture and entertainment

Language through the arts

**Culture** The *alebrijes* are imaginary creatures that have elements from different animals such as dragon bodies, bat wings, wolf teeth, and dog eyes. Colorfully painted, they were originally made with papier-mâché but nowadays they are also carved from wood.

- **Work** with your classmates or at home with your family to design and make an alebrije using paper-mâché.
- **Follow** the instructions:
  - Get all the material: A bowl or large container, white glue, water, your base structure, a paintbrush, and newspaper.
  - Tear the newspaper into long strips.
  - Glue mixture: Pour 2-parts white glue and 1-part water into a mixing bowl.
  - Blend mixture with paintbrush until it forms a smooth consistency.
  - Find a surface you want to papier-mâché.
  - Examples include a balloon, cardboard or a molded figure.
  - Dip a strip of newspaper into the mixture and remove any excess.
  - Lay the strip over the surface and repeat.
  - Place the object on a covered surface to dry.
  - Color it.

## 12.4. Annex 4. Prioritized Curriculum for the Emergence of the English Subject of the Ministry of Education of Ecuador with Cultural Content

ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO	
Bachillerato General Unificado:	ONE
<p><b>By the end of Bachillerato General Unificado, and as a result of the learning outcomes in the EFL area, learners will be able to:</b></p> <p>O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.                      O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.                      O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.                      O.EFL 5.4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior. O.EFL 5.5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.                      O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.                      O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)</p>	
<p><b>Learning Objective:</b></p> <p>Students will understand that we need to use different strategies to solve different social, economic, environmental, and cultural problems. We need to communicate well and act independently.</p> 	<p><b>Values</b></p> <p>Conflict resolution, critical thinking, communication skills, decision making</p> <p><b>Emotional containment</b></p> <p>Conflicts are opportunities to learn. Conflict resolution requires skills that reduce tension, not increase it.</p> <p>When you have a conflict, which is the first thing that comes to your mind?                      What have you learned after a conflict?</p> <p>Identify 3 positive and negative attitudes in your family that they use when faced with a conflict.</p>
	How do your actions contribute positively to your family, school and community?
<p><b>Essential Contents</b></p> <p>Writing a weekly journal about cross-cultural experience.                      Adjusting presentation                      Asking questions about themselves, their families or their possessions.                      Identify the main points in simple straightforward texts                      Writing Process for Paragraphs                      Vocabulary related to Science, History, and Ecology                      Future Tense                      Zero and First Conditional                      Simple past and past of to be                      Present perfect                      Time sequencers                      Family Vocabulary                      Movie genres                      Simple past / past continuous                      Biographies and movies review                      Idioms</p>	
<p><b>Skill and Performance criteria:</b></p> <p>EFL 5.1.1. Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas.</p> <p>EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities</p> <p>EFL 5.3.1. Find specific predictable information in short, simple texts in a range of age-and-level-appropriate topics. [Example: biographies,</p>	<p><b>Indicators for the Performance Criteria:</b></p> <p>I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J3)</p> <p>Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics. REF. I.EFL. 5.10.1. (I.1, I.2, S.2)</p>
<p>news articles, narratives, memoirs and personal accounts, formal letters and emails, etc.)</p> <p>EFL 5.3.8. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.</p> <p>EFL 5.4.1. Critically evaluate information from references, including those found on the web, and recommend print and digital sources to other learners.</p> <p>EFL 5.4.2. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.)</p> <p>EFL 5.4.4. Select and make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration, learning and productivity. (Example: image editing, GoogleDrive, infographic makers, audio and video editing, presentation apps, etc.)</p> <p>EFL 5.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.</p>	<p>I.EFL.5.14.1. Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools, which support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)</p> <p>Learners can produce well-constructed informational texts by applying the writing process. Ref.I.EFL.5.15.1.(I.2, I.3, I.4, S.3, J.1)</p>

## 12.5. Annex 5. Worksheet made by the Tutor Teacher with Cultural Content based on the Project 6



UNIDAD EDUCATIVA "PUJILÍ"

MINISTERIO DE EDUCACIÓN

SUBJECT: Foreign Language

TEACHER: Mg. Lorena Monge

GRADE: .....

