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PROYECTO DE INVESTIGACIÓN:

“Enhancing Student Engagement through Cultural Integration in English as a Foreign
Language Classrooms”

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QUEVEDO – LOS RÍOS – ECUADOR

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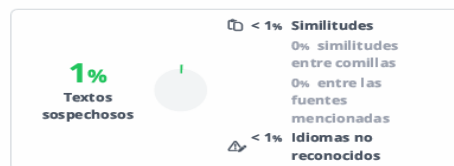
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PROYECTO DE INVESTIGACIÓN

Título:

**“Enhancing Student Engagement through Cultural Integration in
English as a Foreign Language Classrooms”**

Presentado al Consejo Directivo de Facultad de Ciencias de la Educación como requisito previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

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DEDICATORIA

This research is dedicated to all teachers and my tutor, Lcda. Alina Martinez for his invaluable guidance, patience and knowledge, which were fundamental for the realization of this work.

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RESUMEN

Esta investigación, titulada "Enhancing Student Engagement through Cultural Integration in English as a Foreign Language Classrooms", explora cómo la integración de elementos culturales en las aulas de inglés como lengua extranjera (EFL) puede mejorar la participación y el rendimiento académico de los estudiantes. Realizada en el instituto "World English" en Quevedo, Ecuador, el estudio involucró a seis estudiantes de nivel intermedio B1 y dos profesores. Se empleó un enfoque de métodos mixtos, combinando encuestas a estudiantes, entrevistas a profesores y observaciones en el aula. Los resultados mostraron que la inclusión de aspectos culturales en las lecciones aumenta significativamente la motivación y el compromiso de los estudiantes, especialmente cuando el contenido refleja sus propias experiencias culturales. Los estudiantes reportaron sentirse más valorados y conectados con el material de aprendizaje cuando sus identidades culturales eran reconocidas, lo que mejoró su comprensión del idioma y su confianza al usarlo. Sin embargo, el estudio también identificó varios desafíos, como la falta de tiempo, recursos insuficientes y la escasa capacitación de los profesores en pedagogías culturalmente receptivas. Los profesores destacaron la necesidad de estrategias más interactivas e inclusivas, como el uso de materiales auténticos, actividades colaborativas y programas de inmersión cultural, para fomentar una conexión más profunda entre los estudiantes y el contenido de aprendizaje. La investigación concluye que la integración cultural no solo mejora la adquisición del idioma, sino que también promueve la empatía, el respeto y la comprensión intercultural entre los estudiantes. Para abordar los desafíos, se recomienda proporcionar desarrollo profesional continuo a los docentes.

Palabras clave: Mejora, integración cultural, motivación de los estudiantes, compromiso, pedagogía.

ABSTRACT

This research, titled "Enhancing Student Engagement through Cultural Integration in English as a Foreign Language Classrooms," explores how integrating cultural elements into English as a Foreign Language (EFL) classrooms can improve student engagement and academic performance. Conducted at the "World English" institute in Quevedo, Ecuador, the study involved six intermediate B1 level students and two teachers. A mixed-methods approach was employed, combining student surveys, teacher interviews, and classroom observations. The results showed that including cultural aspects in lessons significantly increases student motivation and engagement, especially when the content reflects their own cultural experiences. Students reported feeling more valued and connected to the learning material when their cultural identities were recognized, which improved their language comprehension and confidence in using it. However, the study also identified several challenges, such as lack of time, insufficient resources, and limited teacher training in culturally responsive pedagogies. Teachers highlighted the need for more interactive and inclusive strategies, such as using authentic materials, collaborative activities, and cultural immersion programs, to foster a deeper connection between students and the learning content. The research concludes that cultural integration not only enhances language acquisition but also promotes empathy, respect, and intercultural understanding among students. To address the challenges, it is recommended to provide continuous professional development to teachers, increase access to culturally diverse resources, and foster more dynamic and inclusive teaching practices.

Keywords: Enhancing , cultural integration, Student motivation, engagement, Pedagogy.

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CÓDIGO DUBLÍN

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1 INTRODUCTION

One of the benefits of incorporating students' cultural backgrounds into English language learning was that it helped them better understand and retain the material. When students could connect the material to their own lives and experiences, they were more likely to engage with it and remember it. This approach also fostered a more positive attitude towards learning English, making the content more relevant and relatable. (Utilizing Students' Cultural Backgrounds to Enhance English Learning, 2022). In teaching English as a Foreign Language (EFL), cultural diversity in the classroom has become an increasingly relevant topic. In an increasingly globalized world, where intercultural interactions are frequent, educators need to adopt pedagogical approaches that not only promote language learning but also foster inclusion and respect for the diverse cultures represented in the classroom. Cultural integration in English teaching not only improves student engagement but also contributes to their motivation and academic performance. However, despite its importance, the lack of teacher preparedness to implement culturally relevant strategies and the scarcity of adequate resources have limited the effectiveness of these approaches in many educational contexts. This study seeks to address these challenges by exploring how cultural integration can improve student engagement and learning outcomes in EFL classrooms, with a particular focus on the Ecuadorian context. One of the main issues in EFL classrooms is the lack of cultural integration, which has generated a series of challenges for both students and teachers. Students from diverse cultural backgrounds often struggle to relate to the content of the lessons, as it does not reflect their cultural experiences or daily realities. As a result, many students experience a decline in motivation and lower academic performance. On the flip side, teachers face obstacles in adapting their teaching methods to the cultural needs of

their students due to a lack of training in culturally relevant pedagogies and limited teaching resources that reflect cultural diversity. This problem is exacerbated in contexts where curricula are highly structured and focused on linguistic aspects, such as grammar and vocabulary, leaving little room for the exploration of cultural topics. Additionally, resistance to change among some teachers and a lack of awareness about the importance of cultural integration in English learning have contributed to the perpetuation of traditional teaching methods that do not meet the needs of students in an increasingly globalized world.

Cultural integration in teaching English as a foreign language is a highly relevant topic in today's educational landscape. In an increasingly interconnected world, it is essential for students to develop not only linguistic competencies but also intercultural skills that enable them to interact effectively in multicultural contexts. The inclusion of cultural elements in EFL classrooms not only enhances language comprehension but also fosters empathy, respect, and tolerance among students. This study is justified by the need to address existing gaps in teacher training and the resources available for teaching English in culturally diverse contexts. By identifying effective strategies for cultural integration and the challenges faced by teachers, this research aims to contribute to the development of more inclusive and effective pedagogical practices. Furthermore, the findings of this study can serve as a basis for designing teacher training programs that promote culturally relevant teaching, which in turn can improve academic performance and the educational experience of students.

The general objective of this research is to analyze the role of cultural integration in improving student engagement and learning outcomes in EFL classrooms, identifying

the challenges and effective strategies used by teachers to adapt to the diverse cultural contexts of their students. To achieve this objective, three specific objectives are proposed: first, to identify the cultural integration strategies used by teachers to address cultural diversity in their classrooms and their impact on student participation; second, to explore the challenges teachers face in adapting their teaching methods to incorporate cultural elements and develop culturally responsive teaching practices; and third, to investigate the relationship between cultural integration and student engagement, including how cultural integration influences students' sense of belonging, motivation, and academic performance in EFL classrooms.

This research was conducted at the " World English" institute, located in the city of Quevedo, Ecuador. The study focused on a group of six students aged 15 to 18, who were at an intermediate level (B1) according to the Common European Framework of Reference for Languages (CEFR). Additionally, two teachers participated in the study, one from the institute and another from a local university, who shared their experiences and challenges in implementing culturally responsive strategies in their English classes. The Ecuadorian context is particularly relevant for this study, as the country boasts rich cultural diversity, including Indigenous and Afro-descendant communities, whose languages and traditions are often underrepresented in traditional curricula. Ecuador's Organic Law on Intercultural Education (LOEI) emphasizes the importance of promoting interculturality in the education system, reinforcing the need to investigate how greater cultural integration can be achieved in EFL classrooms.

This study is relevant not only for the Ecuadorian context but also for other countries facing similar challenges in teaching English in culturally diverse classrooms. The findings of this research can provide valuable insights for teachers, educational

administrators, and policymakers, helping them develop more effective strategies for cultural integration in English teaching. Additionally, this study contributes to the existing literature on culturally relevant pedagogies, offering new perspectives on how cultural integration can improve student engagement and academic performance in EFL classrooms. Ultimately, this work seeks to lay the foundation for more inclusive and equitable education, where all students, regardless of their cultural background, can feel valued and motivated.

1.1 Statement of Problem.

How would be integration of cultural elements in teaching English as a Foreign Language improve student participation and learning outcomes in Quevedo, considering the cultural diversity of students?

1.2 JUSTIFICATION.

The justification for this study is based on the need to foster a more inclusive and equitable educational environment, where students feel valued and represented. The inclusion of cultural elements not only enhances language comprehension but also promotes empathy, respect, and tolerance among students, essential skills for interacting in a multicultural world. By connecting classroom content to students' cultural experiences, learning becomes more meaningful and relevant, thereby increasing their engagement and participation in the classroom. This study has both local and global implications. In the Ecuadorian context, the Organic Law on Intercultural Education (LOEI) emphasizes the importance of promoting interculturality in the education system, reinforcing the need to investigate how greater cultural integration can be achieved in EFL

classrooms. Globally, the findings of this research can be useful for other countries facing similar challenges in teaching English in culturally diverse contexts.

Finally, this research is justified by the need to address existing gaps in teacher training and the resources available for teaching English in culturally diverse contexts. By identifying effective strategies and the challenges teachers face, this study contributes to the development of more inclusive and effective pedagogical practices, preparing students to interact in a globalized world while celebrating their unique cultural identities.

1.3 . Objectives

1.3.1 . General Objectives

Investigate the role of cultural integration in improving student engagement and EFL learning outcomes in classrooms and identify the challenges and effective strategies used by teachers to adapt to diverse cultural backgrounds.

1.3.2 Specific objective.

- Identify the cultural integration strategies that teachers use to accommodate diverse cultural backgrounds in their classrooms and their impact on participation.
- Explore the challenges teachers face in adapting their teaching methods to incorporate cultural elements and develop culturally responsive teaching practices.
- Investigate the relationship between cultural integration and student participation, including the ways in which cultural integration influences students' sense of belonging, motivation and academic achievement in classrooms.

2 FRAMEWORK THEORETICAL

2.1 Conceptual foundation.

Cultural exchanges have become more intense as a result of globalization, underscoring the significance of incorporating cultural viewpoints into the classroom. Culture has a crucial role in promoting inclusivity, empathy, and intercultural understanding in the context of teaching EFL, in addition to acting as a bridge for language acquisition. Teachers can create a learning environment that reflects the variety of their pupils by including cultural elements into the curriculum. This will make courses more approachable and interesting. This theoretical framework investigates the fundamentals of cultural integration in the classroom, how it affects students' engagement, motivation, and general academic performance, and how it might help build more welcoming and significant learning environments. It also examines how this method of instruction prepares students for cross-cultural interactions in both their personal and professional life by meeting the demands of a society that is becoming more varied and globalized.

Cultural integration promotes coexistence among different ethnic and cultural groups by allowing people to adopt features of other cultures while keeping their own. Gutierrez (2024) says that the exchange of ideas, traditions, and rituals strengthens communities and promotes tolerance. Understanding cultural differences and similarities encourages collaboration and respect for one another, resulting in environments that promote progress for all. Cultural integration is obvious in domains where cultural contributions are respected and valued, such as education, the arts, and gastronomy. This integration lays the groundwork for inclusivity and harmony while also promoting peace

and stability in society and strengthening collective identity. Cultural integration is especially beneficial in the context of EFL instruction since students are more motivated to learn new content that is relevant to their cultural background.

I believe that culture is a fundamental element that fosters the integration of new ideas, traditions, beliefs, and rituals from different communities. As Gutiérrez (2024) points out, understanding the similarities among diverse cultures promotes cooperation and respect, particularly in the field of education. This cultural integration creates a positive and harmonious environment in society, which in turn contributes to greater mutual understanding. Furthermore, this perspective can be effectively applied in the classroom, whether through teaching art, gastronomy, or other cultural expressions. Cultural integration in education not only enriches learning but also fosters an appreciation for diversity and strengthens students' sense of belonging and identity. Ultimately, culture plays a crucial role in the learning process, as it provides unique perspectives and promotes an inclusive and respectful environment.

Gloria Ladson-Billings (1990) introduced the concept of culturally relevant teaching, aiming to counter negative stereotypes about Black students by valuing their strengths and community contributions. Ladson-Billings (2012) later expanded this idea, explaining that when academic subjects are linked to students' personal experiences, they become more meaningful and easier to learn. This strategy promotes inclusivity by recognizing students' cultural origins, breaking down barriers to learning, and encouraging respect and collaboration in the classroom. Jones (2021) emphasizes that culturally relevant education improves student engagement and academic success by establishing a sense of belonging. Similarly, Puspita et al. (2024) argue that inclusive practices must be adapted to local cultural contexts to ensure their relevance and effectiveness.

In my view, this author also made a big contribution in this research, when unfavorable perceptions about Black pupils were prominent. The author stressed the importance of Black communities' strengths and contributions, stating that pupils can learn from their own experiences. This method not only helps to break down barriers to learning, but it also develops respect and active participation in the classroom. Other author such as Jones (2021) propose that meaningful and contextualized teaching enhances student involvement and academic success, they feel more confident in the classroom.

A common strategy to improve cultural integration in EFL instruction is the use of real materials. To make learning more relatable, teachers can choose texts and instructional strategies that align with task authenticity, such as books, newspaper articles, and digital media, claims Toma (2022). For instance, Middobuche (1999) explains how the teacher's incorporation of Mexican cultural components into the classes greatly enhanced the comprehension and involvement of a Mexican student. Rahaya (2023) and Mejías (2023) are two recent studies that highlight the significance of integrating local cultural factors into EFL instruction. Students can relate language learning to their everyday lives through authentic materials like music and literature, which encourages thoughtful and meaningful participation. Digital platforms also promote intercultural communication and understanding by offering more extensive and dynamic learning possibilities.

