



Pontificia Universidad Católica del Ecuador

Sede Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

INFORME FINAL DEL TRABAJO DE TITULACIÓN

TEMA:

“Developing Cultural Competence through Culturally Responsive Teaching in EFL: A Comparative Study at Unidad Educativa Ibarra in EGB Level 8 and Unidad Educativa Internacional 'Pensionado Atahualpa' in EGB Levels 3 and 4”

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS

LÍNEAS DE INVESTIGACIÓN:

Arte, diseño, idioma, literatura y oralidad

AUTORES:

Camila Sahary Flores Meza y Robinson Smith Eras Paz

ASESOR


Mtr. Daniel Díaz

IBARRA JUNIO – 2025

Ibarra, julio del 2025

CERTIFICA:

Haber revisado el presente informe final de investigación, el mismo que se ajusta a las normas vigentes en la Escuela de Ciencias Sociales y Humanidades, de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE I); en consecuencia, autorizo su presentación para los fines legales pertinentes.


(f:) 

Mtr. Daniel Alejandro Díaz Gutiérrez

C.C.: 1756381503

PÁGINA DE APROBACIÓN DEL TRIBUNAL

El jurado examinador, aprueba el presente informe de investigación en nombre de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCE-I):

(f): 

.....

Mtr. Daniel Alejandro Díaz Gutiérrez

C.C.: 1756381503



(f):

Mgs. Germania Benavides

C.C. : 1002213740



(f):

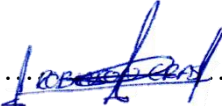
Mtr. Viviana Noemí Galarza Ligña

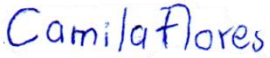
C.C.: 100300252-2

ACTA DE CESIÓN DE DERECHOS

Nosotros Robinson Smith Eras Paz y Camila Sahary Flores Meza, declaramos conocer y aceptar la disposición del Art. 165 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, que manifiesta textualmente: “Se reconoce facultad de los autores y demás titulares de derechos de disponer de sus derechos o autorizar las utilidades de sus obras o prestaciones, a título gratuito u oneroso, según las condiciones que determinen. Esta facultad podrá ejercerse mediante licencias libres, abiertas y otros modelos alternativos de licenciamiento o la renuncia”.

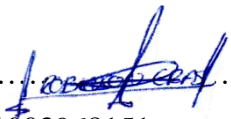
Ibarra, 11 de Julio del 2025

f): 
C.C.: 1003968151

f): ... 
C.C.: 1003102140

AUTORÍA

Nosotros, Robinson Smith Eras Paz, portador de la cédula de ciudadanía N°1003968151 y Camila Sahary Flores Meza, portador de la cédula de ciudadanía N°1003102140 declaramos que la presente investigación es de total responsabilidad de los autores, y eximimos expresamente a la Pontificia Universidad Católica del Ecuador Sede Ibarra de posibles reclamos o acciones legales.

f): 
C.C.: 1003968151

f): Camila Flores
C.C.: 1003102140

DECLARACIÓN y AUTORIZACIÓN

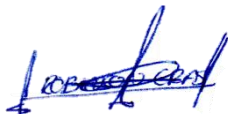
Nosotros Robinson Smith Eras Paz, con CC: 1003968151 y Camila Sahary Flores Meza, con CC: 1003102140 autores del trabajo de grado intitulado: “Developing Cultural Competence through Culturally Responsive Teaching in EFL: A Comparative Study at Unidad Educativa Ibarra in EGB Level 8 and Unidad Educativa Internacional 'Pensionado Atahualpa' in EGB Levels 3 and 4”, previo a la obtención del título profesional de Licenciado/a en Pedagogía del Inglés, en la Escuela de Ciencias Sociales y Humanidades.

1.- Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador Sede- Ibarra, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la Pontificia Universidad Católica del Ecuador Sede Ibarra a difundir a través de sitio web de la Biblioteca de la PUCESI el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Ibarra, 11 de Julio del 2025

(f.)



C.C. 1003968151

(f.) Camila Flores

C.C. 1003102140

DEDICATORIA

Camila Flores

A Marcelo, mi futuro esposo, por ser mi compañero incondicional en este camino. Gracias por tu amor, Tu apoyo constante, tus palabras llenas de aliento y tu presencia han sido pilares fundamentales para lograr esta meta. Has estado a mi lado en cada paso, celebrando los logros y sosteniéndome en los momentos difíciles, y por eso te dedico este trabajo con todo mi corazón.

A mi hermana Mía Martina, cuya ternura, alegría y amor han sido una bendita para mi alma durante todo este proceso. Tu presencia ha llenado mis días de luz y esperanza. Has sido mucho más que una hermana: una amiga, una confidente y una fuente de energía inagotable. Y a mi pequeña Nala, que llegó a mi vida para transformarla por completo. Tu existencia me dio una nueva razón para esforzarme, para superarme y. Pensar en ti fue lo que me impulsó a seguir adelante en los días más duros. Ustedes tres han sido mi mayor inspiración, mi fortaleza y mi motivación. Sin ustedes, este trabajo no habría sido posible. Este logro también les pertenece.

Robinson Eras

Dedico este trabajo con todo mi amor y gratitud a mi madre, quien ha sido mi mayor inspiración y mi pilar fundamental a lo largo de esta etapa. Su apoyo incondicional, sus palabras de aliento y su fortaleza en los momentos difíciles me han dado las fuerzas necesarias para seguir adelante, incluso cuando todo parecía complicado. Gracias por enseñarme el valor del esfuerzo, la paciencia y el amor .A mi familia en general, por creer en mí, por acompañarme en cada paso del camino, y por brindarme siempre su cariño y comprensión. Este logro también les pertenece, porque han estado presentes en cada momento, en silencio o con palabras, con gestos de apoyo que han significado más de lo que puedo expresar.

Quiero dedicar también este logro a Vane, una persona muy especial en mi vida, cuya presencia ha significado apoyo y alegría. Agradezco profundamente su amistad sincera y el cariño con el que siempre ha estado presente. A su familia, gracias por abrirme las puertas de su hogar y brindarme tanto afecto. El apoyo que me ofrecieron han sido un regalo invaluable que siempre llevaré en el corazón . A ella y a su familia, les agradezco.

AGRADECIMIENTO

Camila Flores

En esta etapa tan importante de mi vida, quiero expresar mi más profundo agradecimiento, comenzando por Dios, por haberme dado la fortaleza, la salud y la sabiduría necesarias para seguir adelante incluso en los momentos más difíciles. Su presencia en mi vida ha sido lo que me ha guiado con fe y esperanza hasta alcanzar esta meta.

A mi madre Samy, gracias por ser mi refugio, mi guía y mi mayor motivación. Tu amor incondicional, tu paciencia y tu constante apoyo han sido claves para que no me rinda. Agradezco cada palabra de aliento y cada sacrificio que has hecho para verme cumplir mis sueños. A mi padre Andrés, gracias por demostrarme que el verdadero amor y apoyo no entienden de distancias ni barreras. La distancia no significa nada para un padre que de verdad ha estado presente en este proceso conmigo, acompañándome con palabras sabias, con ánimo constante y con ese amor que siempre ha sabido llegar justo cuando lo necesitaba. Este trabajo no es solo mío, también es de ustedes, mi familia, quienes han caminado a mi lado con amor, paciencia y fe.

Robinson Eras

En primer lugar, agradezco a Dios por darme la vida, la fuerza y la sabiduría para llegar hasta este momento. Sin su guía y su presencia constante, este camino no habría sido posible. Cada desafío superado y cada logro alcanzado han sido gracias a su voluntad y a la fe que me ha sostenido.

Quiero agradecerme a mí mismo por no rendirme, por seguir adelante a pesar de las dificultades y por confiar en mi capacidad para cumplir esta meta. Reconozco el esfuerzo, la dedicación y el tiempo que he invertido en este proceso. A mi madre, gracias por tu amor incondicional, tu apoyo en todo momento y por ser mi mayor inspiración. Tu ejemplo de lucha y entrega me ha impulsado a seguir adelante.

Finalmente, a mis profesores de la universidad, quienes con sus enseñanzas, paciencia y compromiso han contribuido enormemente a mi formación académica y personal. Agradezco cada clase, cada consejo y el tiempo que han dedicado a guiarnos con vocación y profesionalismo.

Índice

PÁGINA DE APROBACIÓN DEL TRIBUNAL	3
ACTA DE CESIÓN DE DERECHOS	4
AUTORÍA	5
DECLARACIÓN y AUTORIZACIÓN	6
DEDICATORIA	7
AGRADECIMIENTO	8
Resumen	12
Abstract	14
Introduction	14
OBJECTIVES	16
GENERAL OBJECTIVE	16
SPECIFIC OBJECTIVES	16
STATE OF THE ART	16
Definition of Cultural Competencies	16
Cultural Competence in Education	17
Importance of culturally sensitive teaching	17
Globalized Context	18
History of Language Teaching and Cultural Inclusion	19
Multiculturalism and Challenges in Education	19
Cultural Teaching Methodologies in ESL	20
Benefits of Culture Based Activities	21
Linguistic and Cultural Diversity in Ecuador	22
Innovative Methods in English Language Teaching (CLIL)	22
Intercultural Attitude	23
The Role of the Teacher in Cultural Competence Formation.	23
Challenges of Language Teaching in Multicultural Contexts.	24
Lack of Culturally Sensitive in Teaching Materials	24
Research Questions	24
Variables	25
Dependent Variable	25
Independent Variable	25
Materials and Methods	25
Introduction	25

Objectives	26
General objective	26
Specific objectives	26
Methodology	26
Types of Research	26
Research Techniques and Instruments	27
1.2.1 Qualitative research techniques	27
Interview	27
Observation	27
1.2.2 Quantitative research techniques	27
Questionnaire	28
Observation sheet	28
Participants	28
Sampling	28
Analysis	28
Analysis of the interview done to the teachers of Unidad Educativa Ibarra in EGB Level 8 and Unidad Educativa Internacional 'Pensionado Atahualpa' in EGB Levels 3 and 4	28
Surveys analysis of the Students from Unidad Educativa Internacional Pensionado Atahualpa and Unidad Educativa “Ibarra”	32
Analysis of the observation sheets	41
Results and Discussion	42
General analysis of results	42
Conclusions	44
Recomendations	¡Error!
Marcador no definido.	
Designing Interactive Digital Books for Pre-A1 and A1 Learners to Strengthen English Language Skills and Ecuadorian Cultural Competence	45
Introduction	45
3. Objectives	46
4. Rationale	46
5. Target Audience	46
6. Methodology	47
Content Design:	47

Interactive Features:	47
Language Focus:	47
Tools:	47
Implementation:	47
7. Content Sample	47
Title:	47
Steps	48
Step 1: Open the Digital Book	48
Step 2: Navigate Through the Pages	49
Step 3: Read the Text	49
Step 4: Answer the Questions	49
Step 5: Check Your Answers	49
Step 6: Explore Interactive Features	50
Step 7: Finish and Reflect	50
Additional Tips:	50
Language Goals	51
8. Expected Outcomes	51
9. Assessment and Evaluation	51
10. Resources and Tools Required	51
11. Timeline	51
12. Budget	52
13. Conclusion	52
BIBLIOGRAPHY	52
Annexes	54

Resumen

Esta investigación tiene como propósito analizar el desarrollo de la competencia cultural mediante la implementación de estrategias de enseñanza culturalmente responsable en el área de inglés como lengua extranjera. El estudio se llevó a cabo en dos instituciones educativas de la ciudad de Ibarra: una pública Unidad Educativa Ibarra y una privada Unidad Educativa Internacional "Pensionado Atahualpa", con estudiantes de los niveles 3, 4 y 8 de Educación General Básica. La competencia cultural es considerada una habilidad esencial en contextos educativos diversos, ya que permite a los estudiantes comprender, valorar y convivir con personas de distintas culturas, además de fortalecer su identidad propia.