PROJECT: 6

WEEK: 13

STUDENT'S NAME: .....

TOPIC: Culture and entertainment

### 1. Look and match.

Mira y une

Bat wings

Wolf teeth

Dragon body

Dog eyes



### 2. Read the article and write a title

Lee el artículo y escribe un título.

Alebrijes are imaginary creatures that were created by Mexican papier-mâché artist, Pedro Linares in the 1930s. Legend says that while very sick, Pedro had a strange dream where he saw mythical, strange animals that kept saying "alebrije" to him. When Pedro woke up from his dream, he began creating these "mixed-up" animals that now are a common feature of Mexican folk art.

#### Three Qualities of alebrijes

- ♥ **Multiple animal elements:** The alebrijes have elements from different animals such as dragon bodies, bat wings, wolf teeth, and dog eyes.
- ♥ **Multi-colored:** Colorfully painted, they were originally made with papier-mâché but nowadays they are also carved from wood.



- ♥ **Multi-patterned:** Intricate and interesting patterns that are both realistic and decorative.

3. How much do you understand? According to the article, write T ( True) or F (False) next to each statements.

¿Cuánto entiendes? De acuerdo con el artículo, escriba V (Verdadero) o F (Falso) junto a cada afirmación.

- ♥ ..... The article is about Halloween in Mexico.
- ♥ .....The alebrijes have elements from different animals.
- ♥ .....Alebrijes are real creatures.
- ♥ ..... Pedro Linares began creating these "mixed-up" animals.

4. Choose the correct answer.

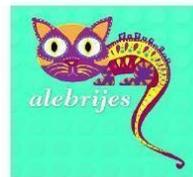
Elija la respuesta correcta

- ♥ Alebrijes were originally made with iron / papier-mâché
- ♥ Alebrijes are a common feature of Ecuadorian folk art / Mexican folk art.
- ♥ Pedro had a strange dream where he saw mythical animals / real animals

5. Choose the materials of which the alebrijes are made of.

Elija los materiales con los que están hechos los alebrijes.

- Paper
- Plastic
- Wood
- Wool
- Animal bones
- Animal horns



6. Make an alebrije like an origami

Hacer un alebrije como un origami.



## 12.6. Annex 6. Students who Attended Synchronous English Classes

Nombres y Apellidos

6 respuestas

Aguaisa Yasig Darlin Andail

Luis Tonato

Josue Salvatierra

Leandro Damian Sacatoro Toaquiza

Samanta Elizabeth Chacha Quispe

italo ariel cusco tulmo

### **12.7. Annex 7. Planning of Culture-based Lessons**

During the development of the pre-professional practices, the application of culture-based lessons was taken into consideration. To do this it was decided to teach culture to improve reading skills through the use of the PWP framework, authentic material, and the development of posters.

- First, it was chosen a text from a blog written by native speakers and adapted it to be visually attractive to the students. Also, was taken into consideration the English level of the students. Thus, they did not have much trouble understanding the classes.
- Second, was conducting the AHWO analysis, it took into account the elements of the culture to be taught, considering four aspects. First, the knowledge about, here the students obtained information about the culture in a general way, then the knowing how where it was explained certain attitudes and behaviors that are developed in different cultures, next there is the knowing why in which it was treated to give explanations and reasons for various situations that occur in other cultures and finally the knowing oneself, here it was sought that student could reflect on the knowledge they received and could give ideas on the topic.
- Third, a learning objective was set based on the students in terms of what they were intended to learn, and for the realization of this objective, it was taken into account two of the stages that the students developed during the lesson (final during stage and post-stage), and were planned activities that allowed the students to reach this objective. For the design of the lesson plans, it was described the action points that helped the teachers to improve their lessons, as well as how they evaluated their students' progress and some preliminary considerations about the situations that arose during the development of the lessons.
- Finally, a worksheet was designed containing creative activities, which in turn were divided into several stages: warm-up stage, pre-stage, early during stage, later during stage, final during stage, and post-stage. In addition, for the development of these stages, it was considered that they had to go from the simplest to the most complicated so that the students could follow the rhythm of the lesson.