In my opinion, cultural integration in teaching English as a Foreign Language (EFL) is essential. To achieve this, authentic materials such as books, newspapers, and digital media can be used, as these resources make reading more meaningful and learning more relatable for students. Other research is Middobuche (1999) points out that in Mexico, incorporating strategies with authentic materials improves comprehension in the classroom. As Toma (2022) states, students learn better when the content is connected to

their everyday lives, using, for example, music and literature that interest them. Another important aspect is the use of digital platforms, some platforms use a methodology to learn with music or videos, and consider that for students it's more interesting.

Cultural integration has many advantages, but putting it into practice is fraught with difficulties. Many educational institutions, including those in Ecuador, still employ traditional teaching techniques, which hinders the development of a truly intercultural educational paradigm, Garcès (2004). King (2002) emphasizes this discrepancy between policies and actions by pointing out that Spanish is still preferred over Indigenous languages in educational settings. The necessity of converting the educational system into a multicultural approach that guarantees equity and acknowledgment for all ethnic groups has been underlined by organizations like CONAIE (2004) and specialists like Haboud (2006). To serve as an example for other endangered language groups, the Cofan community in Ecuador has created an educational project that aims to preserve their culture while offering top-notch instruction.

I believe that education in Ecuador remains traditional in some institutions, which leads to a lack of motivation among students to learn new things. For example, some cultures are working to improve this by promoting multicultural education and more creative learning approaches. This shift would not only enrich the educational experience but also foster greater interest and engagement among students.

As instruments for cultural integration, cutting-edge strategies like gamification and immersive learning have also been investigated. According to Castro Benavides et al. (2023), gamification can increase student enthusiasm and commitment in a variety of cultural situations and educational levels. Preciado Azanza et al. (2024) warn that additional study is necessary to ascertain its effectiveness with a range of student

populations. The incorporation of local cultural elements in EFL training is also supported by Devinta Puspita Ratri (2024), who emphasizes how immersion activities, like going to plays or concerts, improve speaking and listening abilities in authentic contexts. These techniques promote intercultural awareness in addition to increasing confidence and fluency.

In my opinion, learning through immersive experiences is highly effective for students, as it fosters their creativity and curiosity. An example of this is attending concerts or plays, where students can directly experience and feel culture. On the other hand, gamification in learning is another tool that helps excite students, both in cultural contexts and at educational levels, by making the learning process more interactive and motivating.

Well-trained educators who can apply culturally sensitive methods are necessary for successful cultural integration in the classroom. Shcheglova (2018) asserts that academic engagement increases dramatically when teachers have the appropriate training. Nonetheless, issues including poor training, a lack of funding, and opposition to change continue to exist. According to Mejías (2023), advocating for inclusive practices, fair resource distribution, and professional growth are necessary to overcome these concerns. To establish secure and welcoming learning environments, Assignments (2024) also stress the significance of eliminating unconscious biases and encouraging cooperation between teachers, parents, and students. In multicultural classrooms, collaborative activities including thematic discussions and cultural immersion projects have been demonstrated to increase student involvement and respect for one another.

2.1.1 Synthesis and Contribution.

The literature study emphasizes how important cultural integration is to EFL instruction. Fostering inclusive education requires tactics like utilizing real materials, filling up the gaps in teacher preparation, and encouraging group projects. Including cultural components improves students' language and intercultural skills and gets them ready for global citizenship. How these findings relate to particular situations, like Ecuadorian educational institutions, is still up for debate. By providing useful advice for culturally aware teaching strategies, this study seeks to close these gaps and enhance academic engagement and equity in diverse classrooms.

2.2 Theoretical foundation.

Globalization has intensified interactions between cultures, highlighting the importance of integrating cultural perspectives into education. In the context of English as a Foreign Language (EFL) teaching, culture serves not only as a bridge for language learning but also as a key factor in fostering inclusion, empathy, and intercultural understanding. By embedding cultural aspects into the curriculum, educators can create a learning environment that reflects the diversity of the students, making lessons more relatable and engaging. This theoretical framework explores the foundations of cultural integration in the classroom, its impact on students' motivation, participation, and overall academic outcomes, and how it can contribute to creating more inclusive and meaningful educational environments. Additionally, it analyzes how this educational practice addresses the needs of an increasingly diverse and globalized world, preparing students for multicultural

interactions in their personal and professional lives.

2.2.1 Main Theoretical Foundations.

2.2.1.1 Culturally Relevant Pedagogy.

This approach, which was first presented by Gloria Ladson-Billings (1995), suggests that instruction should value and acknowledge students' cultural backgrounds as educational assets. Students' involvement, sense of belonging, and academic achievement are enhanced when academic material is linked to their cultural experiences. By emphasizing cultural diversity at the core of the teaching and learning process, this viewpoint challenges conventional educational procedures and fosters a better comprehension of the subjects covered in the classroom. Additionally, culturally relevant education gives students the tools they need to evaluate cultural norms and values critically, enabling them to take an active role in a multicultural society.

In my opinion, the author Gloria Ladson's (1995) thesis intrigues me because it suggests that to connect academic material with students' experiences or beliefs, teachers must be able to acknowledge and value their cultures. Additionally, by putting cultural variety at the forefront of the teaching process, this can set aside conventional methods and aid in a deeper comprehension of the range of subjects covered in English as a foreign language class.

2.2.1.2 Intercultural Communicative Competence.

This author, Byram (1997), developed the Intercultural Communicative

Competence framework, which emphasizes combining linguistic skills with the ability to interact effectively in diverse cultural contexts. This model underscores the importance of reflecting on one's own cultural beliefs and understanding cultural differences to achieve effective communication. Applying this approach in the classroom enables students to develop skills that transcend language learning, preparing them to interact meaningfully in a connected world. This framework highlights the symbiotic relationship between language and culture, where understanding cultural nuances enhances linguistic proficiency and vice versa.

This author defines that the framework of intercultural communicative competencies helps to combine the intercultural skills of students. It also emphasizes the need to combine linguistic skills in which they can interact in various contexts. This author's model highlights the importance of being able to reflect on cultural beliefs to grasp of better way the cultural differences of the students, in turn, achieve good communication, it also allows students to develop improvements in learning English as a foreign language, preparing them to feel more confident when communicating and have a better connection between language and culture.

2.2.1.3 Constructivist Perspectives

Constructivism holds that learning is more meaningful when contextualized. According to Kramsch (2012), integrating cultural elements into EFL classrooms not only makes lessons more relevant but also prepares students to interact in a globalized world. This approach also fosters active learning, where students construct knowledge from their own experiences and reflect on the impact of culture

on language and communication. Constructivist teaching emphasizes the importance of real-world applications and encourages learners to draw connections between their cultural backgrounds and the material being studied, thus deepening their engagement and comprehension.

This author lets us know that constructivism is a way to contextualize cultural integration in English classrooms, making them have more relevant lessons that are attractive to students, and preparing them so that they can interact in a globalized world. It also helps students reflect on their interculturality through their experiences. Constructivism encourages students to learn through the real world so that teaching is a little more realistic and easier to understand, since by associating it with our cultures, the connection improves.

2.2.2 Benefits of Cultural Integration in the Classroom.

2.2.2.1 Increased Motivation and Student Engagement.

Studies such as those by Xiaowei (2021) and Rahaya (2023) have shown that students feel more valued and engaged when content reflects their cultural identities. This enhances their active participation, understanding of linguistic concepts, and confidence in learning. Additionally, this cultural connection reinforces the relevance of the content, helping students view language learning as useful and applicable to their daily lives. When students see their experiences mirrored in the curriculum, it fosters a sense of inclusion and belonging that motivates them to participate more actively, contributing to a more dynamic and interactive classroom environment.

Exposure to diverse cultures in the classroom fosters empathy, respect, and tolerance essential skills for interaction in multicultural contexts. Ladson-Billings (1995) highlights that these competencies also contribute to students' personal and social development. By learning to value cultural differences, students are better prepared to collaborate in a diverse world, strengthening their conflict-resolution skills and relationship-building abilities. This process not only enhances their academic performance but also equips them with the tools needed to navigate complex social dynamics, both locally and globally.

In my opinion, these studies help students have a better integration culture in the classroom by having active participation and understanding better the linguistics concepts, such as experiencing each student with your culture or belief, in the other say Ladson-Billings (2012) process helps your social development, in other hands, the exposure to the diverse culture in the classroom fosters empathy between all students, respect and tolerance to realize the activity development skills for interaction in multicultural contexts.

2.2.3 Pedagogical Strategies for Cultural Integration.

2.2.3.1 Use of Authentic Materials.

The author Devinta Puspita Ratri (2024) suggests that materials such as local literature, music, and art allow students to connect language learning with their everyday contexts, making it more meaningful. Furthermore, the use of authentic materials promotes greater participation by making students feel represented in the content, generating a higher interest in exploring language and culture in an

integrated way. These materials, which include traditional stories, contemporary media, and historical texts, also serve as tools for developing critical thinking by encouraging students to compare and contrast cultural perspectives.

Creating audiovisual content in English is considered a fun way to learn a foreign language through culture. Since May 2015, English students at the Metropolitan University of Ecuador have been producing homemade videos as part of their learning process, created short audiovisual videos to enhance communication skills, while reinforcing awareness of our own culture. In preparation for these activities, students are constantly exposed to topics related to American and British cultures. They have the possibility of watching videos and carrying out understanding activities about the customs of England and the United States... Likewise, they get involved in debates about the discrepancies between what they see in the videos and what they consider to be their own culture. Rivas (2023)

Between these two paragraphs narrated by their different authors, it is considered that both involve that materials such as music, art or literature help students feel more motivated when learning English as a foreign language in the classroom, than that they feel a better cultural connection this helps enhance their skills since they can tell stories or cultural experiences.

2.2.3.2 Collaborative Activities and Culture-Based Projects.

Collaborative learning enables students to explore and share their cultural perspectives, fostering mutual understanding. Examples include intercultural

debates, theatrical performances, and research projects on local and international cultures. These activities also strengthen teamwork skills and promote an environment of respect and appreciation for diversity within the classroom. By working together on culturally themed projects, students gain insights into their peers' backgrounds, breaking down stereotypes and building lasting connections beyond the classroom.

I consider this part important because all students explore cultural perspectives for middle intercultural debates or some project, and they work together on culturally or belief-themed projects, for the students, this topic is interesting and also helps they knowledge more about the different feelings of partner in the English language as a foreign Classroom to teamwork creating a connection that extend with big knowledge.

2.2.3.3 Cultural Immersion Programs.

Exchange and immersion programs provide firsthand experiences that enrich cultural understanding and strengthen language skills. These experiences allow students to interact directly with native speakers and immerse themselves in a diverse cultural environment, improving their fluency and confidence in using the language. Immersion programs also enable students to experience cultural practices and traditions firsthand, deepening their appreciation for diversity and fostering lifelong skills in cultural adaptability and empathy.

2.2.4 Challenges and Limitations of Cultural Integration.

2.2.4.1 Insufficient Teacher Training.

One of the main obstacles is the lack of adequate training for teachers in culturally relevant pedagogy. This can limit their ability to implement inclusive strategies effectively. Developing training programs that equip teachers to identify and address their students' cultural needs is necessary to promote a more equitable education. Additionally, continuous professional development is crucial to help educators stay updated on best practices and adapt to the evolving needs of diverse classrooms. Another part is also the curriculum of the institutions that have a plan that the teacher needs to comply with. Therefore, teachers cannot implement cultural integration or use games in classes to motivate students.

The contribution of these two authors Villegas & Clewell (2001) considers that the teacher is the main figure in the classroom who must have good skills to communicate with students from different cultures, he must also be prepared for the problems that may occur within the classroom, and that the students feel confident and respected so that they can develop participation skills.

2.2.4.2 Scarcity of Educational Resources.

The lack of diversified and accessible materials hinders classroom cultural integration, especially in contexts with budgetary constraints. Providing resources that reflect cultural diversity is essential to ensure that all students can benefit from inclusive and contextualized education. Schools and educational institutions must prioritize investment in culturally representative teaching materials and leverage

technology to bridge resource gaps by accessing global content.

2.2.4.3 Resistance to Change.

Cultural prejudices and stereotypes, both among teachers and educational communities, can be significant barriers to adopting inclusive practices. Addressing these resistances requires awareness-raising, training, and a consistent commitment from educational institutions and their leaders. Overcoming these barriers often involves creating open dialogues about diversity and inclusion, fostering a culture of acceptance and mutual respect within the school community.

Keeping up with educational advancements is crucial for addressing and overcoming obstacles of cultural diversity. Particularly when dealing with multicultural environments, teachers need to be ready to adjust to various values and communication styles, and successfully incorporate them into their teaching practice, Spinthourakis (2006). However, there is notable resistance among teachers regarding the importance of multiculturalism in education. A lot of educators are not persuaded that the multicultural approach is important for fostering social cohesion or academic skill development. Due to a lack of funding, time, or expertise, even people who acknowledge the advantages of multicultural education have reservations about its suitability for use in the classroom. Some teachers openly state that they are unfamiliar with the principles and practices of multicultural education, while others complain that compliance with traditional academic standards occupies all their time, preventing them from implementing more inclusive and diverse approaches. For teachers to successfully incorporate multicultural education into

their daily job, there is a need for increased awareness, training, and support.

2.2.4.4 Previous Studies and Current Context.

Recent research in Latin America and Southeast Asia has highlighted how integrating local culture into English teaching enhances students' sense of identity and belonging, Devinta Puspita Ratri (2024). In the Ecuadorian context, there is a growing need to develop strategies that reflect the country's cultural diversity, leveraging its unique traditions and values to enrich learning. These studies emphasize that recognizing and celebrating diversity benefits students not only academically but also in their holistic development as global citizens. By connecting educational practices to local realities, these initiatives create a bridge between global competencies and regional identities, offering students a well-rounded educational experience.