Se utilizó una metodología de enfoque mixto, aplicando instrumentos cualitativos (entrevistas y observaciones de aula) y cuantitativos (encuestas a estudiantes), con el objetivo de conocer las percepciones sobre el uso de contenidos culturales en las clases de inglés, así como las prácticas docentes en relación con la inclusión cultural. Los resultados obtenidos reflejan diferencias notables entre ambas instituciones. La Unidad Educativa Ibarra, a pesar de contar con menos recursos tecnológicos, demuestra un mayor esfuerzo por integrar contenidos culturales locales en sus clases, como leyendas, costumbres y tradiciones ecuatorianas. Por su parte, la Unidad Educativa Internacional "Pensionado Atahualpa" hace uso frecuente de materiales digitales y contenidos globales, pero presenta una menor presencia sistemática de la cultura nacional.

Entre las principales dificultades encontradas se identifican la falta de formación específica de los docentes en enseñanza intercultural, la escasez de materiales didácticos representativos de la cultura ecuatoriana y las limitaciones de tiempo curricular para abordar estos contenidos con profundidad. A pesar de ello, tanto docentes como estudiantes mostraron un alto nivel de interés en trabajar con recursos culturales. Los estudiantes valoran positivamente la inclusión de actividades culturales en las clases de inglés, consideran que estas hacen el aprendizaje más interesante, y expresan el deseo de aprender inglés a través de leyendas ecuatorianas y otros elementos identitarios.

Frente a este panorama, se elaboró una propuesta pedagógica basada en el diseño de libros digitales interactivos que combinen el aprendizaje del idioma inglés con contenidos culturales ecuatorianos. Estos materiales se adaptan a los niveles Pre-A1 y A1 del MCER y buscan promover tanto la competencia lingüística como la formación intercultural desde edades tempranas.

Palabras claves: Competencia cultural, enseñanza del inglés como lengua extranjera, educación intercultural, estrategias culturalmente responsables, diversidad cultural en el aula, recursos educativos, identidad cultural ecuatoriana.

Abstract

This research aims to analyze the development of cultural competence through the implementation of culturally responsible teaching strategies in the area of English as a foreign language. The study was conducted in two educational institutions in the city of Ibarra: a public school, Unidad Educativa Ibarra and a private school Unidad Educativa Internacional “Pensionado Atahualpa,” with students in grades 3, 4, and 8 of General Basic Education. Cultural competence is considered an essential skill in diverse educational contexts, as it allows students to understand, value, and coexist with people from different cultures, in addition to strengthening their own identity.

A mixed-method approach was used, applying qualitative instruments (interviews and classroom observations) and quantitative instruments (student surveys), with the aim of understanding perceptions about the use of cultural content in English classes, as well as teaching practices in relation to cultural inclusion. The results obtained reflect notable differences between the two institutions. The Ibarra Educational Unit, despite having fewer technological resources, demonstrates a greater effort to integrate local cultural content into its classes, such as Ecuadorian legends, customs, and traditions. For its part, the “Pensionado Atahualpa” International Educational Unit makes frequent use of digital materials and global content, but presents a less systematic presence of national culture.

The main challenges identified include the lack of specific training for teachers in intercultural education, the scarcity of teaching materials representative of Ecuadorian culture, and the limitations of the curriculum in terms of time to address these contents in depth. Despite this, both teachers and students showed a high level of interest in working with cultural resources. Students value the inclusion of cultural activities in English classes, considering that these make learning more interesting, and express a desire to learn English through Ecuadorian legends and other elements of identity.

In response to this context, a pedagogical proposal was developed to design interactive digital books that combine English language learning with Ecuadorian cultural content. These materials are aligned with the Pre-A1 and A1 levels of the CEFR and aim to promote both linguistic competence and intercultural education from an early age.

Keywords: *Cultural Competence, Teaching English as a foreign language, intercultural education, culturally responsible strategies, cultural diversity in the classroom, educational resources, Ecuadorian cultural identity.*

Introduction

The teaching of foreign languages aims at personal and social transformation from a deeper point that not only involves the development of linguistic skills, but also allows students to live experiences through which they can find their beliefs and create their own identity.

As people interact in diverse ways, they express and develop their identity (Port, 2010), for this, there are some factors that are part of this process, such as ethnicity, origin and gender. The moment in which they find themselves in an educational formation related to the learning of a foreign language, a wide field of different opportunities for social, cultural, linguistic and educational growth opens up. The simple fact of learning a language that is neither native nor part of their origin, they are already at a socially and culturally diverse point.

The importance of developing cultural competences (Nottingham., 2002) in an ESL classroom takes place in real life situations, such as traveling around the world. When non-native speakers are in a foreign country with different people and a totally different language but they are able to communicate with others in this language, the experiences start to bring a certain knowledge of a new adaptable background. The different opportunities are in that moment playing a fundamental role of it.

Ecuador has a rich cultural diversity that is reflected in its education system, which includes both public and private educational institutions, each with its own particular characteristics and challenges. In the national context, Unidad Educativa Ibarra, a public institution at EGB level, and Unidad Educativa Internacional 'Pensionado Atahualpa', a private institution, present significant contrasts in their teaching approaches and representation of cultural diversity within their student community (Educacion M. d.). These two educational contexts offer a unique opportunity to explore how culturally responsive teaching methodologies can encourage the development of cultural competence in students at basic levels of general education.

In Ecuadorian education, cultural competence has become a key skill to prepare students for a globalized world, where understanding and respect for different cultures is essential (Enrique.E & Nelly, 2020). This study proposes to analyze and compare the implementation of culturally responsive practices in both institutions to assess their impact on the development of cultural competence in ESL students, highlighting the relevance of adopting approaches that not only enhance language learning, but also promote a deeper understanding of cultural diversity within the classroom and society at large.

OBJECTIVES

GENERAL OBJECTIVE

1. To explore the development of cultural competence through the implementation of culturally responsive teaching strategies in English as a Foreign Language (EFL) classrooms, through a comparative study conducted at Unidad Educativa Ibarra (EGB Level 8) and Unidad Educativa Internacional 'Pensionado Atahualpa' (EGB Levels 3 and 4).

SPECIFIC OBJECTIVES

1. To analyze national and international scientific literature on cultural competence and culturally responsive teaching within the context of English as a Foreign Language (EFL) learning, in order to establish a robust theoretical and bibliographical foundation for the proposed research.
2. To describe the research methodological approach to compare the implementation of culturally responsive teaching strategies in EFL classrooms at two schools, aimed at assessing the development of students' cultural competence.
3. To critically analyze the collected data in relation to the research questions and variables, interpreting the findings in the context of existing literature, and discuss their implications, significance, and potential limitations.
4. To design culturally responsive teaching materials that reflect the diverse backgrounds of students by integrating relevant stories, songs, and real-life examples into English lessons, fostering a more inclusive, engaging, and representative learning environment.

STATE OF THE ART

Definition of Cultural Competencies

First, defining cultural competences in a multicultural educative background includes students and teachers from different cultures. This is a globalized society where the capability to be culturally proficient is a must. According to Cross, these competencies are a “set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations” (Moule, 2005)

Considering a school where the teacher is a native and students come from different cultures, Teachers hope that all students will act in accordance with the school's standards and rules. But when pupils fail to do so, they may be evaluated as troublemakers, ruling out that learner could

be hard to adapt to different traditions, types of thinking and types of learning. Students are passing the half of the day in the school, there is a completely different background for them. For example, Sileo and Prater (1998) identified that African students are considered in North America more familiar with a very interactive style, show their engagement with the classes by participating with enthusiasm and making feedback. So, these kinds of problems occur in day to day situations. (Nieto, 2008)

Cultural Competence in Education

(Javier García Castaño) Multicultural education is born from the presence of students who integrate into cultures or places different from their native place. The moment when this appropriate treatment becomes necessary due to the “distance” of their culture, it is considered the birth of “Multicultural Education”, although there are now different ways to define it.

Now, once the birth of this type of education is known, a clear definition of this concept will be provided. To do so, it is important to start with cultural assimilation, which is defined as the process that seeks to equalize educational opportunities for culturally different students. The educational design adapted to this type of student is built on the human capital hypothesis (The return of human capital theory, 2007) that establishes education as an investment model in which an individual develops skills and acquires knowledge that can generate income in the future.

Importance of culturally sensitive teaching

Teaching English in multicultural settings requires cultural sensitivity to engage all learners effectively and equitably (Banks, 2008). This involves recognizing and valuing the diverse cultural, linguistic and socio-economic identities of learners, adapting methodologies and teaching materials to reflect this diversity. Furthermore, it is essential to promote an inclusive and supportive environment in which all learners feel valued and involved, thus fostering active participation and meaningful learning.

(Ruiz Bravo, 2006) Many times, people who are part of the educational field in Latin American countries lose the true focus of the importance of culture within knowledge. Generally, it is known that in rural areas the quality of education is not the best, due to different variables such as the lack of preparation of teachers, the economic situation of homes or even the family environment to which each student belongs. The moment that educators or educational institutions leave these variables aside, they lose importance within the educational process of each student, and that is when difficulties appear when learning new languages or new contents in general.

The very fact of learning or teaching a language totally different from the native one is part of multiculturalism and that is where there is a great learning opportunity to be seized and not diminished.

Globalized Context

(Brunner, 2010) Over the years, everything has evolved and changed. Each time we find different cases in the classroom and therefore, different types of people. It has become common for non-native speakers to move from their country of origin to another. This refers to both the student field and the labor field of educational institutions around the world. And suddenly the question arises as to whether these new conditions are creating a more egalitarian world in the field of education or a more discriminatory one. New opportunities for study around the world are increasing, but there is also an increase in cases of bullying or harassment within educational institutions. Here another question arises about the modality of providing classes, considering this the main cause of these difficulties or the change of mentality for the acceptance of different cultures inside and outside the classroom. This short analysis focuses solely on a call for people's awareness to foster values of respect at home. Since, the vast majority of cases come from the home.