## 12.8. Annex 8. Culture-based Lessons

### First Lesson

#### Lesson Plan Form

**Name:** Maycol Balladares & Malena Tapia

**Date:** June 1<sup>st</sup> 2021

**Level:** A2 flyers

**Grade:** 2<sup>nd</sup> grade of Bacallaureate

**Action points** – (These are things you are working on in your teaching)

Ask students to join in Microsoft Teams just once.

Ask students to analyze the activities carefully before completing them.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT show understanding of St. Patrick's Day by putting the sentences in order, and then make a poster that explains this holiday.

**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 read the text again and put the sentences in order.

**Preliminary considerations:**

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

Text about St. Patrick's Day.

Reading

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

**Some vocabulary:** Irish soda bread, corned beef, Saint Patrick, Lent.

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

Present a vocabulary exercise.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S VAKT	Materials Needed
		Teacher will...	Students will...		
08:00	Warm up	Show some pictures about St. Patrick's Day.	Look at the pictures and give their opinions.	T+S	Worksheet
08:05	Pre stage	Introduce key vocabulary through pictures in a matching exercise.	Match words with the correct picture.	T+S	Match
08:10	Early during stage	Give a text about St. Patrick's Day.	Read the text carefully and understand why people celebrate St. Patrick's Day.	T+S	Text
08:20	Later during stage	Ask students to answer the true/false questions.	Answer the true/false questions.	T+S	Text Worksheet
08:30	Final during stage	Give students sentences in disorder.	Read the text again and put the sentences in order.	S	Google Forms
08:35	Post stage	Ask students to create a poster about St. Patrick's Day.	Make a poster on the topic.	T+S	Paper, pencil, colors, pen Rubric

## Second Lesson

### Lesson Plan Form

**Name:** Maycol Balladares & Malena Tapia

**Date:** June 8<sup>th</sup>, 2021

**Level:** A2 flyers

**Grade:** 2<sup>nd</sup> grade of Bacalaureate

**Action points** – (These are things you are working on in your teaching)

Create activities that allow students to interact with their peers and the teacher during class.

Research and include in the worksheet academic activities according to the students' English level.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT show understanding of the activities performed by a Jackaroo and a Jillaroo by filling in a cloze passage, and then make a poster that explains what a Jackaroo and Jillaroo are and the activities they do.

**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 read the text again and fill in a cloze passage.

**Preliminary considerations:**

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

Text about "What is a Jackaroo or a Jillaroo?"

Reading

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

**Some vocabulary:** outback, wayward cattle, livestock, lassoing.

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

Present a vocabulary exercise.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S VAKT	Materials Needed
		Teacher will...	Students will...		
08:00	Warm up	Show pictures about the activities carried out by a Jackaroo and a Jillaroo.	Look at the pictures and give their opinions.	T+S	Worksheet
08:05	Pre stage	Introduce key vocabulary through pictures in a matching exercise.	Match the pictures with the correct letter.	T+S	Match
08:10	Early during stage	Give a text on what a Jackaroo or a Jillaroo is.	Read the text carefully.	T+S	Text
08:20	Later during stage	Ask students to answer a multiple-choice exercise.	Choose the best answer to each statement.	S	Text Worksheet
08:30	Final during stage	Give students an incomplete passage.	Read the text again and fill in the passage with the appropriate words.	S	Google Forms
08:35	Post stage	Ask students to create a poster about what a Jackaroo and Jillaroo are and the activities they do.	Make a poster on the topic.	T+S	Rubric Paper, pencil, colors, pen

## Third Lesson

### Lesson Plan Form

**Name:** Maycol Balladares & Malena Tapia

**Date:** June 15<sup>th</sup>, 2021

**Level:** A2 flyers

**Grade:** 2<sup>nd</sup> grade of Baccaalaureate

**Action points** – (These are things you are working on in your teaching)

Create innovative activities that allow students to be interested in future topics.

Develop academic activities that help students to build their knowledge about the topic in a dynamic and fun way.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT show understanding of who Aboriginal Australians are by putting the sentences in order, and then make a poster that explains the activities and values practiced by Aboriginal people in their communities.

**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 read the text again and put the sentences in order.

**Preliminary considerations:**

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

Text about Aboriginal Australians.