2.2.4.5 Conclusion of the Theoretical Framework.

Cultural integration in EFL classrooms is essential for creating inclusive and meaningful learning environments. This theoretical framework provides the foundation to investigate how culturally relevant strategies can transform the educational experience, improving both academic success and students' intercultural competencies. Additionally, it highlights the importance of training teachers and providing adequate resources to ensure that educational practices effectively address cultural diversity. By embracing and incorporating cultural diversity into the curriculum, educators can foster a learning environment that prepares students for

the challenges and opportunities of a globalized world while celebrating their unique cultural identities.

2.3 Legal basis.

A legal framework that encourages interculturality and respect for cultural diversity supports cultural integration in EFL classes in Ecuador. Enacted in 2011, the Organic Law on Intercultural Education (LOEI) lays forth the rules and concepts necessary to guarantee inclusive, egalitarian education that respects students' cultural identities. This law acknowledges the value of promoting intercultural communication and creating a society that is more equitable and courteous. The LOEI's most pertinent articles that back up studies on cultural integration in EFL classes are listed below:

Art. 1.- Purpose.

This Law aims to regulate the National Education System with an intercultural and plurinational vision by the country's geographical, cultural, and linguistic diversity and with full respect for the rights of communities, peoples, and nationalities. The National Education System is based on the integral protection of rights, health, risk management, physical culture and sport, art, culture and information, science, technology, innovation and ancestral knowledge, and production.

Article 2: Principles of intercultural education.

This article states that the education system should promote interculturality, dialogue between cultures, and respect for diversity. The proposed research directly aligns with this principle, as it seeks to integrate students' cultures into the English classroom, fostering an inclusive and respectful environment.

Article 6: Rights of students.

This article guarantees the right of students to a quality education that respects their cultural identity. The proposal to integrate cultural elements in the EFL classroom ensures that students feel represented and valued, contributing to their motivation and academic performance.

Article 27: Intercultural bilingual education.

Although this article focuses on bilingual education (Spanish-ancestral languages), its spirit of valuing and promoting local cultures can be extended to the teaching of English. The proposed research seeks to incorporate students' cultures into English learning, thereby reinforcing cultural identity and promoting interculturality.

Article 47: Teacher training.

This article states that teachers should receive continuing training to meet the needs of intercultural education. The proposal includes training workshops for teachers to learn how to integrate cultural elements into their classes, which is in line with this article.

Article 55: National curriculum.

This article mentions that the curriculum should be flexible and adapted to the cultural realities of students. The proposed research suggests the use of authentic materials and cultural activities that reflect the diversity of students, which is consistent with this curricular principle.

Article 85: Educational Evaluation.

This article states that the assessment must be comprehensive and take into account cultural aspects. The proposal includes student surveys and reflections to measure the impact of cultural activities, which aligns with this evaluative approach.

In conclusion, the LOEI offers a strong legal foundation that encourages cultural integration in EFL classes and fosters inclusive learning that values cultural variety. These guidelines serve as the foundation for this study, which aims to advance the creation of more equal and successful teaching methods in Ecuador.

3 Methodology.

The current study utilized a mixed-methods research design. This approach entails gathering and analyzing both quantitative and qualitative data to offer a more thorough response to the research questions, Creswell (2009). Qualitative interviews will be conducted with teachers to gain a deep understanding of their experiences and challenges in integrating cultural elements into their teaching. Following this, quantitative surveys will be administered to students to measure the prevalence and impact of these experiences on their participation and learning outcomes, which will be conducted online on Google

Forms with the students.

This study examined the experience and engagement of students in the classroom, also the experience or challenge of the teacher in the classroom for the culture integration for better teaching. The central research question guiding this investigation is:

- How do students perceive and experience the cultural integration strategies that teachers use to address cultural diversity in the classroom, and how do these strategies affect their participation?
- What challenges do students face when teachers adopt their teaching methods to include cultural elements and develop culturally responsive teaching practices?
- What is the relationship between cultural integration and student engagement, including how cultural integration influences students' sense of belonging, motivation, and academic performance in the classroom?

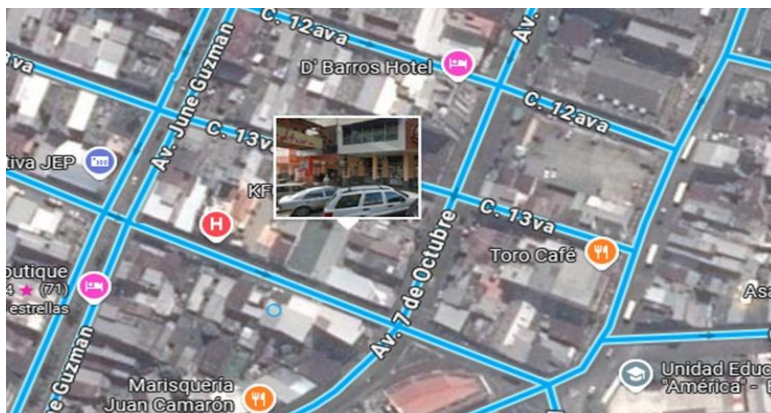
3.1 Participant and setting.

This study was carried out at the institution “World English” between January and February 2025. It focused on 6 students aged since 15 to 18, I used with them one survey for analysis the participation and teaching of each student with culture integration in the classroom, also participated 2 teacher one is of institute and another intervention is one teacher him work in the university with they used that interview for collect data about experiences, strategies and challenges that encounter when they want to integrated culture in classroom. Moreover, each student is at B1, an intermediate level according to the

Common European Framework of Reference for Languages (CEFR).

The World English Institute in Quevedo, Ecuador, is where this study was carried out. The institution is located in the downtown area at the Victoria Aventura Plaza Shopping Center. Using the coordinates latitude: $1^{\circ}01'43''\text{S}$ and longitude: $79^{\circ}28'05''\text{W}$, **Figure 1** depicts the site.

Figure 1. shows the geographical location



3.2 Date Collection.

During the data collection for the survey, we could only observe without intervening, as it was a non-participant observation. This approach, as noted by Martyn Hammersley (2019), prevents active involvement in the classroom, ensuring that the observed behaviors are not influenced. Furthermore, according to Hopkins (2017), this type of observation allows for the objective documentation of teacher-student interactions without altering or modifying those behaviors.

3.2.1 Observation guide.

The purpose of the observation guide is to assist me in conducting classroom observations alongside the teacher. It serves as a tool to identify areas for improvement and to provide recommendations for enhancing the class. Additionally, it helps me analyze the students' behavior, including their emotions, attitudes, level of participation, and forms of expression, to gain a deeper understanding of the classroom dynamics. Furthermore, this guide is divided into four parts: the first, personal information and the second, is to know the aspects to observe as emotions or attitudes of the students in the class also observe the motivation to participate in classes or if the group does not participate, in the third part I dedicated it to the observation of the teacher in which I observed how he integrates his tools or how he encourages students to participate in their classes also what resources he normally uses at the beginning or end of his class, in the fourth was the observation of the classroom environment if there are cultural materials or if there are extracurricular activities that involve cultural issues and finally I have the global evaluation in which I wrote a recommendation that could be made to improve the class.

3.2.2 Survey.

The survey includes 10 questions about students' experiences in the classroom with their teachers, focusing on aspects such as teaching methods and the integration of cultural elements. The goal is to gather insights into how each student feels about these practices and to understand individual perspectives, such as whether a student feel included, engaged, or supported in the learning environment. This survey sought to obtain results on students' experiences when integrating learning with cultural themes in the classroom.

3.2.3 Interview.

This interview consists of 10 open questions for 2 teachers, one teacher is from the institute and the other teacher is from the University, what we wanted to know is how teachers through their experiences in the classroom integrate cultural themes in classes or create activities, also to know what materials they use to achieve this and why they do not integrate the culture, otherwise what are their challenges with the participation of the students.

4 RESEARCH RESULTS AND DISCUSSION

4.1 Data Analysis

4.1.1 Observation Guide

The observation guide aims to evaluate the impact of cultural integration on students' motivation, participation, and understanding in English as a foreign language class, conducted over three weeks in-person to modality. During the observation, it was evident that students showed greater interest and motivation when topics were related to their own culture or aspects of English-speaking countries' cultures, suggesting that integrating these elements significantly improves their participation. However, although some students managed to communicate in English, many alternated with their native language, and the use of cultural expressions in English was infrequent, indicating a need for greater exposure to these elements.

Regarding the teacher's strategies, it was observed that cultural examples were occasionally used to facilitate teaching, such as the comparison between Ecuador and Venezuela to explain the Present Perfect, although it is recommended to incorporate more interactive dynamics like games “Simon Says” and role plays to encourage participation.

Concerning the classroom environment, there was a limited presence of visual materials reflecting cultural diversity and few extracurricular activities focused on this aspect, representing an opportunity for improvement. To strengthen cultural integration, it is recommended to use authentic resources such as videos, music, movies, and podcasts to enhance linguistic immersion, promote debates on cultural topics, increase the presence of cultural references in class discussions and examples, and promote extracurricular activities like conversation clubs and film forums.

Cultural integration positively impacts students' motivation and learning, but its implementation needs to be reinforced through more dynamic and inclusive strategies that allow for greater interaction and appropriation of the English language in diverse cultural contexts.

4.2 Result Survey

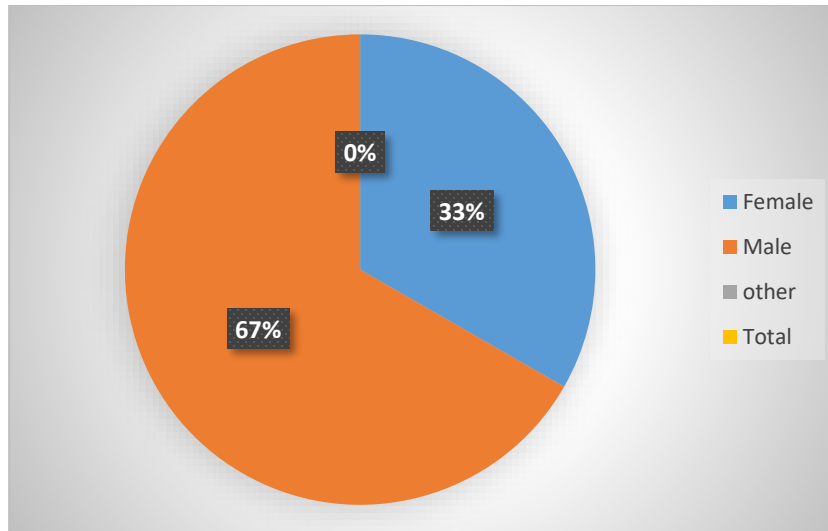
The objective of this survey is to investigate the role of cultural integration in improving student participation and learning outcomes in classrooms. Therefore, the survey was conducted in a private institute with six students. Conversely, the survey was in Spanish, with a higher number of female participants and lower numbers of male participants.

Table 1. Genre participants.

Genre	Students	Percent
Female	2	33.3%
Male	4	67.0 %
Other	0	00.0%
Total	6	100%

Note: Adapted from surveying students.

Figura 2.



Note: The graph represents the genre student

First, they were asked whether they consider cultural integration important in language learning. Most responded affirmatively, arguing that it facilitates communication, fosters confidence, and helps understand the language better by learning about its customs and history. However, one person mentioned that they were not familiar with the topic. Moreover, most students consider cultural integration in the English classroom important for improving communication and confidence.

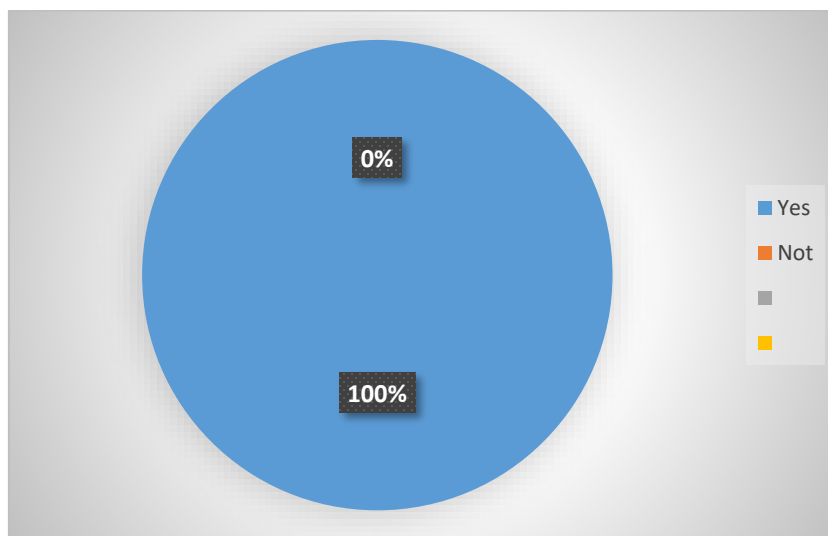
Table 2. Results on the Importance of Cultural Integration in the English Classroom.

Response	Frequency	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Note: *Adapted from surveying students.*

Figura 3.

Results on the Importance of Cultural Integration in the English Classroom.



Nota: *The graph represents student responses*

Students highlight that cultural integration not only facilitates communication but also enhances language comprehension. Therefore, the majority of students consider that cultural integration also helps with the independent study of each student's culture, making learning more interesting and less confusing, however, one student responded that he does not know about the subject, in **Table 3** is represented the result.

Table 3. Reason for Considering Cultural Integration Important.

Reason	Frequency
Facilitates communication and confidence.	2
Helps understand the language better.	2
Lacks knowledge on the topic.	1
Aids in classroom objectives.	1
Total	6

Note: *Adapted from surveying students.*

The students consider that their cultural origin is respected and valued by their teachers, 33.3% totally agree, the other 33.3% agree that their cultural origin is valued in the classroom. Finally, the other 33.3% consider this to be neutral for the reason that sometimes they do not feel that their cultural origin is valued or respected by their teacher.

Next, you can see Table 4 and Figure 4.

Table 4. Considers that his cultural origin is valued.