(Dewey, 2007) This is an article that analyzes English as a Lingua Franca and its connection with the globalization, looking it from a transformational perspective, considering globalization as an opportunity to make and create changes taking advantage of them at the same time of applying them. It establishes that English is a global language which a lot of non-native people use as a second language and creates different connections around the world and not just in the same context. There are a lot of multilingual contexts where English acts as a primary language to communicate. Then, Dewey (2007) analyzes different theories referring directly to globalization and how to take advantage of it without considering the same types of uses of the foreign language as a second language.

Another interesting data that he acquired is the Linguistic Innovation in EFL, it refers to how non-native speakers adapt English to communicate and introduce new grammar and use of language challenging the native people. The article critiques the dominance of native-speaker rules in ELT focusing on the traditional way to teach or just making it for grammar and advocates for pluralistic and adapted approaches to pedagogy, taking advantage of a new kind of knowledge and information acquisition.

History of Language Teaching and Cultural Inclusion

Language teaching history has been changing, but the methodology is taking so long to change, it's considered a very slow process of evolution. Most of the times, young professionals (teachers) that finished their studies at university look for a job but they don't have the same opportunity of a professional that have a long experience. On the other hand, teachers that have 10 years of experience are bringing the same class of 10 years ago which doesn't include cultural activities or classes with values to teach them how to respect and learn from different cultures or just different thoughts. For example, in the early decades of the 20th century, professionals investigated the significance and potential of including cultural aspects in the L2 syllabus for teaching a foreign language. (Bilal Genc, 200)

(Arroyo, 2013) First of all, the starting point for defining the term "inclusion" stems from the differences existing in today's world or better known as "diversity". All human beings are different biologically, socially and culturally. Emphasizing equal opportunities, people tend to confuse and underestimate different situations according to the context of each person's life.

Multiculturalism and Challenges in Education

A new issue that results from implementing these cultural competencies is cultural neglect (Pulverness, 2013). Since the late 1970s has been the complete exclusion, there has been a functional approach to teaching English as a second language, grounded in needs analysis and predictable performance objectives. In this way, multiculturalism has been identified as a luxury or an obstacle. Well, teachers that don't include culture in their classes is an obstacle but teachers that make cultural activities are going to consider culture as a luxury.

Here are the advantages of culture while studying a second language:

Awareness of culture and its significance gives students a reason to learn the foreign language. Culture also influences students' motivation for second language acquisition because students as culture-grounded experiences, such as singing, dancing, role-playing, storytelling, etc. The learning of culture not only enhances students' interest and intrigue for the host countries, but also improves their motivation.

Culture fits hand in hand with the term "education" in general, it gives students a passion for the native speakers of a language. Culture also has a helpful function in all other school subjects; by studying culture, learners can also study geography, history, and so on. And here the challenges while learning a foreign language:

Students consider that one of the major challenges when studying a foreign language is the difficulty in conceiving a clear understanding of native speech and situations. Although the

books present activities with a native background in the absence of previous knowledge, this becomes somewhat fictitious for the students.

Another difficulty is discrimination, when a teacher makes a cultural activity in the class, there have been situations in which native students make fun of or simply do not want to work with learners from other cultures, just because “they are different” (Bilal Genc, 200)

There is a strong perception of a native speaker (L1) towards a foreign speaker (L2).

(Holliday, 2016) English is an international language spoken in different countries and continents, is used as a communication tool between individuals of different origins and cultures.

In countries such as Iran and Pakistan, textbooks for subjects such as physics, chemistry and biology are in English, so there is a tendency to develop students' language skills in a language other than their native tongue.

Accordingly, it follows that students need to develop their communicative skills in a target language in different destinations. Skills such as following directions, requesting information, entertainment, self-expression, etc. All this will allow them to be able to function in different places, seeking more opportunities and generating a more significant learning by the very fact of applying their knowledge in real and daily life situations.

For this, it is the teachers who have the challenge of looking for activities in which all this is applied and somehow motivate students in their learning.

The development of intercultural competencies is effective when students apply in a practical way everything acquired in a theoretical way and their communicative development in the application of language. (Sheeraz Ali, 2015)

Cultural Teaching Methodologies in ESL

(Tvalchrelidze, 2014) There are some cultural components to be taught in the process of English learning. At first, these theories are including the following cultural components: Kinesics (non-verbal communication), Hidden dimension (beliefs, attitudes, values, etc.), Set theory: (1. Food, historical building and personality), 2. Illusive part of culture (worldview, pitch, tone). All these theories have an impact in the teaching process of English. All of these have one common factor that stands out significantly and that is the primary focus on educators or teachers. They have to pay attention in their crucial role of teaching with culturally-responsive teaching in a diverse educational background, powering their issues and position themselves to equal.

Teachers have a very important responsibility, to care of their students' attitudes, feelings, activities and ensure their knowledge of their pedagogical skills.

Benefits of Culture Based Activities

(Rojas, 2024) Generally. People know how is their “world” context, how to develop different relationships, how to manage some problems, how to move from one side to another like talking as an independent context to a daily life routine, daily situation. All of these ideas are correct, but talking about a native person in a native place with native people and language. On the other hand, people don’t refer to a foreign context, when people have to move to another country. Here is when a person wants to talk with a native speaker but starts having problems when transmitting a message due to the lack of cultural literacy. By this way, teachers have to share all the necessary knowledge to know how culture is important at the moment of learning a new language.

(Roziboyovich, 2023) Sometimes there are phrases, words or ways to communicate to people from an specific place that are not in the grammatical rules that a person can’t understand if was just learning grammar rules or something similar. So, here are the benefits of culture by learning a new language:

Socialization and inclusion: students that accept sharing experiences with foreign people are able to create “social relationships” and it encourage them to solve problems in real life situations. It also fosters inclusion around the world and can avoid problems like bullying, discrimination, etc.

Linguistic confidence and fluency: when students are developing their learning process but in a different context, they feel confident about them, they feel curious about new things and at the moment that they are feeling a necessity to communicate with others, will know what are they capable of and this make them feel self-confident of themselves. When they pass for this process, the fluency starts to take place in their life and learning a foreign language is not going to be hard for them.

Developing communication strategies: communication in general words is very important, when a teacher make sure that a student is able to communicate with people from other places without exception, race, age, language, social position, etc... It really takes advantage for each step-in life. They will be able to develop the majority of process and problems that present day to day.

Motivational strategies in second language teaching

(Pinter, 1999) During the passing years, most of the teacher teachers don’t know how to connect a language teaching with activities like in this case is dance. They consider different fields that can’t be used as a support for each other. But they must remember that there are a lot of kind of music in different languages that for example can support the vocabulary and at

the moment of dance and sing, at first it is better for the pronunciation, then the students can make “mimics” or something like that that stimulates the brain to understand what are they talking about or saying. The author establishes that teachers can find different kinds of communication, not just oral communication, it can also be transmitted with movements, gestures and sounds. Considering dancing as another pedagogical strategy could be really effective for learners, they can feel the real meaningful learning and also enjoy it. By this way it becomes more interesting, by this way teachers can motivate students to learn more.

Linguistic and Cultural Diversity in Ecuador

(Malik, Esaki-Smith, & Ngan, 2015) mentions that in Ecuador many children or young people They also study Spanish at school or English, since the teaching plan includes its study as a foreign language throughout Ecuador. For this reason, most Ecuadorians are regarded as multilingual, as they are first expected to learn the main language, i.e., Spanish, and then learn English or Kiwcha.

Taking into account Ecuador's diversity of languages and cultures is essential to offer an equitable education to all students”. (Educacion, Exploring English Language Teaching in an Ecuadorian Urban Secondary Institution, 2013) That said, Ecuador has prioritized EFL in the current education system, as public policy makers see English as an essential communication skill for the nation's success in the modern globalized world (Council, 2015). But there are also many challenges that English teachers face in the classroom. In Ecuador, in 2016, the new curriculum for English language teaching was launched with the aim of including Content and Language Integrated Learning (CLIL), which means that subjects such as English and Spanish will be included in the curriculum: Social Studies, Natural Sciences, Biology, Language and Literature are united with the subject of English and share content thus achieving inclusive learning where the student feels comfortable. In addition, educational institutions adapt cultural programs in this way so that students can participate and learn together.

Innovative Methods in English Language Teaching (CLIL)

The CLIL (Content and Language Integrated Learning) approach represents a significant advance in the teaching of English. This method combines the learning of specific content with the acquisition of a foreign language, favoring the simultaneous learning of concepts and language skills. According to (David, 2010), the use of CLIL allows students to apply the language in authentic contexts, improving their comprehension and expression through constant practice.

Moreover, (Coyle) emphasize that CLIL fosters the acquisition of higher cognitive abilities, such as critical reasoning and problem solving, while developing intercultural skills. However,

its implementation requires specialized training for teachers and resources to support this approach. In particular, materials must be culturally inclusive and designed to meet both linguistic and academic objectives.

Intercultural Attitude

(Fernandez & Chancay, 2018) mentions that the intercultural attitude is a basic capacity for tolerance, curiosity and especially flexibility in understanding others' cultural backgrounds. They are also aware that there is no single culture, there are other cultures where they share beliefs and values. For that reason, the Integrating culturally can significantly improve English language learning for culturally diverse students, as these practices consider the unique experiences, background knowledge, and perspectives of each student. By incorporating relevant and contextualized cultural elements into the curriculum, educators can make content more accessible and meaningful for all students. In addition, creating environment of mutual respect and understanding, facilitating the building of positive relationships. As a result, students are motivated and engaged in their learning process, leading to better academic results at school.

“Considering Ecuador’s linguistic and cultural diversity is key to offering an equitable education to all students” (Educacion, Exploring English Language Teaching in an Ecuadorian Urban Secondary Institution, 2013). But there are also many challenges that English teachers face in the classroom. In Ecuador, in 2016, the new curriculum for English language teaching was launched with the aim of including Content and Language Integrated Learning (CLIL), which means that subjects such as English and Spanish will be included in the curriculum: Social Studies, Natural Sciences, Biology, Language and Literature are united with the subject of English and share content thus achieving inclusive learning where the student feels comfortable. In addition, educational institutions adapt cultural programs in this way so that students can participate and learn together.

The Role of the Teacher in Cultural Competence Formation.

The role of the teacher is not only limited to imparting academic knowledge, but also involves being a facilitator of intercultural dialogue. According to (Garcia, 2016) teachers should be active agents in promoting values such as tolerance, respect and peaceful coexistence among students from different cultural backgrounds. For this reason, Ecuadorian educators face the challenge of educating students in an inclusive environment, where cultural diversity is not only recognized, but also valued and incorporated into the educational process.

Challenges of Language Teaching in Multicultural Contexts.