Reading

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

**Some vocabulary:** traded, complex, deep, dialect.

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

Present a vocabulary exercise.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S VAKI	Materials Needed
		Teacher will...	Students will...		
08:00	Warm up	Show pictures about Aboriginal Australians.	Look at the pictures and give their opinions.	T+S S+S	Worksheet
08:05	Pre stage	Introduce key vocabulary through pictures in a matching exercise.	Match the pictures with the correct numbers.	T+S	Match
08:10	Early stage during	Give a text on the Aboriginal Australians.	Read the text carefully.	T+S	Text
08:20	Later stage during	Ask students to answer some true/false questions.	Answer the true/false questions.	T+S	Text Worksheet
08:30	Final stage during	Give students five sentences in disorder.	Read the text again and put the sentences in order.	S	Google Forms
08:35	Post stage	Ask students to create a poster about Aboriginal Australians, their activities and the values they practice in their communities.	Make a poster on the topic.	T+S	Rubric Paper, pencil, colors, pen

## Fourth Lesson

### Lesson Plan Form

**Name:** Maycol Balladares & Malena Tapia

**Date:** June 22<sup>nd</sup>, 2021

**Level:** A2 flyers

**Grade:** 2<sup>nd</sup> grade of Baccaulareate

**Action points** – (These are things you are working on in your teaching)

Develop academic activities that allow students to reinforce their cultural knowledge and understanding.

Include strategies that will help students relate to their peers and the teacher during class.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT show understanding of Egyptian Culture by filling in a cloze passage, and then make a poster that explains the culture and lifestyle of the Egyptians.

**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 read the text again and fill in a cloze passage.

**Preliminary considerations:**

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

Text about "Egyptian Culture"

Reading

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

**Some vocabulary:** cuisine, musical instruments, brocade, scarf.

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

Present a vocabulary exercise.

Time	Framework Stage	Procedure		Interaction T-S/S-S/S VAKT	Materials Needed
		Teacher will...	Students will...		
08:00	Warm up	Show pictures about Egyptian Culture.	Look at the pictures and give their opinions.	T+S	Worksheet
08:05	Pre stage	Introduce key vocabulary through pictures in a matching exercise.	Match the pictures with the correct letter.	T+S	Match
08:10	Early during stage	Give a text on the culture and lifestyle of the Egyptians.	Read the text carefully.	T+S	Text
08:20	Later during stage	Ask students to answer a multiple-choice exercise.	Choose the best answer to each statement.	T+S	Text Worksheet
08:30	Final during stage	Give students an incomplete passage.	Read the text again and fill in the passage with the appropriate words.	S	Google Forms
08:35	Post stage	Ask students to create a poster about the culture and lifestyle of the Egyptians.	Make a poster on the topic.	T+S	Rubric Paper, pencil, colors, pen

### **12.9. Annex 9. Teaching Culture-based Lessons.**

The culture-based lessons were applied and implemented during the pre-professional practices at the “Pujili” Educational Unit, in the students’ regular classes of the second grade of Baccalaureate, in the subject of English as a foreign language. It is important to highlight that each lesson lasted approximately 40 minutes, which were destined to be synchronous English classes. It developed a worksheet that included different innovative activities for each stage of the framework.

- First, it integrated didactic activities in the warm-up stage through pictures and questions so that students could acquire prior knowledge and information about the topics, as well as interact with their peers and the teachers.
- Second, it included matching exercises in the pre-stage so that students could learn and anticipate the new vocabulary before reading the texts. Third, it provided learners with a text on each topic in the early during stage, so they were able to reinforce their reading skills and understand what the lesson was about. Fourth, in the later during stage, they were asked the students to answer some true/false questions and multiple-choice exercises, which allowed them to assess their reading comprehension. Fifth, different activities were developed for the final during stage, such as putting the sentences in order and filling in a cloze passage according to the text. It was used by Google Forms to create a quiz at this stage.
- Finally, it was asked to the students in the post-stage to make a poster on each topic. A rubric was developed which included four parameters (creativity, content and pictures, spelling, and paraphrasing) that helped the teachers to assess the posters created by students. Therefore, learners had to carefully read the parameters included in the rubric to make a good poster about the topic. The creation of the posters was always the post-activity for each lesson.