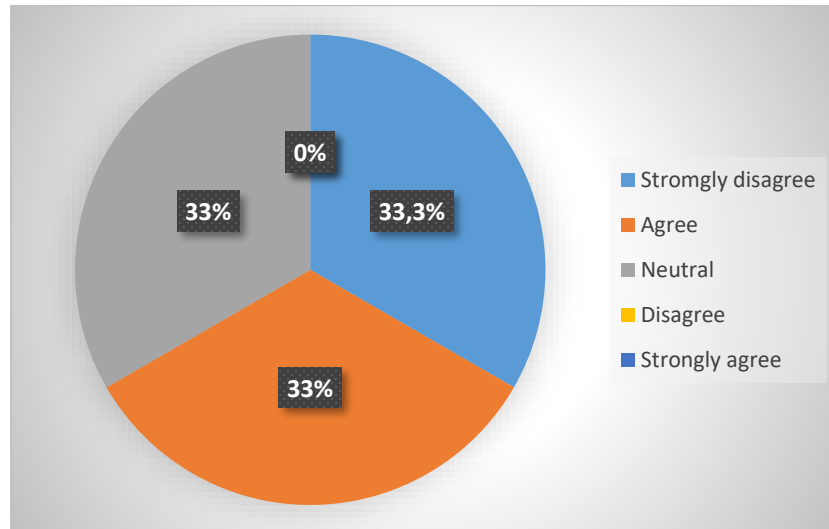
Response	Frequency	Percentage
Strongly disagree	2	33,3%
Agree	2	33.3%
Neutral	2	33,3%
Disagree	0	0
Strongly agree	0	0

Total	6	100%
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Note: Adapted from surveying students

Figure 4.

Considers that his cultural origin is valued



Note: Adapted from surveying students

Most students feel comfortable participating in class discussions, it can be said that 33.3% rarely feel comfortable. Furthermore, 16,7% of them never feel comfortable participating in class discussions, while 33,3% rarely feel comfortable participating in class discussions, and the other 16,7% always feel comfortable participating in class discussions, I believe this is because some students do not feel confident enough to participate in the classes. **Table 5** and **Figure 5**

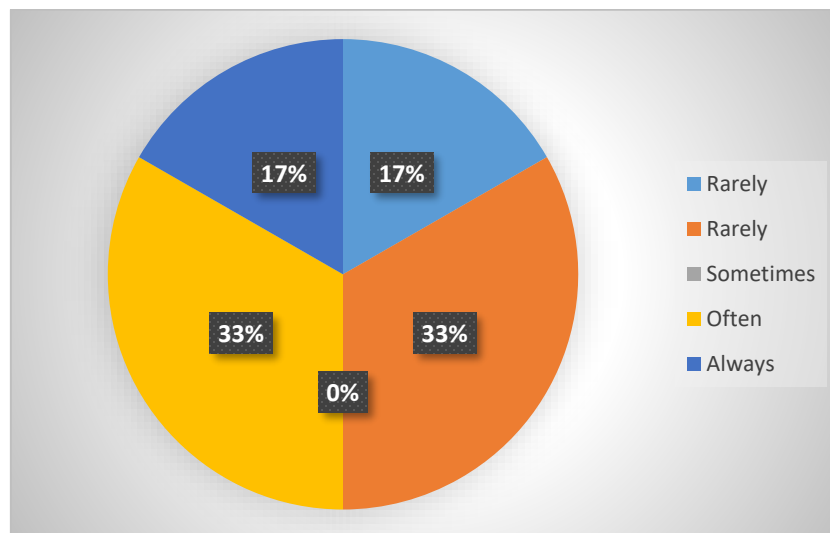
Table 5. Comfort in Participating in English Class Discussions.

Response	Frequency	Percentage
Never	1	17%
Rarely	2	33,3%
Sometimes		0%
Often	2	33,3%
Always	1	17%
Total	6	100%

Note: *Adapted from surveying students*

Figure 5.

Comfort in Participating in English Class Discussions



Note: *Adapted from surveying students*

On teaching methods, students were asked if these were relevant to their cultural background, with six responses gathered. Meanwhile, 50% of respondents agreed to use

culture-based learning methods, while 33.3% of respondents were neutral, and 17% disagreed with the use of culture-based learning methods. Table 6 and Figure 6.

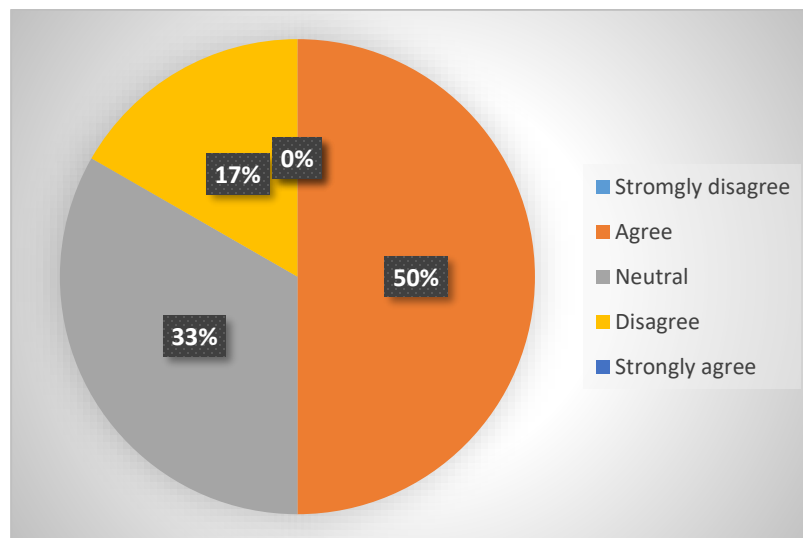
Table 6. Use of Teaching Methods Relevant to Cultural Background.

Response	Frequency	Percentage
Strongly disagree	0	0%
Agree	3	50%
Neutral	2	33,3%
Disagree	1	17%
Strongly agree		0%
Total	6	100%

Note: Adapted from surveying students

Figure 6.

Use of Teaching Methods Relevant to Cultural Background



Note: *Adapted from surveying students*

Additionally, they were asked about the difficulties they face in culturally integrating into English classes. The 17% of them considered that some responses highlighted the need for more participation, confidence, and practical activities such as games and debates. The 33,30 % of them considered that lack of involvement and practical activities were the main obstacles to cultural integration in the classroom. **Table 6**, and **Figure 7**.

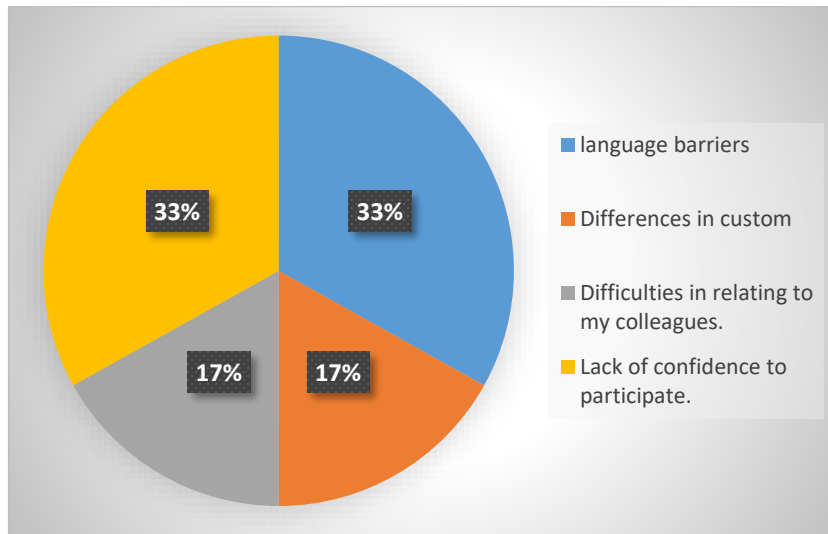
Table 7. Difficulties in Culturally Integrating into English Classes.

Difficulty	Frequency
Language barriers.	2
Differences in custom.	1
Difficulties in relating to my colleagues.	1
Lack of confidence to participate.	2
Total	6

Note: *Adapted from surveying students*

Figure 7.

Difficulties in Culturally Integrating into English Classes



Note: Adapted from surveying students

Regarding classroom improvements to foster interest and cultural integration, students suggested creating a more trusting environment without judgment of accents or pronunciation, increasing class hours, encouraging more practical activities, and improving classroom dynamics. Meanwhile, one student considered that:

“Participate in a class that is aware of the students and their culture, giving the possibility of improving confidence and treatment to achieve better learning, where their accent or phonetics are not judged.”(Student, 2025)

Table 8. Aspects to Improve in the classroom to Promote Cultural Integration

Aspect to Improve	Frequency
Create a trusting environment.	2
Increase class hours for the subject.	1
More participation and confidence.	1
More practical activities.	1

Total	6
--------------	----------

Note: Adapted from surveying students

Most students believe the teacher effectively creates a receptive environment, though two students disagree. It could be analyzed as follows, 50% consider their teacher effective in creating a culturally-responsive learning environment, while 33.3% only consider a neutral response, and 17% agree.

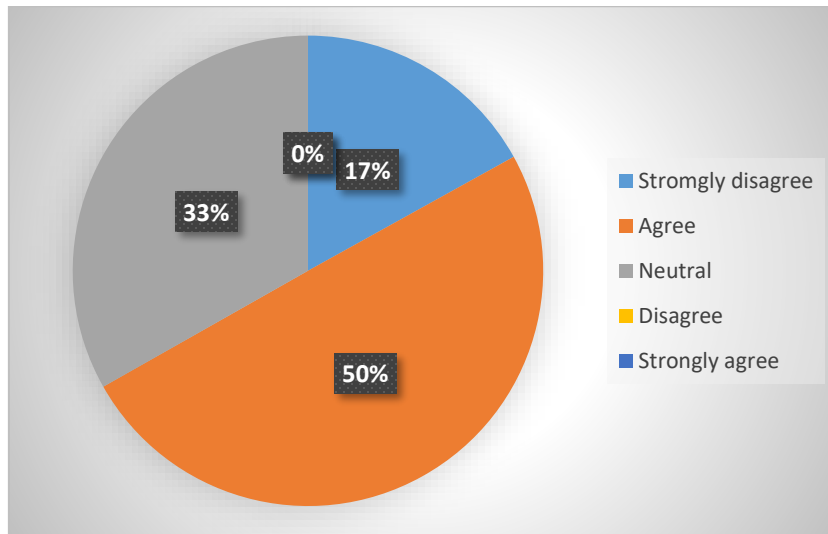
Table 9. Effectiveness of the Teacher in Creating a Culturally Responsive Learning Environment.

Response	Frequency	Percentage
Strongly disagree.	1	17%
Agree.	3	50%
Neutral.	2	33,3%
Disagree.	0	0%
Strongly agree.	0	0%
Total	6	100%

Note: Adapted from surveying students

Figure 8.

Effectiveness of the Teacher in Creating a Culturally Responsive Learning Environment



Note: Adapted from surveying students

Concerning the teacher's effectiveness in creating a culturally responsive learning environment, six students shared their opinions. They were also asked whether the inclusion of cultural topics contributes to a better understanding of diverse perspectives in the learning process, with six responses collected. Five out of six students believe that cultural integration contributes to better language comprehension.

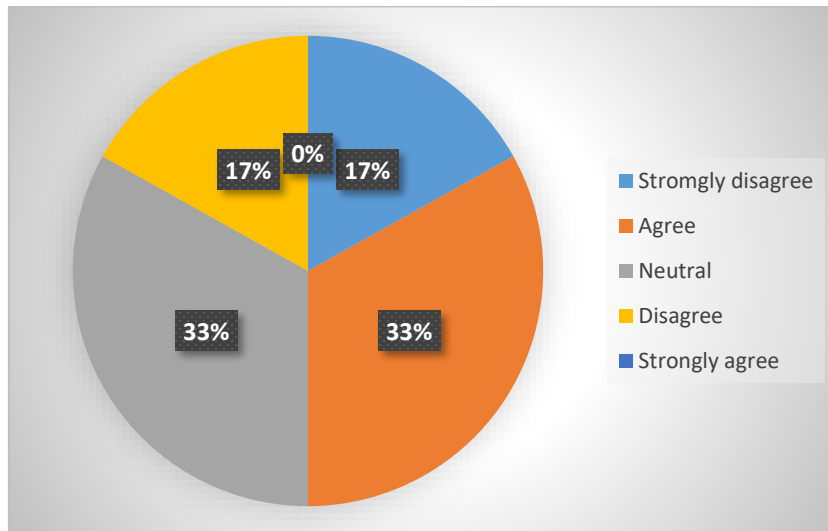
Table 10. Contribution of Cultural Integration to Language Comprehension

Response	Frequency	Percentage
Strongly disagree.	1	17%
Agree.	2	33,3%
Neutral.	2	33,3%
Disagree.	1	17%
Strongly agree.	0	0%
Total	6	100%

Note: Adapted from surveying students

Figure 9

Contribution of Cultural Integration to Language Comprehension



Note: Adapted from surveying students

Most students believe that including cultural topics increases motivation and participation in class. Finally, students were asked if cultural topics increase their motivation and participation in class. Five students responded, mentioning that learning becomes more dynamic and engaging. However, one person stated that these topics do not always motivate them. Lastly, they were asked what cultural aspects they would like to see more of in class activities, with six responses recorded.

Table 11. Influence of Cultural Topics on Motivation and Participation

Response	Frequency
Yes, because in this way learning is achieved with dynamic information, which leads to a	1

better learning environment and makes it more interesting.