Ecuador is a country characterized by its rich cultural and linguistic diversity, with at least 14 recognized indigenous nationalities and multiple indigenous languages coexisting alongside Spanish. This context poses significant challenges for language teaching, especially in an education system that seeks to balance national integration with respect for local cultural identities. Although the constitution and education policies promote intercultural bilingual education, its implementation faces practical and structural barriers that limit its effectiveness. (Educacion, MOSEIB, 2014)

Lack of Culturally Sensitive in Teaching Materials

(Saniei, 2012) Understanding a different language than the mother tongue is not only to learn about grammar rules, phonology or lexis, it refers to the complete understanding of another cultural context. Emphasizing in the intercultural communication people must know that the language is a principal part of a culture and vice versa. A teacher that is not considering the different cultures important in the process of teaching means that is no focusing in the correct way to take advantage of it. First of all, if a person wants to learn a new language have to be conscious of what does it mean. And a person that is going to take the real challenge to teach another language too.

Teaching materials often reflect cultural prejudices that limit inclusion and diversity in education. According to (Moya, 2017), these materials are curricular mediators that significantly impact the formation of school knowledge, and often perpetuate stereotypes through the images and narratives they use. This can exclude certain groups and reinforce structural inequalities.

Furthermore, (Rego, 2020)note that representation in educational materials should be critical and reflect social diversity to avoid implicit discrimination. In line with this, Article 3 of Decree 104/2018 in Spain states that the educational curriculum must guarantee accessibility and sustainability, promoting an inclusive approach at all levels.

Research Questions

1. How do teachers define and measure cultural competence in ESL classrooms, and how do culturally responsive teaching strategies impact its development in EGB 9 students at Unidad Educativa Ibarra and EGB 3, and 4 students at Unidad Educativa International 'Pensionado Atahualpa'?
2. What are the similarities and differences in students' cultural competence, attitudes, and beliefs towards cultural diversity in both educational units, and how do these factors

influence the implementation and effectiveness of culturally responsive teaching practices in ESL classrooms?

3. What challenges and strengths do teachers encounter in implementing culturally responsive teaching strategies in ESL classrooms, and how do students' cultural diversity and attitudes affect their learning outcomes in Unidad Educativa Ibarra and Unidad Educativa International 'Pensionado Atahualpa'?

Variables

- **Dependent Variable**

Students' level of cultural competence: How students understand and value cultural diversity.

Intercultural communication skills in English: The ability of students to communicate effectively with people from different cultures in English.

Use of culturally diverse teaching materials: The implementation and use of materials that reflect cultural diversity in the classroom.

- **Independent Variable**

Culturally responsive teaching strategies used: Teaching methodologies and activities designed to be culturally inclusive.

Content and diversity of teaching materials created: The quality and variety of teaching materials that reflect cultural diversity.

Frequency of activities that promote inclusion and respect for diversity: The number and type of activities aimed at cultural inclusion in the classroom.

The main objective of the variables in general is to make a deep analysis about the cultural competences and culturally responsive ESL teaching in international and national literature, reflecting students' cultural diversity by creating didactic materials and fostering the ability of effective communication with people from different cultures in English.

Materials and Methods

Introduction

This section of the document refers to the description of the methodology and materials used to carry out the research. In this way, the results obtained are validated in a real way.

It details the procedures, techniques, analysis and tools implemented. In addition, the analytical criteria of the results data are disclosed. All this with the purpose of providing transparent and real data for the readers.

Objectives

General objective

1. Describe in a detailed manner the materials and methods used in the research process, to ensure the validity and reliability of the results obtained, establishing a solid methodological support for the conclusions of the study.

Specific objectives

2. Identify in an explanatory manner the characteristics of the tools, procedures and procedures applied during the research, specifying the variables used to ensure the validity of the results.
3. Describe the methods used in the data collection process, emphasizing the strategies employed to reduce errors and ensure objectivity in data analysis

Methodology

In this research project we consider two institutions in Ibarra. The Unidad Educativa ‘Ibarra’, which was founded 73 years ago and is one of the first public institutions for women in Ibarra, which after a few years was transformed into a coeducational institution, it is worth mentioning that this institution is a public institution, and the Unidad Educativa Internacional Pensionado Atahualpa, which was founded 66 years ago and is one of the first private institutions in the north of the country, and for which a mixed methodology was applied, This methodology was used both qualitative and quantitative approaches to collect, analyze and understand the information, which was involve analyzing the data in order to obtain information.

This methodology aims to use both quantitative and qualitative approaches to collect a variety of data to analyze the problem from different perspectives and levels of analysis. The data collected was highly relevant to the number of students the institution has.

Types of Research

This research is a comparative and descriptive approach, since its purpose is to analyze and compare two contrasting educational contexts: a public institution Unidad Educativa Ibarra and a private institution Unidad Educativa Internacional ‘Pensionado Atahualpa’.

The techniques that were included in the qualitative approach were the interview and its instrument the questionnaire that was addressed to the teachers of the 2 educational institutions In the quantitative approach, the observation technique was applied with the help of the observation form, then the questionnaire was addressed to the EGB students of the Unidad Educativa Ibarra and Unidad Educativa Internacional ‘Pensionado Atahualpa’. Both methodologies provide valuable elements for the understanding of various aspects of reality and allow a more complete approach to the subject of study.

Research Techniques and Instruments

In the present research project, an interview was conducted with some teachers of the Unidad Educativa Ibarra and Unidad Educativa Internacional Atahualpa. The instrument used for the interview was consist of a questionnaire of questions that will allow us to know more specific details from a teaching point of view.

Qualitative research techniques

To collect the information for this work, we use techniques such as the observation sheet to record the behavior of the students during the learning activities, the most effective methodologies, cultural activities carried out during the academic period, where the participation of the students, group work and their development in oral communication in English was included.

Interview

A planned method of data collection was implemented in collaboration with some English teachers from both institutions, recognizing the importance of the obtained information. The direct participation of the person involved in the teaching-learning process is considered essential.

This strategy provides detailed information about the work done in the classroom, as well as the multicultural impact within the classroom, the methodologies used by the teacher to approach the subject and the level of cultural understanding through English acquired by the students.

Observation

This tool is an invaluable resource for gaining an in-depth understanding of the challenges faced by students in 2, 3, 4 and 8 EGB in the development of cultural competences within their educational process. The observation was carried out on 106 students between the two institutions.

To broaden understanding, a questionnaire was designed to be used during the interview, which will facilitate a more detailed exploration of the teacher's experiences and views.

The observation sheet was applied during English lessons on the challenges faced by pupils in, 3, 4 and 9 EGB in developing cultural competences.

1.2.2 Quantitative research techniques

Questionnaire

To obtain the necessary data for the research project, a questionnaire was designed for the pupils of 3, 4 and 8 EGB including 10 closed questions to collect the information.

This approach allows to collect opinions on the importance of a basic knowledge about culture in general terms, what was their experience working with this teaching technique and their perception on the improvement of foreign language learning through multiculturalism.

Closed-ended questionnaire: The questions provide specific information that allows the researcher to select the best options.

Observation sheet

Through this instrument it is intended to record the behavior of students during learning activities, the most effective methodologies, cultural activities carried out during the academic period, including student participation, group work and their development of oral communication in English.

Participants

The population to be surveyed were students. Of which 78 belong to the Unidad Educativa Internacional 'Pensionado Atahualpa' and 138 students belong to the Unidad Educativa 'Ibarra.

Sampling

A non-probabilistic methodology was used, given that participants were selected based on their availability and accessibility, and not through a random procedure. This allowed access to two specific school contexts: the Unidad Educativa Ibarra (UE Ibarra) and the Unidad Educativa Internacional Pensionado Atahualpa (UEIPA), at levels EGB 3, 4 and 8.

Analysis

Analysis of the interview done to the teachers of Unidad Educativa Ibarra in EGB Level 8 and Unidad Educativa International 'Pensionado Atahualpa' in EGB Levels 3 and 4

This interviews was done to Michelle Oñate , Maria Gualoto and Camita Cortez with their consent. Both teachers gave sincere opinion regarding the importance of cultural diversity in the EFL classroom and the role of culturally responsive teaching in fostering cultural competence among students. The interview aimed to explore how cultural awareness is perceived and promoted, what barriers exist to its integration, and what strategies are being implemented at Unidad Educativa Ibarra and Unidad Educativa International "Pensionado Atahualpa". You can find the transcription of each interview in annexes.

1. How is cultural diversity perceived in the English classroom in Ecuador?

Analysis: Cultural diversity in the English classroom is positively valued in both institutions, although with different approaches. At Pensionado Atahualpa, it is recognized as an opportunity to create inclusive and dynamic environments, although the lack of culturally relevant didactic material is noted. On the other hand, at the Ibarra Educational Unit, local culture is actively integrated into the classes, addressing different topics and the customs of native peoples. This shows that, although there is awareness of the importance of diversity, its application depends on the context and available resources.

2. Do you consider it important to develop cultural competencies during class? Why?

Analysis: Teachers across both public and private institutions recognize the importance of developing cultural competencies in EFL classrooms. At Pensionado Atahualpa, cultural diversity is seen as enriching for both teaching and learning, promoting inclusion and student engagement. However, one teacher also notes that while cultural content is important, it should be balanced with other classroom priorities and might be more suitable as a project-based component. In contrast, the teacher from Unidad Educativa Ibarra strongly emphasizes the need to integrate Ecuador's rich cultural diversity into classroom discussions as a means to foster coexistence and mutual respect.

3. According to the National Curriculum, teachers must include culture in the classroom. Do you think educators do this? How often?

Analysis : In general, teachers agree that culture should be included in the classroom, as established by the national curriculum, but their actual practices vary depending on the institutional context and resources. One teacher points out that while there is an expectation to integrate culture, factors such as lack of materials and teacher training may limit its consistent implementation. Another, from a private institution, explains that while cultural topics are included, the emphasis is often on international rather than Ecuadorian cultures. On the other hand, the other teacher emphasizes that cultural values are addressed on a daily basis and in all subjects, highlighting the importance of teaching students to live respectfully within a diverse society. These responses show a shared intention to include culture, but also reveal discrepancies in the cultural integration.

4. What variables do you think hinder cultural development in the classroom?

Analysis: Teachers point to several variables that hinder cultural development in the classroom. A major restriction is the lack of teacher training and adequate resources to

effectively integrate cultural content. Time limitations are also a common concern; teachers in private schools cite the pressure to cover extensive academic material, which limits space for cultural topics. Similarly, public school educators struggle with limited instructional time, making it difficult to go beyond the core curriculum. In addition, student disinterest in cultural content is seen as a problem, suggesting that motivation and engagement play a key role in successfully promoting cultural competence in EFL classrooms.