### **12.10. Annex 10. Assessing Culture-based Lessons**

For the assessment process of the final during stage and post-stage, it was carried out with diverse creative activities by using some technological and academic tools. On the one hand, a quiz was created in Google Forms to assess the final during stage of each lesson. It involved activities such as putting the sentences in order and filling in a cloze passage according to the reading. In addition, it provided a grade for each student and could be known how well learners understood the text. Likewise, it helped the teachers to develop a final during-stage assessment report to analyze the effectiveness of each lesson.

On the other hand, students were asked to make a poster for the post-stage of the lessons. Two annexes were added to the worksheet for the development of this stage: the first annex was an example of a poster so that learners were aware of how a poster is made and what information it includes; and the second annex was the rubric that contained four parameters (creativity, content and picture, spelling and paraphrasing) that allowed teachers to assess the learners' posters. Each parameter received a score of 2.5 and the total sum of the four parameters had a score of 10.

Consequently, students had to read each parameter of the rubric to make a great poster about the lesson and obtain a high grade. It is essential to mention that the post-stage allowed learners to expand their knowledge about the topic because they were able to obtain and research more information from other sources. The students made their posters at home because they did not have enough time to work during class hours, and later they sent the teachers their posters to the WhatsApp group.

## 12.11. Annex 11. Example of a Poster made by a student, and the Evaluation Rubric

### TECHNICAL UNIVERSITY OF COTOPAXI

#### ECUADORIAN AND AMERICAN CULTURE AND SOCIETY

**Class:** Second Grade of Baccalaureate

**Task:** Make a poster on the topic learned.

Follow the criteria in the rubric.

**English level:** A2 Flyers

**Strategy:** Cultural Collection

**Teachers:** Maycol Balladares & Malena Tapia

#### POST STAGE ASSESSMENT

- **Student's name:** Samanta Chacha



Crterios/Parámetros	Excelente (2.5)	Muy Bueno (1.5)	Bueno (0.5)	Nota
<b>Creatividad</b>	El poster refleja un nivel excepcional de originalidad y creatividad.	El poster refleja creatividad, es atractivo y poco original.	El poster refleja poca creatividad, no es atractivo ni original.	<b>2.5</b>
<b>Contenido e imagen</b>	Existe una explicación y relación apropiada entre los dibujos ( <b>no impresiones ni imágenes recortadas</b> ) y la información.	Existe explicación y relación entre los dibujos ( <b>impresiones o imágenes recortadas</b> ) y la información.	Existe poca explicación y relación entre los dibujos ( <b>impresiones e imágenes recortadas</b> ) y la información.	<b>2.5</b>

<b>Ortografía</b>	No contiene errores en el uso de mayúsculas, minúsculas y puntuación.	Contiene de 1 a 3 errores en el uso de mayúsculas, minúsculas y puntuación.	Contiene de 4 a más errores en el uso de mayúsculas, minúsculas y puntuación.	<b>2</b>
<b>Parfraseo</b>	Reemplaza las palabras del texto o fragmento de manera adecuada ( <b>no existe copia</b> ).	Reemplaza las palabras del texto o fragmento ( <b>existe una breve copia</b> ).	No reemplaza las palabras del texto o fragmento ( <b>existe copia</b> ).	<b>2.5</b>
<b>Nota final:</b>				<b>9.5/10</b>

**12.12. Annex 12. My Teacher's Reflection Table**

<b>My Teacher's Reflection Table</b>	
<b>Topic:</b>	
<b>About students' learning:</b> How useful was this lesson to improve students' cultural knowledge and understanding?	
<b>Positive points</b>	
<b>Negative points</b>	
<b>Any suggestion?</b>	

**12.13. Annex 13. My Peer's Observation Table**

<b>My Peer's Observation Table</b>	
<b>Topic:</b>	
<b>About students' learning:</b> How useful was this lesson to improve students' cultural knowledge and understanding?	
<b>Positive points</b>	
<b>Negative points</b>	
<b>Any suggestion?</b>	