Yes, because it encourages one to learn. 1

Motivation to learn more and demonstrate

what we know. 1

Yes. 2

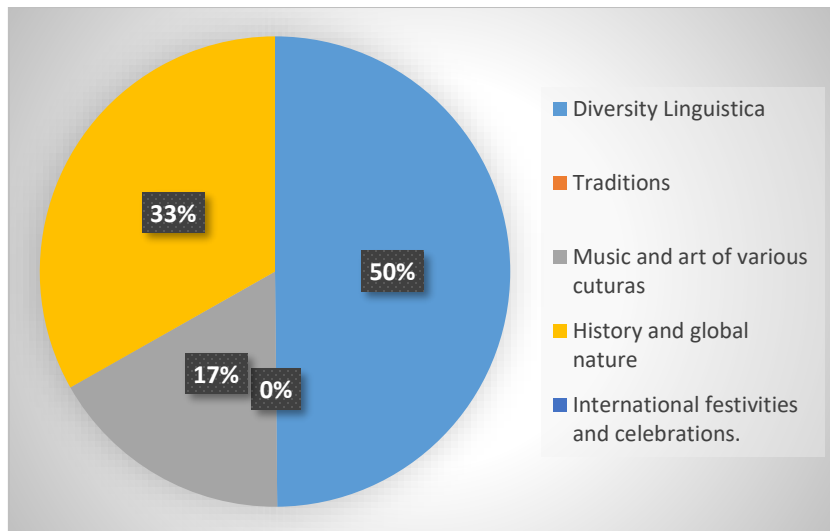
Not always motivating. 1

Total	6
--------------	----------

Note: Adapted from surveying students

Figure 11.

Influence of Cultural Topics on Motivation and Participation



Note: Adapted from surveying students

4.3 Result Interviews.

In this interview, two teachers share their experiences and strategies for incorporating cultural aspects into their English classes, highlighting the challenges they face, the methodologies they use, and the impact these practices have on student motivation and academic performance. Through their responses, the importance of creating an inclusive and respectful environment, where cultural diversity is valued and celebrated, becomes evident.

Table 12. Results of interview

Questions	Teacher 1	Teacher 2	Opinion
<p>1. What are the main difficulties you have encountered when trying to incorporate cultural elements into your teaching methodology for English as a foreign language in the classroom?</p>	<p>Some students may have difficulty understanding and accepting cultural aspects that are very different from their own. This requires a thoughtful and patient approach, and often involves discussing and reflecting on cultural differences rather than simply presenting the information.</p>	<p>Lack of time. Teaching programs are often very focused on linguistic aspects (grammar, vocabulary, communication skills), which leaves little room to include cultural aspects in depth.</p>	<p>Teachers identified several difficulties when trying to incorporate cultural elements into their English classes. One of the main barriers is the lack of time, as teaching programs are often heavily focused on linguistic aspects: grammar, vocabulary, communication skills, leaving little room to delve into cultural aspects. Additionally, some students may struggle to understand and accept cultural elements that are very different from their own, requiring a sensitive and patient approach.</p>

<p>2. Have you noticed any changes in your students' engagement and academic performance when you adapted your teaching methods to include cultural elements? Could you share some examples?</p>	<p>Because most of the books used to teach English in our Spanish-speaking countries are not completely adapted to the environment in which our students live, I consider these points to be important, such as modifying the materials a little to adapt them to the student's needs, also the incorporation of multicultural content such as students telling me their beliefs or traditions on certain occasions, another strategy that also helps me is the use of technology in classes such as the use of intercultural videos from other countries.</p>	<p>Increased motivation and engagement. By integrating cultural elements, students feel more interested and connected to the content.</p>	<p>In my opinion, teachers work hard to make classes more inclusive and meaningful for all students. They adapt materials to be more relevant, include multicultural content to celebrate diversity, and encourage collaborative activities where students share their cultural experiences. Using technology to present cultures interactively and focusing on intercultural skills like empathy and communication not only make learning more accessible but also prepare students for a globalized world. I believe these practices are essential for creating a more equitable and respectful education that values differences.</p>
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<p>3. How do you select the cultural materials you use in your lessons and what criteria do you consider most important (e.g. relevance, authenticity or accessibility)?</p>	<p>By including topics and materials that reflect my students' cultures, I have seen an increase in their interest and motivation. When students see that their cultures and experiences are valued and represented in the classroom, they feel more connected and engaged in learning. This is reflected in increased participation in class discussions and in the quality of their written work.</p>	<p>Interests and context. These should be aligned with students' interests, hobbies, or concerns. This can increase motivation and interest in learning. For example, popular English songs and movie clips can be effective.</p>	<p>Teachers observed an increase in student motivation and engagement when cultural elements were integrated into classes. Students feel more connected to the content when they see their cultures and experiences valued and represented in the classroom. This is reflected in greater participation in discussions and the quality of written work.</p>
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<p>4. What strategies do you use to address potential cultural conflicts or misunderstandings that may arise between students of different cultural backgrounds in the classroom?</p>	<p>To select materials that are not only informative, but also inspiring and enriching for students, I take into account the following criteria:</p> <p>Relevance: If the materials are not aligned with the interests and experiences of my students, the focus and attention necessary for meaningful learning will not be achieved.</p> <p>Accessibility: It is important that materials are accessible to all students, regardless of their level of language proficiency. This means that they must be understandable and usable without causing frustration.</p> <p>Interactivity: I prefer materials that promote interaction and active participation by students. This includes activities and resources that encourage discussion, collaboration, and critical thinking.</p>	<p>Clear rules of respect. Create a safe space. Encourage students to share their cultural experiences, making sure that the classroom is a space where they feel safe to express their opinions without fear of being judged or ridiculed.</p>	<p>Teachers select cultural materials based on criteria such as relevance, authenticity, and accessibility. It is important that the materials align with students' interests and experiences to make learning meaningful. Materials that promote interaction and active participation are also prioritized, such as popular songs, movie clips, and activities that encourage critical thinking.</p>
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<p>5. Have you observed differences in students' motivation or academic performance when using local versus international cultural elements? Can you give examples?</p>	<p>-Foster an environment of respect -Continuous reflection and learning about their own cultural experiences and prejudices. -Mediation and conflict resolution. -Incorporate intercultural education</p>	<p>Personal connection. Students often feel more motivated when content is related to their own life and context. They compare local cultural elements and see the direct relevance of the language in their everyday environment.</p>	<p>To address potential cultural conflicts or misunderstandings, teachers foster an environment of respect and reflection. Students are encouraged to share their cultural experiences in a safe space where they feel valued and respected. Additionally, mediation and conflict resolution are promoted through intercultural education.</p>
<p>6. What role do you think extracurricular activities, such as cultural workshops or thematic events, play in cultural integration within language learning?</p>	<p>Yes, I have observed noticeable differences in students' motivation and academic performance when I use local cultural elements versus international cultural elements. When I incorporate local cultural elements, students tend to show a higher level of engagement and enthusiasm. At the same time, incorporating international cultural elements enriches their understanding of the world and promotes an open and global mindset.</p>	<p>These activities allow students to live and experience culture in an active way, far beyond the theory that can be taught in the classroom.</p>	<p>Teachers noted that students tend to show higher levels of participation and enthusiasm when local cultural elements are used, as these are more related to their lives and context. However, the inclusion of international cultural elements is also important, as it enriches their understanding of the world and promotes a global mindset.</p>

<p>7. How do you adapt your assessment methods to include aspects related to cultural integration in English learning?</p>	<p>Extracurricular activities, such as cultural workshops or themed events, are essential for cultural integration in language learning. These activities offer unique opportunities for students to experience and actively participate in authentic cultural contexts, which enriches their understanding and appreciation of other cultures. They help foster cultural immersion, enhance students' social skills, and increase their motivation to communicate while also improving academic learning.</p>	<p>Assignments based on intercultural research. Students can complete projects in which they investigate aspects of an English-speaking culture and compare the culture of their own country with the culture of the country whose language they are learning.</p>	<p>Extracurricular activities, such as cultural workshops or themed events, play a fundamental role in cultural integration. These activities allow students to experience and actively participate in authentic cultural contexts, reinforcing their academic learning and developing social and communication skills.</p>
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<p>8. What specific challenges have you faced when trying to promote cultural integration in classrooms with students who have widely varying language abilities, and how have you overcome them?</p>	<p>For the oral part, I usually organize discussions on cultural topics so that the children can then share their opinions. In this activity, I can evaluate their fluency and precision when speaking, and you can also see the expressions that the children use to share their opinions. For listening comprehension and reading, I use audios and send them to read short texts so that they can then share their ideas or the cultural aspects that they could see in the text.</p>	<p>Students with a low level of English may feel frustrated or excluded during activities that require oral or written comprehension and production in English. For example, in debates or cultural discussions, lower level students may be assigned to simpler roles, such as sharing key phrases or vocabulary.</p>	<p>Teachers adapt their assessment methods to include aspects related to cultural integration. This includes oral assessments, such as debates on cultural topics, and content creation tasks, where students create their cultural materials in English. Assessments of listening and reading comprehension are also used, based on authentic texts and audio that address different cultural aspects.</p>
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<p>9. How do you perceive that cultural integration in your teaching contributes to the development of intercultural competences in students, and how do you evaluate this development throughout the course?</p>	<p>The biggest challenge is being able to adjust the material and activities so that students can understand what I want to explain to them and have motivation to learn. Another part is the evaluation; I have to make it more flexible so that it is understandable for each student. The last point would be that I always try to make the environment inclusive for all students and I look for ways to make myself understood.</p>	<p>Through activities that explore traditions, customs, and values from different cultures, students learn that there is no single way to communicate or interpret the world, which broadens their global perspective. Students may be assessed on their ability to identify cultural norms in communication situations, whether oral or written, through role plays or case analyses.</p>	<p>One of the biggest challenges is adjusting materials and activities to make them accessible and understandable for all students, regardless of their language proficiency level. Teachers have overcome this challenge by assigning simpler roles to lower-level students, such as sharing key phrases or vocabulary, and by creating an inclusive environment where everyone feels valued.</p>
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<p>10. How do you perceive that cultural integration in your teaching contributes to the development of intercultural competences in students, and how do you evaluate this development throughout the course?</p>	<p>Cultural integration in my teaching contributes significantly to the development of intercultural competences in students. These competences include the ability to understand, respect and value cultural differences, as well as the ability to communicate effectively in multicultural contexts.</p>	<p>Cultural integration in teaching not only enriches learning, but also prepares students to live and work in a diverse world. Assessment of these competencies should be ongoing and tailored to course objectives, ensuring that students develop a deep understanding and practical skills for intercultural interaction.</p>	<p>Cultural integration in teaching significantly contributes to the development of students' intercultural competencies. These competencies include the ability to understand, respect, and value cultural differences, as well as the ability to communicate effectively in multicultural contexts. Teachers assess this development through activities that explore traditions, customs, and values of different cultures, and through role plays or case analyses.</p>
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Furthermore, both teachers agree that cultural integration in EFL classes is essential to increasing student motivation and engagement. However, they face challenges such as lack of time, difficulty adapting materials to different levels of language proficiency, and some students' reluctance to accept cultural differences. To overcome these challenges, they employ strategies such as the use of authentic materials, collaborative activities, and the creation of a respectful and safe classroom environment. Furthermore, extracurricular activities and intercultural research projects are key tools for fostering cultural integration and developing intercultural competencies in students.

4.4 Discussion.

This research is based on the contribution of various authors who have explore cultural integration in teaching English as a foreign language. Furthermore, the theoretical and empirical perspectives supporting this study are discussed, highlighting their relevance to the Ecuadorian context.

The author Ladson-Billings proposes that teaching should value students' cultural backgrounds as educational assets. This perspective is crucial for the present study, as the results demonstrate that students feel more motivated and engaged when the content reflects their cultural experiences. For example, in the surveys administered, 100% of the students considered cultural integration important, arguing that it facilitates communication and strengthens their confidence. These findings support Ladson-Billings' idea that linking academic content to students' cultural experiences improves their participation and performance.

The author Byram emphasizes the importance of combining linguistic skills with the ability to interact in diverse cultural contexts. This theoretical framework is essential for understanding the results of this study, where it was observed that students developed greater empathy and tolerance toward other cultures when participating in activities such as cultural fairs or intercultural debates.

For instance, classroom observations showed that students were more interested when topics such as local traditions or international celebrations were discussed. However, challenges were also identified, such as a lack of fluency in English to express complex cultural ideas. This highlights the need to strengthen both linguistic and intercultural competencies, as suggested by Byram.

The author Kramersch argues that learning is more meaningful when culturally contextualized. This approach is reflected in the activities proposed in this study, such as creating stories based on local legends or researching technological innovations in different cultures. These activities not only improved students' vocabulary but also allowed them to construct knowledge from their own experiences.

Survey results support this perspective, as 83.3% of students stated that cultural topics make learning more dynamic and engaging. This demonstrates that by connecting English to relevant cultural contexts, students perceive the language as a useful and applicable tool in their lives.

Authors like Spinthourakis (2006) and Mejías (2023) warn about resistance to change in traditional educational settings. This study confirmed that a lack of teacher training and cultural biases are significant barriers. For example, one teacher mentioned that some students were reluctant to accept cultural practices different from their own, requiring a sensitive and reflective pedagogical approach.

5 CONCLUSIONES

In conclusion, the present research with the title “Enhancing Student Engagement Through Cultural Integration in English as a Foreign Language Classrooms”, has explored the impact of cultural integration on student motivation, participation, and academic performance in EFL classrooms. Through a mixed-methods approach, which included students' surveys, Teacher interviews, and classroom observations, significant results were obtained that highlight the importance of incorporating cultural elements in English teaching.

Firstly, it was evidenced that cultural integration in EFL classes significantly increases student motivation and engagement. When the content reflects students' cultural experiences, they feel more valued and connected to the learning material, which improves their language comprehension and confidence in using it. Additionally, the inclusion of cultural aspects fosters an environment of respect and empathy among students, promoting intercultural understanding.

However, the study also identified several challenges that limit the effectiveness of cultural integration in the classroom. Among these, the lack of time, insufficient resources, and inadequate Teacher training in culturally responsive pedagogies stand out. The participating teachers highlighted the need for more interactive and inclusive strategies, such as the use of authentic materials, collaborative activities, and cultural immersion programs, to Foster a deeper connection between study and the learning content.

Regarding pedagogical strategies, various culture-based activities were proposed, such as creating cultural fairs, researching traditions, and carrying out collaborative projects. These activities not only improved students' vocabulary and language skills but also promoted greater understanding and appreciation of cultural diversity.