5. What is your opinion about the materials you have in class that are directly related to culture?

Analysis: Teachers express mixed views regarding the cultural relevance of classroom materials. One teacher highlights a lack of resources that reflect Ecuador's cultural diversity, emphasizing the need for materials that make lessons more meaningful by representing local culture. In contrast, another teacher points out the wide availability of technological tools such as internet access and projectors that allow educators to easily find cultural content online when needed. Meanwhile, a third teacher notes that the textbooks used incorporate both Ecuadorian and global cultural elements, and sees value in learning about these topics through English. Overall, while some teachers feel well-equipped, others see a need for more culturally representative and context-specific resources.

6. Would you like to use interactive digital books about Ecuador in your ESL class? Why?

Analysis: All three teachers express strong support for using interactive digital books about Ecuador in their ESL classes. They believe such resources would make learning more dynamic and engaging, while also helping students connect language learning with their own cultural identity. One teacher sees it as a way to spark curiosity about local legends and traditions, while another highlights how these materials can serve as a meaningful starting point for lessons. There is also a shared concern that globalization often leads students to overlook their own culture, reinforcing the value of tools that promote national identity within English education.

7. What strategies do you use to ensure that students from different cultural backgrounds feel included and respected in your classroom?

Analysis: Teachers employ a variety of strategies to promote inclusion and respect among students from diverse cultural backgrounds. Common approaches include creating a respectful classroom environment and incorporating materials, games and activities that reflect the

students' cultural identities. One teacher emphasizes using non-offensive games and avoiding potentially discriminatory content. Another focuses on treating all students equally, regardless of race, gender or ability, assigning them the same responsibilities and expectations. These strategies reflect a compromise with equity and cultural sensitivity in the ESL classroom.

8. Do you have any suggestions on how schools could better promote cultural awareness and inclusion in their curricula and teaching practices?

Analysis: Teachers from both institutions suggest practical ways schools can enhance cultural awareness and inclusion. At Pensionado Atahualpa, teachers recommend teacher training workshops and the integration of digital cultural materials, like interactive books as warm-up or reinforcement activities. However, they acknowledge that time constraints, especially in public schools, can limit the inclusion of cultural content in the curriculum. They also highlight that private schools may have more flexibility to adapt their programs. From the public-school perspective, the teacher emphasizes the teacher's critical role in promoting cultural values and awareness from an early age, noting that much of students' formation now relies on educators. All three agree that schools should be intentional about promoting equality and using the rich cultural diversity of Ecuador to strengthen educational experiences.

9. How do you think knowledge of and respect for Ecuador's diverse cultures impacts your students' English learning?

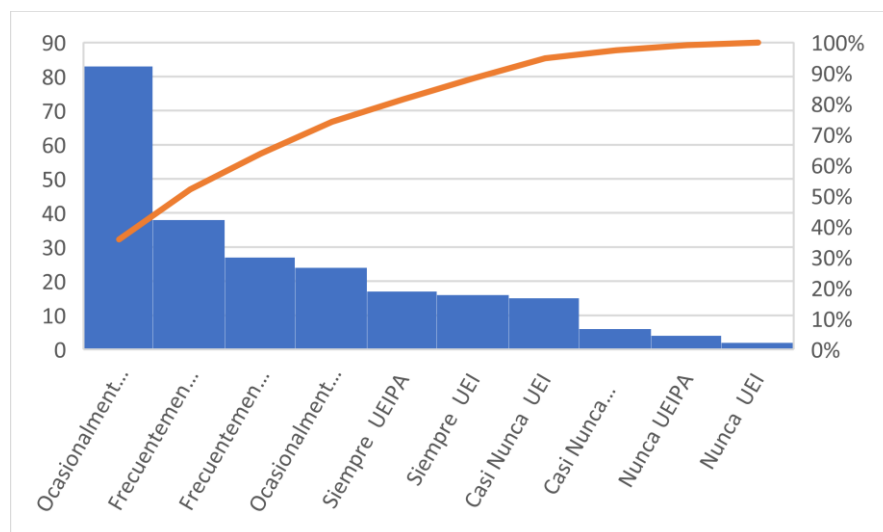
Analysis: Teachers agree that recognizing and respecting Ecuador's diverse cultures has a positive impact on students' learning of English. One teacher note that it encourages student participation and engagement by making students feel valued and respected. Other highlights how cultural representation can increase student's self-confidence, helping them realize that their own traditions are just as important as those of other countries. The public school teacher emphasizes that understanding cultural diversity gives students a stronger reason to learn English, as it provides them with opportunities for future academic and professional opportunities. As a result, cultural awareness not only enhances language learning, but also promotes personal growth and motivation.

Surveys analysis of the Students from Unidad Educativa Internacional Pensionado Atahualpa and Unidad Educativa “Ibarra”

The survey was applied to 3 and 4 grade from Unidad Educativa Internacional Pensionado Atahualpa and 8 grade from Unidad Educativa Ibarra. The word was done in person with the children in class.

Pregunta 1: El Profesor incluye temas culturales de diferentes países durante las clases de inglés

Nunca UEIPA	Casi Nunca UEIPA	Ocasionalmente UEIPA	Frecuente mente UEIPA	Siempre UEIPA	Nunca UEI	Casi Nunca UEI	Ocasionalmente UEI	Frecuente mente UEI	Siempre UEI
4	6	24	27	17	2	15	83	38	16

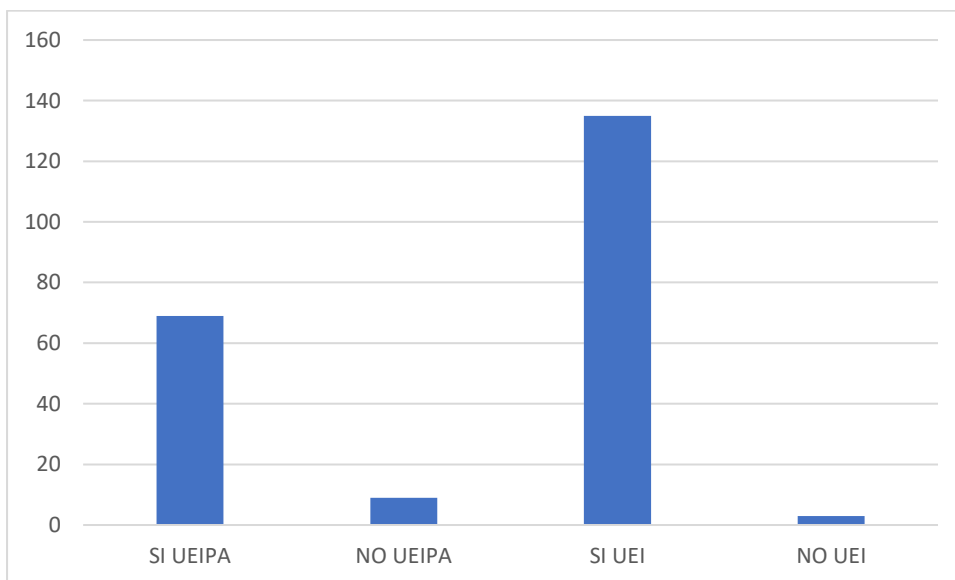


Analysis: In Unidad Educativa Internacional “Pensionado Atahualpa” (UEIPA), students perceive that English teachers incorporate cultural topics from different countries more frequently, which suggests a clear pedagogical intention of internationalization of learning. In the Unidad Educativa Ibarra (UE IBARRA), on the contrary, there is a tendency to deal with these topics only occasionally, which could indicate a more traditional or linguistically focused methodology. This difference suggests that UEIPA works more deeply on the intercultural approach, allowing students to connect the language with real and global contexts. At UE

IBARRA there may be less teacher training in interculturalism or fewer teaching resources available. This may affect students' motivation and cultural understanding. To improve, UE IBARRA should include more cultural content in a systematic way. In addition, the exchange of best practices between the two institutions would be advisable. The implementation of binational projects or collaborative activities could enrich the experience. Promoting cultural diversity in class not only improves language teaching, but also prepares students for global citizenship.

Pregunta 2: Siento que mi cultura es respetada en el aula de inglés

SI UEIPA	NO UEIPA	SI UEI	NO UEI
69	9	135	3

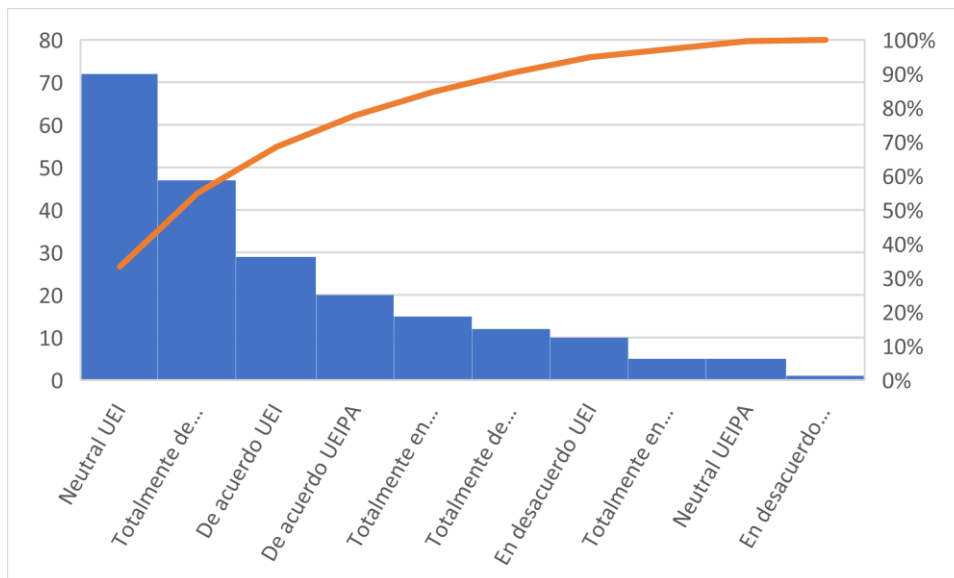


Analysis: Students at both institutions perceive that their culture is respected within the English classroom, although this respect is more accentuated at UE IBARRA. This difference could be due to a more diverse environment or to a more active institutional policy regarding the recognition of cultural identities. UEIPA also reflects a positive perception, but with more room for improvement, indicating that it might be necessary to reinforce the inclusive approach in certain pedagogical practices. The perception of respect is fundamental for the development of self-esteem, sense of belonging and active student participation. If students feel that their cultural identity is valued, they will be more motivated to learn and share. It is essential that both institutions maintain and strengthen this environment of respect through concrete actions. These can include cultural celebrations, use of local examples and explicit recognition of one's own traditions. In addition, training teachers in diversity and interculturalism will help to

reinforce this key aspect. Promoting an inclusive classroom not only benefits coexistence, but also language learning.

Pregunta 3: Lo que aprendo en las clases de inglés me ayuda a entender otras culturas además de aprender el idioma.