**12.14. Annex 14. My Students' Observation Survey**

- Nombres y Apellidos
  - ¿Entendió la lección desarrollada?
    - Si
    - No
- 1. ¿Cree que el docente tuvo un desempeño adecuado durante la clase?**
    - Si
    - No
  - 2. ¿Considera usted que el tema presentado ayuda a mejorar su conocimiento y comprensión cultural?**
    - Si
    - No
  - 3. Escriba 2 ASPECTOS POSITIVOS que usted observó en el docente durante la clase.**
  - 4. Escriba 2 ASPECTOS NEGATIVOS que usted observó en el docente durante la clase.**
  - 5. Escriba 2 SUGERENCIAS que el docente deba tomar en cuenta para mejorar sus próximas clases.**

## 12.15. Annex 15. Informed Consent of the Director of the “Pujilí” Educational Unit



UNIDAD EDUCATIVA “PUJILÍ”



Ministerio de Educación

Pujilí, 08 de abril del 2021

Señores.

Luis Maycol Balladares Caisa y Malena Nataly Tapia Vargas

**Estudiantes de la Universidad Técnica de Cotopaxi de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés**

Presente. –

En calidad de Director de la Unidad Educativa “Pujilí”, una vez conocida la solicitud enviada de su parte, procedo a emitir este documento en el cual autorizo realizar la investigación relacionada a la enseñanza de la cultura en la asignatura de inglés en el marco del desarrollo de las prácticas pre profesionales durante el periodo académico correspondiente abril – agosto 2021, con el fin de que puedan emplear la información recolectada en su Proyecto de Investigación como modalidad de Titulación, con fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificar a los participantes de manera personal.

Por tanto, faculto a ustedes usar este documento para los trámites pertinentes dentro del proceso de realización del proyecto de investigación, preservando las normas éticas y de responsabilidad académica.

Atentamente,



MSc. Mario Danilo Herrera Ramírez

CI: 050136709-8

**DIRECTOR DE LA UNIDAD EDUCATIVA “PUJILÍ”**

Barrio Chimbacalle-Calle Pichincha S/N y Modesto Villavicencio

032723541

tepujili@hotmail.com



## 12.16. Annex 16. Informed Consent of the English Teacher of the “Pujilí” Educational Unit



UNIDAD EDUCATIVA “PUJILÍ”



Ministerio de Educación

Pujilí, 08 de abril de 2021

Señores.

Luis Maycol Balladares Caisa y Malena Nataly Tapia Vargas

**Estudiantes de la Universidad Técnica de Cotopaxi de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés**

Presente. –

En calidad de docente de la Unidad Educativa “Pujilí”, una vez conocida la solicitud enviada de su parte, procedo a emitir este documento en el cual autorizo realizar la actividad de observación e investigación relacionada a la enseñanza de la cultura en la asignatura de Inglés en el marco del desarrollo de las prácticas pre profesionales durante el período académico correspondiente abril – agosto 2021, con el fin de que puedan emplear la información recolectada en su Proyecto de Investigación como modalidad de Titulación, con fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificar a los participantes de manera personal.

Por tanto, faculto a ustedes usar este documento para los trámites pertinentes dentro del proceso de realización del proyecto de investigación, preservando las normas éticas y de responsabilidad académica.

Atentamente,

Mg. Lorena Salomé Monge Herrera

CI: 050266159-8

**DOCENTE DE LA UNIDAD EDUCATIVA “PUJILÍ”**



Barrio Chimbacalle-Calle Pichincha S/N y Modesto Villavicencio

032723541

tepujili@hotmail.com



## 12.17. Annex 17. Informed Consent of a Student of the "Pujilí" Educational Unit



UNIVERSIDAD  
TÉCNICA DE  
COTOPAXI



Carrera de  
Pedagogía de los  
Idiomas  
EXTENSIÓN PUJILÍ

### HOJA DE CONSENTIMIENTO INFORMADO

Yo, Fausto Cusco Tucumbe en calidad de representante legal de Italo Ariel Cusco Tulmo, consiento que mi representado/a, estudiante de 2º Año de Bachillerato - Unidad Educativa "Pujilí" participe en el proceso de investigación y observación relacionado a la enseñanza de la cultura en la asignatura de inglés, mismo que será desarrollado por los estudiantes: **Luis Maycol Balladares Caisa y Malena Nataly Tapia Vargas**, de la **Universidad Técnica de Cotopaxi** de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés** durante el periodo académico correspondiente abril – agosto 2021, del cual he sido informado sobre sus objetivos y alcance, por lo que autorizo de manera voluntaria que se utilice la información y comentarios recolectados en su Proyecto de Investigación como modalidad de Titulación, sobre la experiencia estudiantil de mi representado/a para fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlo/a de manera personal.