Finally, this research underscores the importance of cultural integration in creating more equitable and engaging EFL classrooms. The results suggest that by incorporating cultural elements into English teaching, not only is language acquisition improved, but students are also prepared to interact in a globalized world, respecting and celebrating their unique cultural identities. To address the identified challenges, it is recommended to provide continuous professional development for teachers, increase Access to culturally diverse resources, and promote more Dynamic and inclusive teaching practices.

Furthermore, cultural integration in EFL classrooms is not only an effective tool for improving language learning but also a means to promote inclusion, respect, and intercultural understanding among students, preparing them to be conscious and empathetic global citizens.

6 Recommendations.

Provide workshops and continuous professional development programs for teachers to acquire skills in implementing culturally responsive strategies. This would include training in the use of authentic materials and creating an inclusive classroom environment.

Incorporate materials such as literature, music, films, and news articles that reflect the cultural diversity of students and English-speaking countries. This will help students connect language learning with their own culture and experiences.

Design group activities that encourage collaboration among students from different cultural backgrounds. For example, research projects on cultural traditions, cultural fairs, or intercultural debates.

Integrate cultural themes into the curriculum units, such as festivals, traditions, history, and values of different cultures. This can be done through specific activities that reinforce vocabulary and grammatical structures.

Organize cultural exchange programs, museum visits, cultural festivals, or extracurricular activities that allow students to experience and learn about other cultures firsthand.

Establish clear norms of respect and appreciation for cultural differences in the classroom. Foster a safe space where students feel comfortable sharing their cultural experiences and perspectives.

Leverage digital platforms and technological tools to present cultural content interactively. For example, use videos, podcasts, and apps that allow students to explore cultures in a dynamic way.

Include aspects related to intercultural competence in assessments, such as students' ability to understand and respect cultural differences. This can be done through presentations, projects, or debates on cultural topics.

Design activities that promote active student participation, such as role-playing, cultural simulations, or the creation of multilingual stories. This will help students feel more engaged and motivated.

Involve families and the community in cultural activities inside and outside the classroom. This can include parents participating in cultural events or collaborating with local organizations to enrich intercultural learning.

6.1 Improvement proposal.

Based on the results and findings of this research, it is recommended to implement strategies that allow cultural integration in EFL classrooms, despite the limited time within the curriculum. The book used in the institution, Life 2nd Edition British Pre-Intermediate Students Book, primarily focuses on grammar, as students prepare to achieve a B1 level. However, the lack of time in the academic schedule makes it difficult to incorporate cultural elements into the lessons. Therefore, it is suggested to implement specific

activities for each unit of the book to enrich learning, enhance student motivation, and improve their engagement with the language through cultural integration.

6.1.1 Strategies.

Unit 1: Healthy.

6.1.2 Activity: Healthy Habits Around the World.

Description: In this activity, students will explore healthy habits from various cultures and present their findings through posters or multimedia presentations. They will incorporate traditional recipes and practices, such as the benefits of green tea in Japan or the principles of traditional Chinese medicine. The activity culminates in a Health and Wellness Fair, where each group showcases a cultural perspective on health. This approach not only reinforces the use of the simple present and past continuous tenses but also promotes cultural integration. The strategy aligns with the research of Devinta Puspita Ratri (2024) and Rahaya (2023), emphasizing the use of real-life experiences and authentic materials to enhance student engagement and language acquisition.

Objective: To expand vocabulary, foster active participation, and promote intercultural understanding.

Materials: Flashcards, images, short videos, and poster-making supplies.

Assessment: Students will be evaluated based on creativity, clarity of explanation, and the integration of cultural elements.

Unit 2. Competitions.

6.1.3 Activity: Cultural Olympics.

Activity Description: Students will organize a classroom competition featuring traditional games or sports from different cultures. Each student or group will present a game, explain its rules and cultural significance, and teach it to their peers. For example, a student might introduce "Kabaddi," a traditional Indian sport, or "Ensacados," a popular Ecuadorian game. The activity incorporates the modal verb "would like" for presenting ideas. This aligns with the research of Castro Benavides et al. (2023), which highlights the effectiveness of gamification and active learning through play.

Objective: To enhance vocabulary related to skills and sports, encourage participation, and foster intercultural understanding.

Materials: Game accessories (e.g., balls, ropes), presentations, and explanatory videos.

Evaluation: Creativity, clarity of explanations, and active participation will be assessed

Unit 3. Transport.

6.1.4 Activity: Cultural Transport Fair.

Activity Description: Students will investigate traditional and modern means of transportation in different cultures and create a classroom fair. Each group will present a specific mode of transport, such as the metro in Beijing or interprovincial buses in Ecuador, explaining its cultural and practical significance. The activity requires the use of superlative and comparative structures. This approach is supported by Toma (2022), who emphasizes the importance of authentic materials in language teaching.

Objective: To improve transport-related vocabulary, encourage participation, and promote intercultural understanding.

Materials: Flashcards, images, short videos, and presentation tools.

Evaluation: Creativity, clarity of explanation, and participation in the fair will be evaluated.

UNIDAD 4. Adventure.

6.1.5 Activity: Cultural Adventure Stories.

Activity Description: Students will create adventure stories inspired by legends or myths from different cultures. For example, they might explore Ecuador's "La Dama Tapada" or Guatemala's "La Llorona." The activity focuses on using the past simple and past continuous tenses. This aligns with Kramsch's (2012) research on integrating cultural elements into language learning.

Objective: To develop creative writing skills, improve grammar usage, and foster appreciation for cultural traditions.

Materials: Legend books, internet access, and tools for creating comics or presentations.

Assessment: Originality, grammatical accuracy, and cultural integration will be evaluated.

Unit 5. The environment.

6.1.6 Activity: The environment in the world.

Activity Description: Students will research environmental issues and solutions across cultures. For instance, they might explore traditional water conservation techniques and propose ways to apply them locally. Presentations can take the form of videos, role plays, or slideshows. This activity is supported by Mejías (2023), who advocates for the inclusion of global themes in education.

Objective: To expand environment-related vocabulary, promote environmental awareness, and encourage cultural integration.

Materials: Videos, articles, and presentation tools.

Evaluation: Research quality, presentation skills, and feasibility of solutions will be assessed.

Unit 6. Stages in life.

6.1.7 Activity: Cultural Life Stages Presentation.

Description: Activity Description: Students will research how different cultures celebrate life stages, such as birth, adolescence, and marriage. They will present their findings using photos, videos, or reenactments. Group collaboration is essential for this project.

Objective: To improve vocabulary related to life stages, encourage participation, and promote intercultural understanding.

Materials: Presentation tools, videos, and props for reenactments.

Evaluation: Clarity of presentation, cultural integration, and participation will be evaluated.

Unit 7 : Work

6.1.8 Activity: Cultural Job Fair.

Activity Description: Students will research traditional crafts and professions from various cultures and organize a classroom fair. They will explain the cultural significance, responsibilities, and skills associated with each job. This activity aligns with Ladson-Billings' (1995) concept of culturally relevant teaching.

Objective: To enhance work-related vocabulary, encourage participation, and promote intercultural understanding.

Materials: Flashcards, images, and presentation tools.

Evaluation: Creativity, clarity of explanation, and participation will be assessed.

UNIDAD 8. Technology

6.1.9 Actividad: Cultural Tech Innovations.

Activity Description: Students will research technological innovations from different cultures and present their findings. They may create models of ancient or modern inventions. This activity is supported by Byram's (1997) framework for intercultural communicative competence.

Objective: To improve technology-related vocabulary, encourage participation, and promote intercultural understanding.

Materials: Presentation tools, videos, and materials for demonstrations.

Evaluation: Research quality, presentation skills, and cultural integration will be evaluated.

Unit 9. Language and learning

6.1.10 Activity: Multilingual Storytelling.

Activity Description: Students will create short stories incorporating words or phrases from multiple languages. They can draw inspiration from traditional tales or invent new narratives. This activity aligns with Ladson-Billings' (1995) emphasis on linking academic content with cultural experiences.

Objective: To enhance storytelling skills, foster linguistic diversity appreciation, and encourage participation.

Materials: Storybooks, internet access, and tools for creating comics or presentations.

Assessment: Originality, language accuracy, and cultural integration will be evaluated.

Unit 10. Travel and holidays

6.1.11 Activity: Cultural Travel Brochure.

Activity Description: Students will design travel brochures highlighting festivals, attractions, and traditions of a specific country. They will use the simple past tense to describe experiences. This activity is supported by Rivas' (2023) research on cultural immersion in language teaching.

Objective: To expand travel-related vocabulary, encourage participation, and promote intercultural understanding.

Materials: Flashcards, images, and graphic design tools.

Evaluation: Creativity, clarity of information, and cultural integration will be assessed.

Unit 11. History

6.1.11.1 Activity: "Cultural Time Capsule"

Activity Description: Students will create a time capsule representing a specific culture and historical period. They will include symbolic objects, documents, and descriptions of key events, using reported speech. This activity aligns with Spinthourakis' (2006) research on multicultural education.

Objective: To improve history-related vocabulary, encourage participation, and promote intercultural understanding.

Materials: Boxes, symbolic objects, and written descriptions.

Assessment: Creativity, historical accuracy, and cultural integration will be evaluated.

Unit 12. Nature

6.1.12 Activity: Cultural Nature.

Description: Students will research how different cultures interact with nature and organize a photo collage about these cultures interacting with nature, whether it be plants or animals, and also cultural practices related to nature. For example, the "Karankis" live in the hills and their activity is agriculture, they are native to Ecuador. This activity is related to research by Xiaowei(2021), which has explored how exposure to diverse cultures in the classroom fosters empathy, respect, and tolerance, skills essential for interaction in multicultural contexts.

Objective: To improve nature-related vocabulary, encourage participation and promote intercultural understanding.

Materials: Presentations, videos, and accessories for demonstrations.

Evaluation: The research, presentation and integration of cultural elements will be evaluated.

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8 ANEXOS

Anexos 1.Guide

UNIVERSIDAD TÉCNICA ESTADAL DE QUININDÍ
Escuela de Educación Básica

Guía de Observación:
Evaluación del Impacto de la Integración Cultural en Clases de Inglés como Lengua Extranjera

Propósito:
Observar y analizar cómo la integración cultural influye en las emociones, participación y comprensión de los estudiantes durante las clases en línea.

Período de Observación: 3 semanas - **semana 1**
Modalidad: Clases en línea / presencial

1. Información General

Fecha de la observación: __29/01/23__

Curso/Nivel: __B1__

Tema de la clase: __Mobile Technology__

Duración de la clase: __1:30 - 5:30__

2. Aspectos a Observar

A. Emociones y Actitudes de los Estudiantes

a. ¿Cómo se muestran los estudiantes al inicio de la clase?

Muestrados
 Indiferentes
 Apáticos
 Ansiosos

b. ¿Se relaciona la motivación con el uso de elementos culturales en el contenido?

Sí
 No

c. ¿Cómo interactúan los estudiantes entre sí en inglés?

UNIVERSIDAD TÉCNICA ESTADAL DE QUININDÍ
Escuela de Educación Básica

Usan el inglés con fluidez y naturalidad, incluyendo expresiones idiomáticas.
 Se comunican en inglés, pero con dificultades.
 Alternan entre inglés y su lengua materna.
 Usan mayormente su lengua materna.

¿Usan expresiones culturales o modismos del idioma?

Frecuentemente
 Ocasionalmente
 Rara vez.
 Nunca.

¿Demuestran interés en conocer aspectos culturales de los países de habla inglesa?

Sí, muestran gran interés y participan activamente.
 Sí, pero de manera limitada.
 No muestran mucho interés.
 No muestran interés en absoluto.

B. Participación y Expresión

¿Cuál es el total de estudiantes que participan activamente al discutir temas culturales?

Más de 6
 Entre 6 y 3
 Entre 3 y 2
 Menos de 2

g. ¿Muestran actitudes de respeto y curiosidad hacia otras culturas?

Siempre
 A veces
 Rara vez
 Nunca.

h. ¿Utilizan referencias culturales en sus ejemplos, debates o trabajos?

Frecuentemente.

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Ocasionalmente
 Rara vez.
 Nunca.

i. ¿Se sienten cómodos al participar en actividades culturales en inglés?

Muy cómodos.
 Algo cómodos
 Inseguros.
 Incómodos.

2. Observación del Maestro

j. ¿Cómo integra el maestro aspectos culturales en la enseñanza del idioma?

Usa una variedad de recursos (música, cine, literatura, celebraciones, etc.)
 Usa algunos recursos, pero de manera limitada.
 Usa pocos recursos culturales.
 No integra aspectos culturales.

k. ¿Fomenta el docente la comparación entre la cultura local y la de otros países que habla inglés?

Sí, de manera activa.
 Sí, pero de manera limitada.
 Rara vez.
 Nunca.
(No obtuve resultado)

l. ¿Anima a los estudiantes a reflexionar sobre sus propias culturas en relación con la lengua meta(segunda lengua)?

Frecuentemente
 Ocasionalmente.
 Rara vez.
 Nunca.

m. ¿Usa recursos auténticos (noticias, videos, podcasts, textos de hablantes nativos)?

Siempre.
 A veces
 Rara vez.
 Nunca.

n. ¿Promueve debates sobre temas culturales y sociales en inglés?

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Frecuentemente
 Ocasionalmente.
 Rara vez.
 Nunca.

3. Observación del Ambiente del Aula

ñ. ¿Existen materiales virtuales que reflejen la diferente cultura?

Si hay una gran variedad.
 Sí, pero en cantidad limitada.
 Hay pocos.
 No hay.

o. ¿Se utilizan dinámicas grupales que fomenten la interacción intercultural?

Frecuentemente
 Ocasionalmente.
 Rara vez.
 Nunca.

p. ¿El aula ofrece un espacio seguro para la expresión de identidades culturales diversas?

Sí, de manera evidente.
 Sí, pero con algunas limitaciones.
 No del todo.
 No lo ofrece.

q. ¿Hay actividades extracurriculares que involucren las diferentes culturas?

Si hay varias actividades (club de conversación, cine-foros, eventos temáticos, etc.).
 Sí, pero pocas.
 Hay muy pocas.
 No hay.