Totalmente en desacuerdo UEIPA	En desacuerdo UEIPA	Neutral UEIPA	De acuerdo UEIPA	Totalmente de acuerdo UEIPA	Totalmente en desacuerdo UEI	En desacuerdo UEI	Neutral UEI	De acuerdo UEI	Totalmente de acuerdo UEI
5	1	5	20	47	15	10	72	29	12

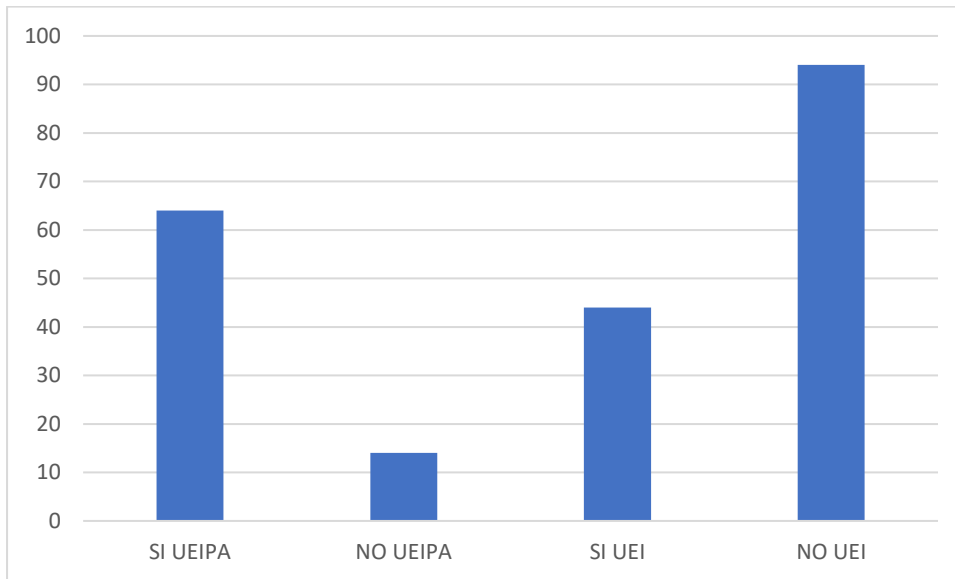


Analysis: At UEIPA, students express more clearly that English classes have helped them to understand other cultures, which demonstrates an educational approach with intercultural awareness. This perception reflects that the contents are not limited to teaching vocabulary and grammar, but integrate cultural elements that enrich global understanding. In contrast, at UE IBARRA a neutral attitude predominates, which could indicate that the cultural component is not worked on in an explicit or relevant way. This could generate classes that are less dynamic or disconnected from real contexts. Neutrality may also be an indication that students do not find direct utility in what they learn. Incorporating varied cultural materials such as videos, songs and international experiences could reverse this situation. UE IBARRA would benefit from a methodology that combines language instruction with cultural reflection. UEIPA could

share successful strategies that generate impact in the integral formation of the student. The teaching of a foreign language must necessarily be connected to its cultural dimension.

Pregunta 4: Me siento preparado/a para presentar a Ecuador fuera del país gracias a lo que aprendí en clases.

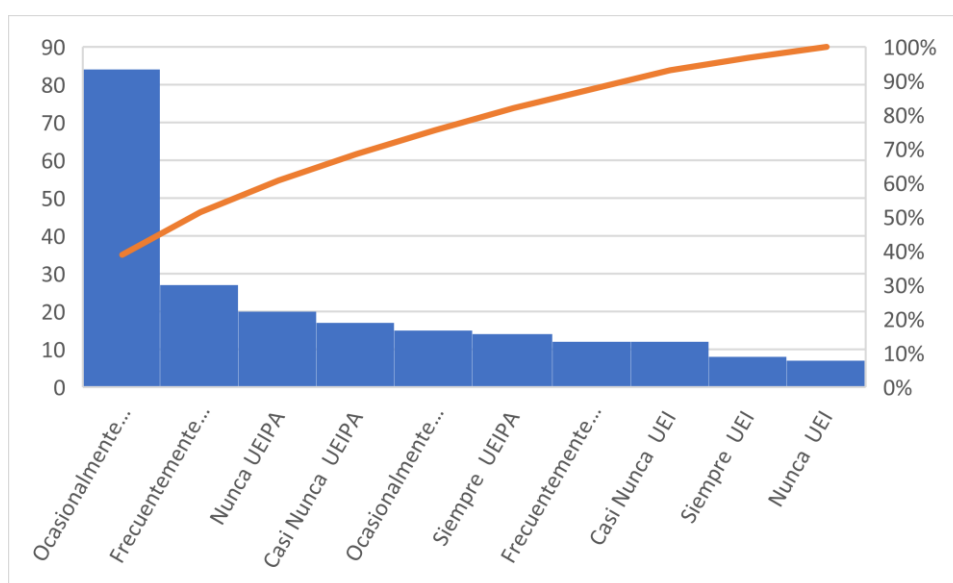
SI UEIPA	NO UEIPA	SI UEI	NO UEI
64	14	44	94



Analysis: There is a marked difference in the perception of readiness to represent Ecuador abroad through English. At UEIPA, most students feel confident and capable of doing so, reflecting an education that links language with national identity. This relationship is key to forming global citizens who retain a sense of belonging to their country. At UE IBARRA, on the other hand, many students do not feel prepared for this representation, which shows a possible disconnection between the content and the local context. This may generate insecurity in students regarding their skills and knowledge. Including topics about Ecuador in English classes would strengthen cultural and linguistic confidence. Institutions should train students to be cultural ambassadors, capable of communicating both the global and the local. Therefore, it is advisable to reinforce activities that promote knowledge of the country and its international projection. Contextualized English with a national identity is a powerful tool for personal and academic development.

Pregunta 5: El profesor me enseña sobre el Ecuador durante las clases de inglés.

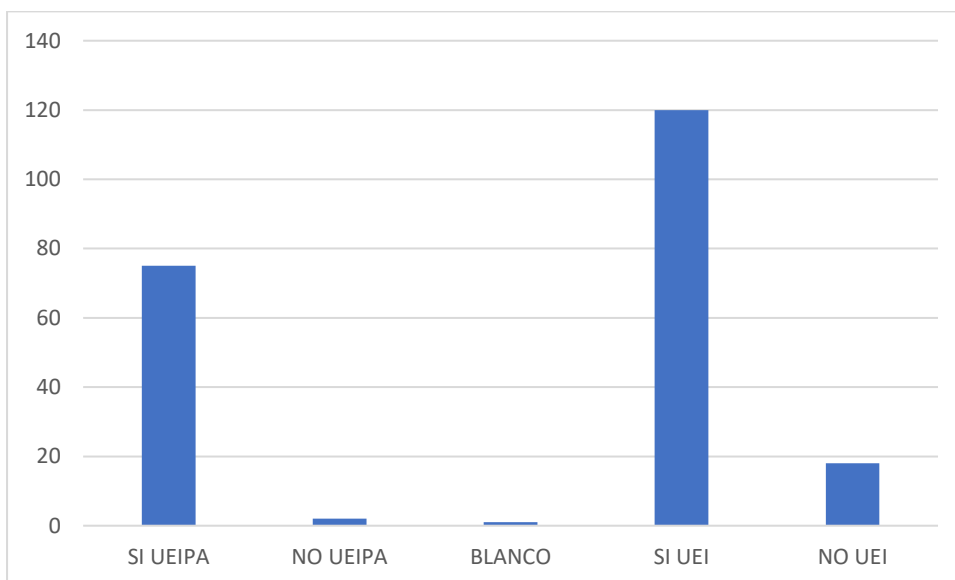
Nunca UEI PA	Casi Nunca UEI PA	Ocasionalmente UEIPA	Frecuente mente UEIPA	Siempre UEI PA	Nunca UEI	Casi Nunca UEI	Ocasionalmente UEI	Frecuente mente UEI	Siempre UEI
20	17	15	12	14	7	12	84	27	8



Analysis: In both institutions, there is evidence of a significant weakness in the inclusion of content about Ecuador in English classes. In UEIPA, the responses are very scattered, which indicates a lack of a defined focus on the presence of national elements in the curriculum. For its part, UE IBARRA presents a tendency towards an occasional mention of Ecuadorian topics, without methodological constancy. This situation reveals an important pedagogical opportunity for both institutions. Integrating information about the country not only strengthens language learning, but also the sense of identity and cultural pride. The teaching of English should not be disconnected from the context in which it is taught. On the contrary, including Ecuadorian history, traditions, gastronomy and legends can make classes more meaningful. This would allow the development of a bicultural approach where both the native and the foreign are valued. Institutions could design thematic units focused on Ecuador as part of an inclusive curricular strategy.

Pregunta 6: Las actividades relacionadas con la cultura han hecho que el aprendizaje del inglés sea más interesante

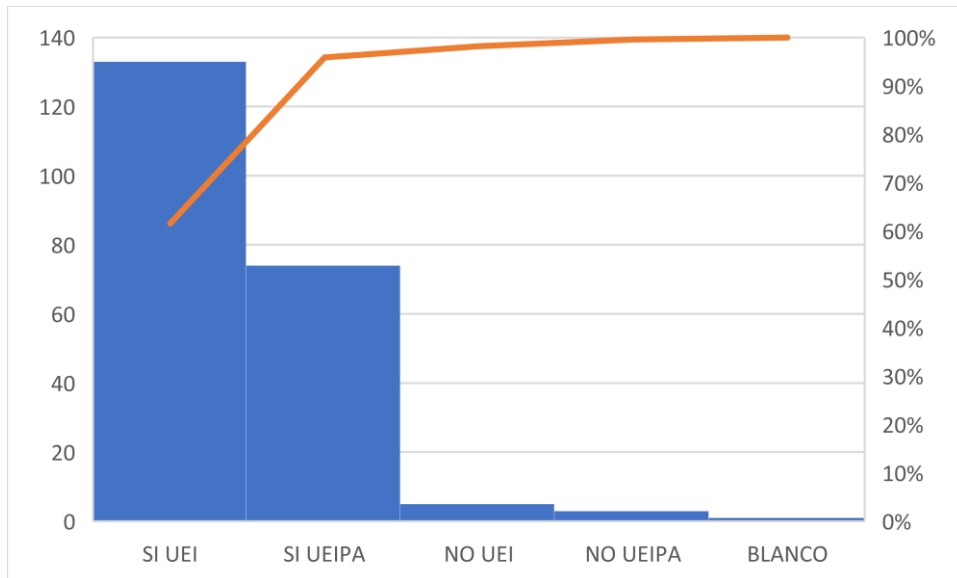
SI UEIPA	NO UEIPA	BLANCO	SI UEI	NO UEI
75	2	1	120	18



Analysis: At both UEIPA and UE IBARRA, students agree that cultural activities make learning English more interesting. This assessment shows that there is a positive impact when culture is incorporated as part of the educational process. At UEIPA this strategy seems to be more integrated and organized, suggesting clearer pedagogical planning. UE IBARRA also obtains positive results, although with signs of less systematization. This situation indicates that the interest in culture is present in the students, and that it responds to a need for more experiential learning experiences. Cultural activities generate greater participation, creativity and connection with the content. Therefore, it is recommended to reinforce this methodological line in both institutions. Implementing cultural fairs, dramatizations or interdisciplinary projects would be an effective way to consolidate this approach. Learning is enhanced when it becomes a meaningful and contextualized experience.