Pujilí, 08 de Abril de 2021.

Firma del Representante Legal

C.I: 050252666-8

## 12.18. Annex 18. Process for Developing Culture-based Lessons

The screenshot shows a Google Drive interface with a browser window open to a folder named 'Culture-based lessons\_2B'. The folder contains four files: 'AHW0\_ANALYSIS\_ST PA...', 'DIDACTIC\_MATERIAL\_ST...', 'LESSON\_PLAN\_ST PATRI...', and 'PLANNING\_AND\_IMPL...'. The interface includes a search bar, navigation options, and a sidebar with various icons. A video call window is visible in the top right corner.

The screenshot shows a Microsoft Word document titled 'DIDACTIC\_MATERIAL\_ST PATRICK'S DAY - Word'. The document contains the following text:

3. Read the following text about Saint Patrick's Day.  
 Lea el siguiente texto acerca del Día de San Patricio.

**Saint Patrick's Day**

St. Patrick's Day is celebrated annually on March 17, the anniversary of his death in the fifth century. The Irish have observed this day as a religious holiday for over 1,000 years. On St. Patrick's Day, which falls during the Christian season of Lent, Irish families would traditionally attend church in the morning and celebrate in the afternoon. But who was Saint Patrick? Saint Patrick is the patron saint of Ireland and its national apostle. He was kidnapped and brought to Ireland as a slave at the age of 16. He later escaped, but returned to Ireland and was credited with bringing Christianity to its people. Today, people of all backgrounds celebrate St. Patrick's Day, especially throughout the United States, Canada and Australia. Popular St. Patrick's Day recipes include Irish soda bread, corned beef and cabbage and champ. Also, people often wear green on St. Patrick's Day.

4. How much do you understand? According to the text, write T (True) or F (False)

The document also shows the Microsoft Word ribbon with various tabs and options, and a video call window in the top right corner.

**4. Select the correct answer.**

Seleccione la respuesta correcta.

Brand livestock is marking wayward cattle with \_\_\_\_\_.

a. their names      b. their owner's ID      c. their owner's name

Lassoing is catching an animal with a \_\_\_\_\_.

a. bond      b. tape      c. rope

The words Jackaroo's and Jillaroo's refer to \_\_\_\_\_.

a. kids      b. young people      c. adult people

**5. Complete the following cloze passage with the suitable words.**

Complete el siguiente pasaje con las palabras adecuadas.

Página 2 de 4 499 palabras Inglés (Estados Unidos) 18:40 7/6/2021

**LESSON\_PLAN\_JACKAROO\_AND\_JILLAROO**

Time	Framework Stage	Procedure		Interaction T-S/S-S/S VAKT	Materials Needed
		Teacher will...	Students will...		
08:00	Warm up	Show pictures about the activities carried out by a Jackaroo and a Jillaroo.	Look at the pictures and give their opinions.	T-S	Worksheet
08:05	Pre stage	Introduce key vocabulary through pictures in a matching exercise.	Match the pictures with the correct letter.	T-S	Match
08:10	Early during stage	Give a text on what a Jackaroo or a Jillaroo is.	Read the text carefully.	T-S	Text
08:20	Later during stage	Ask students to answer a multiple-choice exercise.	Choose the best answer to each statement.	S	Text Worksheet
08:30	Final during stage	Give students an incomplete passage.	Read the text again and fill in the passage with the appropriate words.	S	Google Forms
08:35	Post stage	Ask students to create a poster about what a Jackaroo and Jillaroo are and the activities they do.	Make a poster on the topic.	T-S	Rubric Paper, pencil, colors, pen

Última modificación hace 1 hora por LUIS MAYCOL BALLADARES CAISA