D. Observaciones Adicionales

S. Describa cualquier evento relevante relacionado con la integración cultural (por ejemplo, reacciones de los estudiantes, dinámicas grupales, barreras para participar):

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Los estudiantes interactúan más cuando el maestro relaciona el tema con cosas de su cultura.

4. Evaluación Global

- t. Recomendaciones para mejorar la integración cultural en el aula de clases.

Sería interesante que el maestro para este tema que es Mobile Technology use videos para que la clase sea más divertida y que luego le pregunte a cada estudiante sobre su experiencia con la tecnología móvil.



Guía de Observación:

Evaluación del Impacto de la Integración Cultural en Clases de Inglés como Lengua Extranjera

Propósito:

Observar y analizar cómo la integración cultural influye en las emociones, participación y comprensión de los estudiantes durante las clases en línea.

Periodo de Observación: 3 semanas - semana 2

Modalidad: Clases en línea - presencial

1. Información General

Fecha de la observación: __03/02/25__

Curso/Nivel: __B1__

Tema de la clase: __Present perfect__

Duración de la clase: __4:30 -5:30__

2. Aspectos a Observar

A. Emociones y Actitudes de los Estudiantes

- d. ¿Cómo se muestran los estudiantes al inicio de la clase?
- Motivados
 - Indiferentes
 - Apáticos
 - Ansiosos
- e. ¿Se relaciona la motivación con el uso de elementos culturales en el contenido?
- Sí
 - No
- f. ¿Cómo interactúan los estudiantes entre sí en inglés?

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- Usan el inglés con fluidez y naturalidad, incluyendo expresiones idiomáticas.
- Se comunican en inglés, pero con dificultades.
- Alternan entre inglés y su lengua materna.
- Usan mayormente su lengua materna.

¿Usan expresiones culturales o modismos del idioma?

- Frecuentemente.
- Ocasionalmente.
- Rara vez.
- Nunca.

e. ¿Demuestran interés en conocer aspectos culturales de los países de habla inglesa?

- Sí, muestran gran interés y participan activamente.
- Sí, pero de manera limitada.
- No muestran mucho interés.
- No muestran interés en absoluto.

B. Participación y Expresión

f. ¿Cuál es el total de estudiantes que participan activamente al discutir temas culturales?

- Más de 6
- Entre 6 y 3
- Entre 3 y 2
- Menos de 2

g. ¿Muestran actitudes de respeto y curiosidad hacia otras culturas?

- Siempre.
- A veces.
- Rara vez.
- Nunca.

h. ¿Utilizan referencias culturales en sus ejemplos, debates o trabajos?



- Frecuentemente.
- Ocasionalmente.
- Rara vez.
- Nunca.

i. ¿Se sienten cómodos al participar en actividades culturales en inglés?

- Muy cómodos.
- Algo cómodos.
- Inseguros.
- Incómodos.

2. Observación del Maestro

j. ¿Cómo integra el maestro aspectos culturales en la enseñanza del idioma?

- Usa una variedad de recursos (música, cine, literatura, celebraciones, etc.)
- Usa algunos recursos, pero de manera limitada.
- Usa pocos recursos culturales.
- No integra aspectos culturales.

k. ¿Promueve el docente la comparación entre la cultura local y la de otros países de habla inglesa?

- Sí, de manera activa.
- Sí, pero de manera limitada.
- Rara vez.
- Nunca.

l. ¿Anima a los estudiantes a reflexionar sobre sus propias culturas en relación con la lengua meta (segunda lengua)?

- Frecuentemente.
- Ocasionalmente.
- Rara vez.
- Nunca.

m. ¿Usa recursos auténticos (noticias, videos, podcasts, textos de hablantes nativos)?

- Siempre.
- A veces.
- Rara vez.
- Nunca.

n. ¿Promueve debates sobre temas culturales y sociales en inglés?

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- Frecuentemente
 Ocasionalmente
 Rara vez.
 Nunca.

3. Observación del Ambiente del Aula

ñ ¿Existen materiales visuales que reflejen la diferente cultura ?

- Si, hay una gran variedad
 Si, pero en cantidad limitada
 Hay pocos
 No hay

o ¿Se utilizan dinámicas grupales que fomenten la interacción intercultural?

- Frecuentemente.
 Ocasionalmente.
 Rara vez.
 Nunca.

p. ¿El aula ofrece un espacio seguro para la expresión de identidades culturales diversas?

- Si, de manera evidente
 Si, pero con algunas limitaciones.
 No del todo.
 No lo ofrece.

q ¿Hay actividades extracurriculares que involucren las diferentes culturas ?

- Si, hay varias actividades (club de conversación, cine-fotos, eventos temáticos, etc.).
 Si, pero pocas
 Hay muy pocas
 No hay.

D. Observaciones Adicionales

S. Describa cualquier evento relevante relacionado con la integración cultural (por ejemplo, reacciones de los estudiantes, dinámicas grupales, barreras para participar):

Guía de Observación:

Evaluación del Impacto de la Integración Cultural en Clases de Inglés como Lengua Extranjera

Propósito:

Observar y analizar cómo la integración cultural influye en las emociones, participación y comprensión de los estudiantes durante las clases en línea.

Período de Observación: 3 semanas- semana 3

Modalidad: Clases en línea / presencial

1. Información General

Fecha de la observación: __08/02/25__

Curso/Nivel: __B1__

Tema de la clase: __[Condición]__

Duración de la clase: __4:30 -5:30__

2. Aspectos a Observar

A. Emociones y Actitudes de los Estudiantes

g. ¿Cómo se muestran los estudiantes al inicio de la clase?

- Motivados
 Indiferentes
 Apáticos
 Ansiosos

h. ¿Se relaciona la motivación con el uso de elementos culturales en el contenido?

- Si
 No

i. ¿Cómo interactúan los estudiantes entre sí en inglés?



Hoy el docente uso ejemplos relacionados con la cultura para poder implementar el **present perfect** como relacionados con su país ya que él es Venezolano ,hizo comparaciones con Ecuador.

4. Evaluación Global

t. Recomendaciones para mejorar la integración cultural en el aula de clases.

El docente puede usar un poco las dinámicas en clases ya que por medio de juegos los estudiantes aprenden de manera inconsciente, por ejemplo puede usar la dinámica de "SIMON DICE" o palabras y agrupaciones para que sea interactiva la clase y no se base solo en gramática.

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- Usan el inglés con fluidez y naturalidad, incluyendo expresiones idiomáticas.
 Se comunican en inglés, pero con dificultades.
 Alternan entre inglés y su lengua materna.
 Usan mayormente su lengua materna.

o. ¿Usan expresiones culturales o modismos del idioma?

- Frecuentemente.
 Ocasionalmente.
 Rara vez.
 Nunca.

p. ¿Demuestran interés en conocer aspectos culturales de los países de habla inglesa?

- Si, muestran gran interés y participan activamente.
 Si, pero de manera limitada.
 No muestran mucho interés.
 No muestran interés en absoluto.

B. Participación y Expresión

r. ¿Cuál es el total de estudiantes que participan activamente al discutir temas culturales?

- Más de 6
 Entre 6 y 3
 Entre 3 y 1
 Menos de 2

g. ¿Muestran actitudes de respeto y curiosidad hacia otras culturas?

- Siempre
 A veces.
 Rara vez.
 Nunca.

h. ¿Utilizan referencias culturales en sus ejemplos, debates o trabajos?

- Frecuentemente.

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- Ocasionalmente.**
 Rara vez.
 Nunca.

i. ¿Se sienten cómodos al participar en actividades culturales en inglés?

- Muy cómodos.
 Algo cómodos.
 Inseguros.
 Incómodos.

2. Observación del Maestro

j. ¿Cómo integra el maestro aspectos culturales en la enseñanza del idioma?

- Usa una variedad de recursos (música, cine, literatura, celebraciones, etc.)**
 Usa algunos recursos, pero de manera limitada.
 Usa pocos recursos culturales.
 No integra aspectos culturales.

k. ¿Fomenta el docente la comparación entre la cultura local y la de otros países de habla inglesa?

- Sí, de manera activa.
 Sí, pero de manera limitada.
 Rara vez.
 Nunca.

l. ¿Anima a los estudiantes a reflexionar sobre sus propias culturas en relación con la lengua meta(segunda lengua)?

- Frecuentemente.
 Ocasionalmente.
 Rara vez.
 Nunca.

m. ¿Usa recursos auténticos (noticias, videos, podcasts, textos de hablantes nativos)?

- Siempre.**
 A veces.
 Rara vez.
 Nunca.

n. ¿Promueve debates sobre temas culturales y sociales en inglés?

- Frecuentemente.



- Ocasionalmente.**
 Rara vez.
 Nunca.

3. Observación del Ambiente del Aula

ñ. ¿Existen materiales visuales que reflejen la diferente cultura?

- Sí, hay una gran variedad.
 Sí, pero en cantidad limitada.
 Hay pocos.
 No hay.

o. ¿Se utilizan dinámicas grupales que fomenten la interacción intercultural?

- Frecuentemente.
 Ocasionalmente.
 Rara vez.
 Nunca.

p. ¿El aula ofrece un espacio seguro para la expresión de identidades culturales diversas?

- Sí, de manera evidente.**
 Sí, pero con algunas limitaciones.
 No del todo.
 No lo ofrece.

q. ¿Hay actividades extracurriculares que involucren las diferentes culturas?

- Sí, hay varias actividades (club de conversación, cine-foros, eventos temáticos, etc.).
 Sí, pero pocas.
 Hay muy pocas.
 No hay.

D. Observaciones Adicionales

S. Describa cualquier evento relevante relacionado con la integración cultural (por ejemplo, reacciones de los estudiantes, dinámicas grupales, barreras para participar):

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Los estudiantes se sienten más motivados cuando la clase se relaciona con temas culturales por ejemplo hoy para iniciar la clase el maestro les puso un video para que puedan escuchar un poco la pronunciación.



4. Evaluación Global

t. Recomendaciones para mejorar la integración cultural en el aula de clases.



-Considero que podrían implementar música al ingresar a clases ,música que sea de otra cultura para comenzar con una buena motivación.

-Considero que también sería bueno el uso de role play con los estudiantes para que hablen de un tema cultural .

Anexos 2. Interview

<p style="text-align: center;">  Universidad Técnica Estatal de Quevedo Faculty of Sciences Education </p> <p style="text-align: center;">Entrevista sobre Estrategias de Integración Cultural en la Enseñanza de Inglés como Lengua Extranjera.</p> <p>1. Propósito de la entrevista.</p> <p>El propósito de esta entrevista es recopilar información valiosa sobre las estrategias, experiencias y desafíos que enfrentan los docentes al integrar elementos culturales en la enseñanza del inglés como lengua extranjera. Los datos obtenidos contribuirán a identificar prácticas efectivas y áreas de mejora, con el fin de promover un aprendizaje más inclusivo, motivador y acorde a las necesidades de los estudiantes en contextos culturales diversos.</p> <p>2. Confidencialidad y Protección de Datos</p> <p>Su participación en esta entrevista es completamente voluntaria y las respuestas proporcionadas serán tratadas con absoluta confidencialidad. Los datos recopilados se utilizarán exclusivamente con fines académicos y de investigación, y no se compartirán con terceros sin su consentimiento. Para garantizar su privacidad, todas las respuestas serán anonimizadas antes de ser analizadas y presentadas en el estudio. Agradecemos su colaboración y su disposición a compartir sus experiencias, ya que su perspectiva es fundamental para el desarrollo de esta investigación.</p> <p>3. Voluntariedad de la Participación</p> <p>La participación en esta entrevista es completamente voluntaria y confidencial. Todas las respuestas serán tratadas de forma anónima, y los datos proporcionados estarán protegidos de acuerdo con los principios éticos de confidencialidad. La información</p>	<p style="text-align: center;">  Universidad Técnica Estatal de Quevedo Faculty of Sciences Education </p> <p>recopilada será utilizada exclusivamente con fines académicos y de investigación, sin revelar su identidad en ningún momento.</p> <p>Antes de proceder, le solicitamos confirmar su consentimiento seleccionando la opción correspondiente:</p> <p><input checked="" type="checkbox"/> Si, acepto participar en la entrevista y comprendo que mis respuestas serán confidenciales y anónimas.</p> <p><input type="checkbox"/> No, no deseo participar en la entrevista.</p> <p>Agradecemos su colaboración y disposición para contribuir a este estudio.</p>
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<p style="text-align: center;">  Universidad Técnica Estatal de Quevedo Faculty of Sciences Education </p> <p style="text-align: center;">Entrevista para profesores:</p> <p>1. ¿Cuáles son las principales dificultades que ha encontrado al intentar incorporar elementos culturales en su metodología de enseñanza de inglés como lengua extranjera en el aula?</p> <p>Algunos estudiantes pueden tener dificultades para comprender y aceptar aspectos culturales que son muy diferentes de los suyos. Esto requiere un enfoque sensible y paciente, y a menudo implica discutir y reflexionar sobre las diferencias culturales, en lugar de simplemente presentar la información.</p> <p>2. ¿Qué estrategias de integración cultural utiliza para hacer que los materiales y actividades de clase sean más relevantes y accesibles para estudiantes de diferentes culturas?</p> <p>Debido a que la mayoría de los libros que se utilizan para la enseñanza del inglés en muchos países de habla hispana no están completamente adaptados para el contexto en el que se enseñan a nuestros estudiantes, considero que estos puntos son importantes como modificar un poco los materiales adaptados a la necesidad del estudiante, también la incorporación de contenido multicultural como que los estudiantes me cuenten sus creencias o tradiciones en ciertas ocasiones, otra estrategia que me ayuda también es el uso de la tecnología en clases como el uso de los videos interculturales de otros países.</p>	<p style="text-align: center;">  Universidad Técnica Estatal de Quevedo Faculty of Sciences Education </p> <p>3. ¿Ha notado algún cambio en la participación y el rendimiento académico de sus estudiantes al adaptar sus métodos de enseñanza para incluir elementos culturales? ¿Podrías compartir algunos ejemplos?</p> <p>Al incluir temas y materiales que reflejan las culturas de mis estudiantes, he observado un aumento en su interés y motivación. Cuando los estudiantes ven que sus culturas y experiencias son valoradas y representadas en el aula, se sienten más conectados y comprometidos con el aprendizaje. Esto se refleja en una mayor participación en discusiones en clase y en la calidad de sus trabajos escritos.</p> <p>4. ¿Cómo selecciona los materiales culturales que utiliza en sus lecciones y qué criterios considera más importantes (por ejemplo, relevancia, autenticidad o accesibilidad)?</p> <p>Para seleccionar materiales que no solo son informativos, sino también inspiradores y enriquecedores para los estudiantes tomo en cuenta los siguientes criterios:</p> <p>Relevancia: si los materiales no están alineados a los intereses y experiencias de mis estudiantes no se alcanzará un enfoque y atención necesarios para que el aprendizaje sea significativo.</p> <p>Accesibilidad: Es importante que los materiales sean accesibles para todos los estudiantes, independientemente de su nivel de competencia en el idioma. Esto significa que deben ser comprensibles y utilizables sin causar frustración.</p>
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Interactividad. Prefiero materiales que promuevan la interacción, y la participación activa de los estudiantes. Esto incluye actividades y recursos que fomenten la discusión, la colaboración y el pensamiento crítico.