Pregunta 7: Aprender sobre la cultura de otros países me ha ayudado a valorar más la cultura ecuatoriana

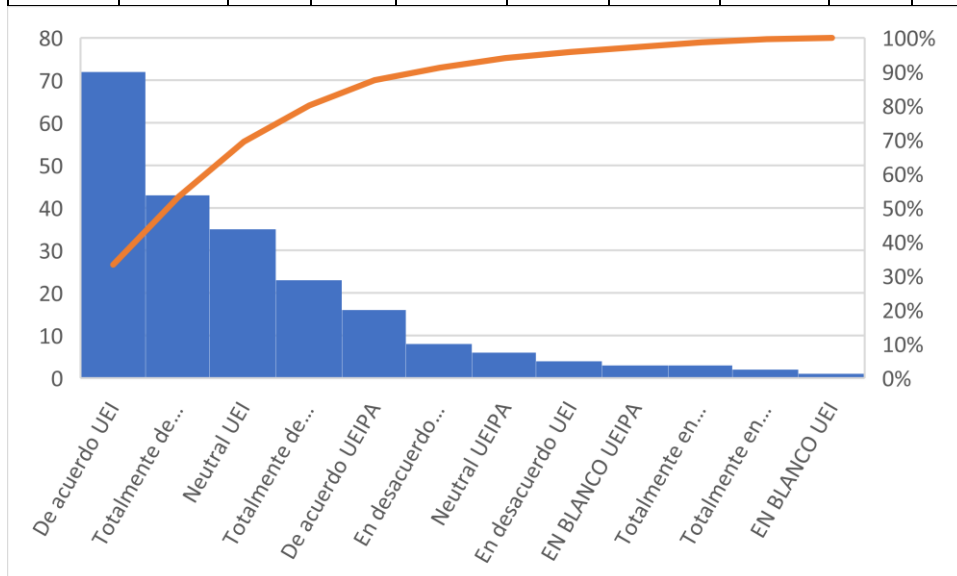
SI UEIPA	NO UEIPA	BLANCO	SI UEI	NO UEI	BLANCO
74	3	1	133	5	0



Analysis: Both institutions agree that contact with other cultures has led students to value their own culture more highly, which is one of the central objectives of intercultural education. This finding is extremely positive, as it demonstrates that learning foreign languages can reinforce national identity. UEIPA and UE IBARRA manage to generate this formative effect, albeit through different methodological paths. This strengthened cultural awareness indicates that students are not only learning a language, but also developing skills of critical reflection on their roots. This contributes to the development of citizens who are aware, empathetic and respectful of diversity. Encouraging this type of thinking through English allows for the integration of values, culture and communication. It is key that classes continue to promote dialogue between cultures, not as a comparison, but as an experience of mutual enrichment. Both institutions can continue to strengthen this awareness with activities that contrast local and foreign cultures from a perspective of respect and pride.

Pregunta 8: ¿Cree usted que aprender sobre diversas culturas es tan importante como aprender gramática y vocabulario?

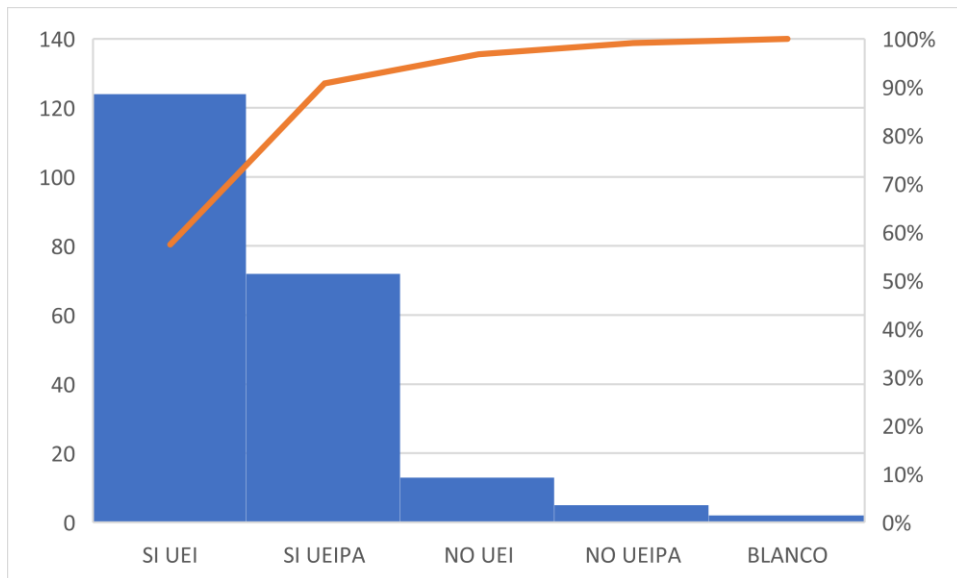
Totalmente en desacuerdo UEIP A	En desacuerdo UEIP A	Neutral UEI PA	De acuerdo UEI PA	Totalmente en desacuerdo UEIP A	EN BLANCO UEIP A	Totalmente en desacuerdo UEI	En desacuerdo UEI	Neutral UEI	De acuerdo UEI	Totalmente en desacuerdo UEI	EN BLANCO UEI
2	8	6	16	43	3	3	4	35	72	23	1



Analysis: Students at both institutions believe that learning about diverse cultures is as important as acquiring knowledge of grammar and vocabulary. This perception validates the role of culture as an essential component in learning English. At UE IBARRA this assessment seems to be even stronger, which could be due to a natural interest in learning about the world or a lack of current cultural content in classes. At UEIPA this importance is also recognized, which supports efforts to include intercultural approaches. This vision on the part of the student body represents a great opportunity to reformulate language teaching from a broader paradigm. It is not only about linguistic structures, but also about understanding ways of life, customs and values. Taking this assessment into account, institutions should update their curricula to include cultural content in a cross-cutting manner. It is also advisable to train teachers to implement strategies that effectively articulate language and culture.

Pregunta 9: Me gustaría que se realicen más actividades relacionadas con la cultura del Ecuador en la clase de inglés

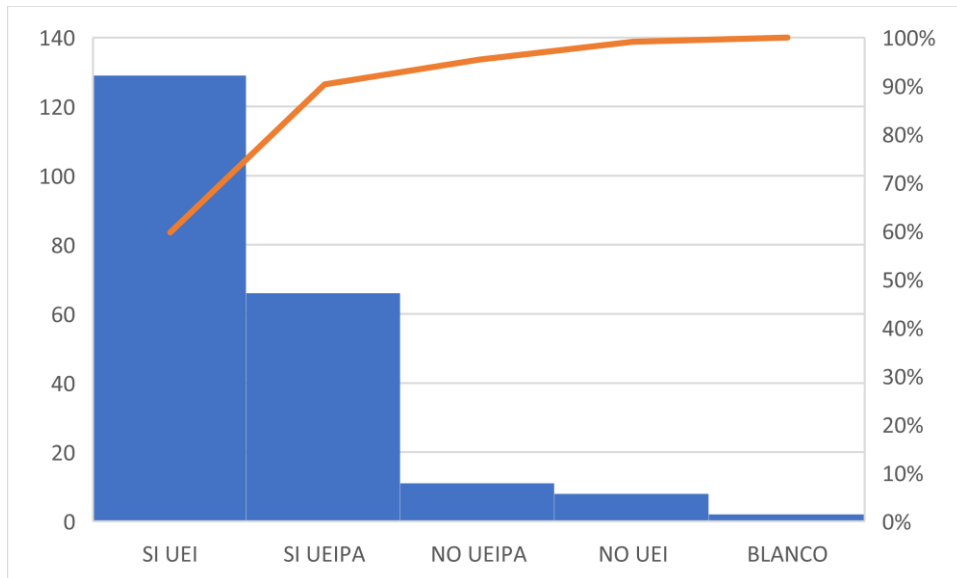
SI UEIPA	NO UEIPA	BLANCO	SI UEI	NO UEI	BLANCO
72	5	1	124	13	1



Analysis: There is general agreement in both institutions regarding the desire to include more activities on Ecuadorian culture in English classes. This indicates that, although foreign content is valued, students feel the need to strengthen their knowledge and pride in their nationality. This interest represents a concrete educational demand that has not yet been fully met. UE IBARRA demonstrates this need with greater intensity, which may reflect a felt deficiency or an enthusiasm to learn more about Ecuadorian identity. At UEIPA there is also a clear inclination towards this objective, which reaffirms the importance of contextualizing teaching. Institutions should see this demand as an opportunity to innovate in their educational proposals. Including local culture in English classes can be done through stories, music, interviews, legends and digital content. This cultural integration not only improves motivation, but also promotes active citizenship and pride in their roots.

Pregunta 10: Te gustaría aprender inglés con leyendas ecuatorianas a través de libros digitales?

SI UEIPA	NO UEIPA	BLANCO	SI UEI	NO UEI	BLANCO
66	11	1	129	8	1



Analysis: The vast majority of students at both institutions are interested in learning English through Ecuadorian legends in digital format, which reveals a great openness to innovative methodologies. At UE IBARRA this acceptance is especially high, demonstrating the potential of incorporating resources that combine technology and culture. UEIPA also shows a positive attitude, although slightly more moderate, indicating that this strategy would be appreciated in both contexts. The use of captions allows working linguistic, cultural and technological aspects in an integrated way. In addition, it promotes critical thinking, creativity and identity. Incorporating digital tools to probe national traditions can lead to a richer teaching adapted to the students' interests. This methodology would contribute to reduce the distance between Ecuadorian culture and English as a foreign language. It is recommended that both institutions develop digital teaching materials based on local legends, which enhance a bicultural and meaningful approach.

Analysis of the observation sheets

In general, students are engaged, comfortable, and enthusiastic during classes. This positive environment promotes English language learning and allows students to actively participate in activities related to cultural diversity. Teachers create spaces where students can share aspects of their cultures, which strengthens respect and interaction among peers.

On the part of teachers, there is a clear intention to promote intercultural competence. Content is adapted to the context of the group and respect for cultural differences is promoted. In addition, teachers correct stereotypes when they arise, which is essential for inclusive and conscious teaching. However, although spaces are created for sharing cultural aspects, the lack of balance between the national and the international limits the development of a solid cultural identity in students, leaving the cultural wealth of the national context in the background.