5. ¿Qué estrategias utiliza para abordar posibles conflictos culturales o malentendidos que puedan surgir entre estudiantes de diferentes antecedentes culturales en el aula?

1. **Comparto** un ambiente de respeto
2. Reflexión y aprendizaje continuo acerca de sus propias experiencias y prejuicios culturales.

3. Mediación y resolución de conflictos.

4. Incorporar la **educación** intercultural

6. ¿Ha observado diferencias en la motivación o el rendimiento académico de los estudiantes cuando utiliza elementos culturales locales frente a elementos culturales internacionales? ¿Podría dar ejemplos?

Sí, he observado diferencias notables en la motivación y el rendimiento académico de los estudiantes cuando utilizo elementos culturales locales frente a elementos culturales **internacionales**. Cuando incorporo elementos culturales locales, los estudiantes tienden a mostrar un mayor nivel de participación y entusiasmo. Al mismo tiempo, la incorporación de elementos culturales internacionales Enriquece su comprensión del mundo y promueve una mentalidad abierta y global



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7. ¿Qué papel cree que juegan las actividades extracurriculares, como talleres culturales o eventos temáticos, en la integración cultural dentro del aprendizaje del idioma?

Las actividades extracurriculares, como talleres culturales o eventos temáticos, son fundamentales para la integración cultural en el aprendizaje del idioma. Estas actividades ofrecen oportunidades únicas para que los estudiantes experimenten y participen activamente en contextos culturales auténticos, lo que Enriquece su comprensión y aprecio por otras culturas estas ayudan al fomento de inmersión cultural, también a las habilidades sociales de los estudiantes y les aumenta la motivación a la hora de comunicarse sin dejar de lado también mejora el aprendizaje académico.

8. ¿De qué manera adapta sus métodos de evaluación para incluir aspectos relacionados con la integración cultural en el aprendizaje del inglés?

Para la parte oral normalmente organizo discusiones sobre temas culturales para que luego los chicos compartan sus opiniones. En esta actividad puedo evaluar su fluidez y precisión al hablar y también se puede ver las expresiones que los chicos usan para compartir sus **opiniones**. En lo que es la comprensión auditiva y lecturas uso audios y les mando a leer pequeños textos para que luego me **compartan** sus ideas o los aspectos culturales que pudieron ver en el texto.

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4. ¿Qué estrategias utiliza para abordar posibles conflictos culturales o malentendidos que puedan surgir entre estudiantes de diferentes antecedentes culturales en el aula?

Normas claras de respeto. Crear un espacio seguro. Animar a los estudiantes a compartir sus experiencias culturales, asegurándonos de que el aula sea un espacio donde se sientan seguros de expresar sus opiniones sin temor a ser juzgados o ridiculizados.

5. ¿Ha observado diferencias en la motivación o el rendimiento académico de los estudiantes cuando utiliza elementos culturales locales frente a elementos culturales internacionales? ¿Podría dar ejemplos?

Conexión personal. Los estudiantes a menudo se sienten más motivados cuando el contenido está relacionado con su propia vida y contexto. Comparar los elementos culturales locales y ver la relevancia directa del idioma en su entorno cotidiano.

6. ¿Qué papel cree que juegan las actividades extracurriculares, como talleres culturales o eventos temáticos, en la integración cultural dentro del aprendizaje del idioma?

Estas actividades permiten a los estudiantes vivir y experimentar la cultura de manera activa, mucho más allá de la teoría que se puede enseñar en el aula



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7. ¿De qué manera adapta sus métodos de evaluación para incluir aspectos relacionados con la integración cultural en el aprendizaje del inglés?

Tareas basadas en investigación intercultural. Los estudiantes pueden realizar proyectos en los que investiguen aspectos de una cultura de habla inglesa y comparen la cultura de su propio país con la cultura del país cuyo idioma están aprendiendo.

8. ¿Qué desafíos específicos ha enfrentado al intentar promover la integración cultural en aulas con estudiantes que tienen habilidades lingüísticas muy diversas, y cómo los ha superado?

Los estudiantes con un nivel bajo de inglés pueden sentirse frustrados o excluidos durante actividades que requieren comprensión y producción oral o escrita en inglés. Por ejemplo, en debates o discusiones culturales, los estudiantes de nivel más bajo pueden ser asignados a roles más sencillos, como compartir frases o vocabulario clave.

9. ¿Cómo percibe que la integración cultural en su enseñanza contribuye al desarrollo de competencias interculturales en los estudiantes, y cómo evalúa ese desarrollo a lo largo del curso?

A través de actividades que exploran tradiciones, costumbres y valores de distintas culturas, los estudiantes aprenden que no hay una forma única de comunicarse o de interpretar el mundo, lo que amplía su perspectiva global. Los estudiantes pueden ser evaluados sobre su capacidad para identificar normas

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9. ¿Qué desafíos específicos ha enfrentado al intentar promover la integración cultural en aulas con estudiantes que tienen habilidades lingüísticas muy diversas, y cómo los ha superado?

Los desafíos más grandes es poder ajustar el material y actividades para que los estudiantes puedan comprender lo que quiero explicarles y tengan motivación para aprender. Otra parte es la evaluación debe hacerlas más flexibles para que sea comprensible para cada estudiante. El último punto sería que siempre trato que el ambiente sea inclusivo para todos los estudiantes y busco la manera de poder hacerme entender.

10. ¿Cómo percibe que la integración cultural en su enseñanza contribuye al desarrollo de competencias interculturales en los estudiantes, y cómo evalúa ese desarrollo a lo largo del curso?

La integración cultural en mi enseñanza contribuye significativamente al desarrollo de competencias interculturales en los estudiantes. Estas competencias incluyen la capacidad de comprender, respetar y valorar las diferencias culturales, así como la habilidad de comunicarse eficazmente en contextos multiculturales.



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Interview 2.

Entrevista para profesores:

1. ¿Cuáles son las principales dificultades que ha encontrado al intentar incorporar elementos culturales en su metodología de enseñanza de inglés como lengua extranjera en el aula?

Falta de tiempo. Los programas de enseñanza suelen estar muy enfocados en aspectos lingüísticos (gramática, vocabulario, habilidades comunicativas), lo que deja poco espacio para incluir aspectos culturales de manera profunda.

2. ¿Ha notado algún cambio en la participación y el rendimiento académico de sus estudiantes al adaptar sus métodos de enseñanza para incluir elementos culturales? ¿Podría compartir algunos ejemplos?

Mayor motivación y comprensión. Al integrar elementos culturales, los estudiantes se sienten más interesados y conectados con el contenido.

3. ¿Cómo selecciona los materiales culturales que utiliza en sus lecciones y qué criterios considera más importantes (por ejemplo, relevancia, autenticidad o accesibilidad)?

Intereses y contexto. Deben estar alineados con los intereses, pasatiempos e inquietudes de los estudiantes. Esto puede aumentar la motivación y el interés por aprender. Por ejemplo, canciones populares en inglés y fragmentos de películas.



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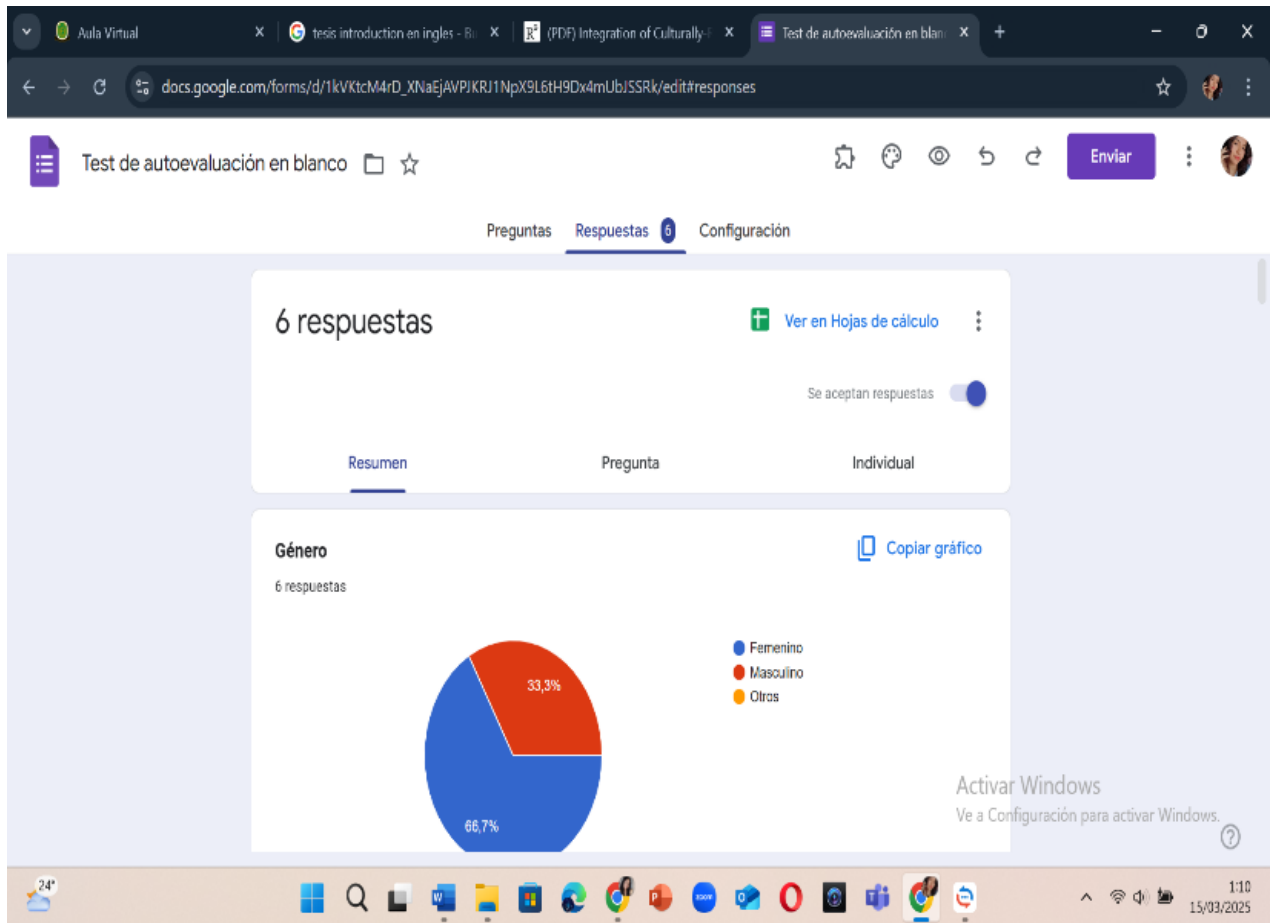
culturales en situaciones de comunicación, ya sea oral o escrita, a través de role plays o análisis de casos.

10. Como percibe que la integración cultural en su enseñanza contribuye al desarrollo de competencias interculturales en los estudiantes, y como evalúa ese desarrollo a lo largo del curso?

La integración cultural en la enseñanza no solo enriquece el aprendizaje, sino que también prepara a los estudiantes para vivir y trabajar en un mundo diverso. La evaluación de estas competencias debe ser continua y adaptada a los objetivos del curso, asegurando que los estudiantes desarrollen una comprensión profunda y habilidades prácticas para la interacción intercultural.

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Anexos 3. Survey



8.1 Anexo 4. Consent Consent

CARTA DE CONSENTIMIENTO

Institución: " World English Institute"

Yo, **Mayerli Melissa Mendoza León**, estudiante de la Universidad Técnica Estatal de Quevedo, con el propósito de realizar mi proyecto investigativo titulado "**Enhancing Student Engagement through Cultural Integration in English as a Foreign Language Classrooms**", solicito su autorización para llevar a cabo tres semanas de observación en las instalaciones del Instituto " World English Institute ". El objetivo de esta investigación es analizar cómo la integración de elementos culturales en las clases de inglés como lengua extranjera puede mejorar la participación y el interés de los estudiantes. Durante este periodo, me comprometo a:

1. Respetar las normas y reglamentos del instituto.
2. Mantener la confidencialidad de la información recopilada, garantizando que los datos obtenidos se utilicen únicamente con fines académicos.
3. No interferir en el desarrollo normal de las actividades académicas.
4. Colaborar de manera respetuosa con los docentes y estudiantes involucrados.

Atentamente,

Mayerli Melissa Mendoza León

Estudiante Investigador

Aceptación y Autorización

Por medio de la presente, el Instituto "We World English" autoriza a Mayerli Melissa Mendoza León a realizar las actividades de observación descritas anteriormente, durante un periodo de tres semanas, a partir del día 24/01 hasta el día 10/02.

Firma del representante autorizado: Leda Mayling Vera Campuzano

Firma del representante autorizado: [Firma]

Fecha: 27/01/2025