A common weakness in all three cases is the lack of materials and visual resources that reflect Ecuadorian cultural diversity. Although the books and content are appropriate for the students' level, they do not represent local culture equitably. It is essential to incorporate elements of national culture into the classroom to strengthen students' cultural identity and balance teaching with a truly intercultural perspective.

Results and Discussion

In this final discussion, we examine, compare and contrast the results of the applied methodologies and instruments used to collect data about the Cultural Competence through Culturally Responsive Teaching in EFL at Unidad Educativa Ibarra in EGB Level 8 and Unidad Educativa International 'Pensionado Atahualpa' in EGB Levels 3 and 4".

General analysis of results

The present study made it possible to analyze how English teaching is applied with a culturally responsive approach in two educational institutions with different characteristics: one public and one private. Through the method -based triangulation of methods, which included classroom observations, teacher interviews and student surveys, it was possible to analyze the way in which culture is integrated into the language teaching-learning process, as well as the perceptions, attitudes and practices that accompany this integration.

In the public institution, consistent attempts were made to include content related to Ecuadorian culture in English classes. The teacher, despite limited means, designed activities that promoted the expression of local traditions, customs and elements through the use of the language. This generated an inclusive and motivating environment, in which students felt valued and could connect the learning of English with their own identity. Active involvement and respect for different cultural manifestations were constant during the observed sessions, suggesting a pedagogical practice committed to contextualization and recognition of diversity.

On the other hand, the private institution also promoted a climate of respect and inclusion. However, the incorporation of Ecuadorian cultural elements was not as systematic as in the public institution. The observations reflected that, although technological resources and varied materials were used, the contents tended to focus more on foreign cultures, leaving the local in the background. Teachers sought to foster intercultural dialogue, but the planning of these experiences did not always respond to a clear structure or an explicit focus on intercultural education.

Interviews with teachers at both institutions found a consensus on the value of developing cultural competence in students. The teachers recognized that the integration of cultural content in English classes strengthens identity, stimulates interest in the language and fosters a broader vision of the world. They also pointed out several challenges that hinder this objective, such as the lack of time within the curriculum, the lack of relevant teaching materials, and the lack of specific training on diversity and inclusion. In the private institution, teachers also mentioned that, although they have more freedom to select resources, many times these come from international contexts that do not always reflect the reality of the students.

In terms of the surveys, students at both institutions reported feeling respected in the English classroom, indicating that teachers have succeeded in establishing an environment where cultural differences are valued. This positive student perception is key to creating a safe space in which students are encouraged to participate, share their experiences, and develop communication skills without fear of judgment or discrimination.

However, the students' responses also revealed that the inclusion of Ecuadorian cultural content is not a constant practice. Many of them fail to clearly identify how the knowledge acquired in class prepares them to represent their culture in international contexts. This implies that, although they work on linguistic competence, they do not always achieve an effective link with the cultural elements of the country. This disconnection could limit the integral formation of the student, preventing language learning from becoming a tool to strengthen the sense of identity and belonging.

Despite these limitations, the students showed a favorable attitude towards cultural activities and expressed a marked interest in adding more content related to Ecuador in their English classes. They were also open to new methodologies, such as the use of digital resources based on legends, music or local customs, which represented a great pedagogical opportunity to renew teaching practices. This willingness on the part of the students shows that culture, far from being an obstacle, can become an engine for meaningful language learning.

Finally, although both teachers and students valued the role of culture in the educational process, the reality is that in many instances it continues to be treated as a complement and not as a central component of the curriculum. The findings point to the need to establish clearer, more planned and systematic strategies for integrating culture into English language teaching. This implies not only adapting materials, but also training.

Conclusions

1. It was evident that cultural competence in the learning of English as a foreign language is fundamental to achieve meaningful and contextualized teaching. The sources consulted highlight the importance of methodologies that promote respect for cultural diversity and the essential role of the teacher as an intercultural mediator. However, a shortage of educational materials that reflect Ecuador's cultural richness was also identified.
2. The comparison between Unidad Educativa Ibarra and Unidad Educativa Internacional Pensionado Atahualpa showed marked differences in the implementation of culturally responsive strategies. Although both institutions recognize the importance of cultural inclusion, the public institution tends to integrate more local content, while the private institution presents a more international approach, although with greater technological resources.
3. The results of interviews, surveys and observations reflect a positive perception of cultural respect in the classroom by students and teachers. However, the inclusion of Ecuadorian content in English classes is not systematic. Lack of time, teacher training and adequate materials are the main barriers identified. Students expressed great interest in cultural activities, especially related to Ecuador, which suggests an opportunity to strengthen their cultural identity and linguistic motivation.
4. The proposal of materials such as short digital stories based on Ecuadorian legends was well received by both teachers and students. It is concluded that these resources can encourage participation, improve intercultural understanding and reinforce communicative competence in English, especially when they are linked to real experiences of the students' context.

Recommendations

1. It is essential to train teachers in culturally responsive methodologies so that they can consciously integrate national and international cultural content into their English classes in a planned and conscious way.
2. The creation and distribution of interactive digital educational resources based on Ecuadorian culture, such as legends, customs and traditions, is recommended to strengthen both the teaching of the language and the cultural identity of the students.
3. Educational institutions should structure their English classes to include activities that promote knowledge of other cultures, without neglecting the national cultural richness. Cultural fairs, dramatizations, interviews and games are strategies highly valued by students.
4. Make use of interactive materials that encourage culturally responsive teaching of a foreign tongue as a second language.

Proposal

Title: Designing Interactive Digital Books for Pre-A1 and A1 Learners to Strengthen English Language Skills and Ecuadorian Cultural Competence

Introduction

In the early stages of English language acquisition (Pre-A1 and A1), using culturally relevant content enhances motivation and learning outcomes. This proposal aims to design **interactive digital books** that present Ecuadorian cultural themes such as traditional celebrations, gastronomy, landscapes, legends, and cities while teaching foundational English skills. These books will integrate multimodal elements (text, images, audio, animations, and activities) to create an engaging and meaningful experience that also reinforces national cultural identity.

The approach aligns with the Ecuadorian National Curriculum and CEFR standards, which promote age-appropriate, context-rich content. By embedding Ecuadorian identity into English learning, students not only develop linguistic skills but also cultivate pride in their culture and environment.

3. Objectives

General:

1. To create interactive digital books that align with the Pre-A1 and A1 English levels, incorporating Ecuadorian cultural content.

Specific:

1. To promote vocabulary development, listening, reading, and basic writing in English through multimodal materials.
2. To foster cultural awareness and national identity while learning a foreign language.
3. To provide resources that support both independent and guided learning environments in Ecuadorian classrooms.
4. To use digital technologies that facilitate dynamic, accessible, and inclusive education.

4. Rationale

Language learning is most effective when it connects with students' prior knowledge and context. Using Ecuadorian culture as the thematic backbone of English instruction offers an opportunity to blend language development with intercultural learning. Digital books—enhanced with interactive elements like clickable vocabulary, pronunciation models, and comprehension tasks—can engage young learners while helping them value their national heritage.

This initiative addresses both cognitive and emotional dimensions of learning. It contributes to the development of communicative skills, while promoting ecological awareness, historical knowledge, and social values. As the world becomes more globalized, it is important that Ecuadorian students learn English in a way that affirms their identity and prepares them to be global citizens.

5. Target Audience

- **Age:** Students age 7-13 (3 – 4 EGB and 8 EGB)
- **Language Level:** Pre-A1 to A1 (CEFR)
- **Educational Context:** Public and private schools in Ecuador, especially those with limited English exposure
- **Learning Mode:** Classroom instruction, blended learning, or autonomous digital access

6. Methodology

Content Design:

- Simple stories or informational texts tailored to learners' level.
- Cultural topics: traditional food (e.g., fanesca), Ecuadorian animals (e.g., Andean condor), festivals (e.g., Inti Raymi), tourist destinations (e.g., Mitad del Mundo), and national parks (e.g., El Cajas)

Interactive Features:

- Clickable vocabulary with audio and images.
- Simple activities: match, drag-and-drop, multiple choice.
- Embedded listening tasks and pronunciation practice.
- Audio narration with slow and clear speech.

Language Focus:

- High-frequency vocabulary.
- Basic grammar structures: present simple, articles, subject-verb agreement.
- Common expressions: greetings, introductions, basic descriptions.

Tools:

- Genially, Book Creator, Canva, or other HTML5-based platforms.
- Audio and visual design software for content production.

Implementation:

- Pilot in selected classrooms
- Collect feedback from teachers and students
- Revise based on usability and learning outcomes

7. Content Sample

Title: "A Journey Through Cuenca"

Summary: Anna and Lucas, two students from Quito, travel to the city of Cuenca on a school trip. They are excited to visit a place full of history, nature, and culture. During their adventure, they walk through the colonial streets, visit important landmarks like the Cathedral and the Turi viewpoint, and explore the beautiful Cajas National Park.

At first, they miss their phones and social media, but later they learn to enjoy the moment and connect with the people and the environment. They discover the kindness of local people when Anna loses her bracelet and a woman helps her find it. They also meet local students and realize

that even though young people enjoy global trends like K-pop, they are also proud of their Ecuadorian traditions.



Note: Screenshot of the cover of the tale (Eras & Flores, 2025)

The group helps clean a trail in the national park, showing their care for nature. Before leaving, they reflect on everything they learned—about culture, friendship, the environment, and themselves. This journey changes Anna and Lucas. They return home with new ideas, unforgettable memories, and a deeper love for their country.

Steps

Step 1: Open the Digital Book

Launch the interactive digital book from the provided link:
<https://view.genially.com/687115128ee96fa859c0142d/interactive-content-lets-start-this-amazing-adventure>

Wait for the book to load, ensuring you have a stable internet connection to access all features smoothly.



Note: Screenshot of the cover of the Cantuña Tale (Eras & Flores, 2025)

Step 2: Navigate Through the Pages

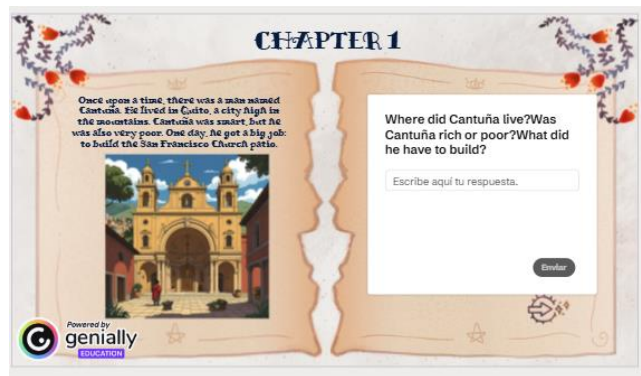
Use the **navigation arrows** at the bottom or sides of the page to move through the story.

Each page will display a section of the legend, **telling the story in English** to help you improve your language skills.

Step 3: Read the Text

Carefully read the narrative on each page. Each part of the story is designed to enhance your understanding of the **legend of Cantuña** while providing both cultural and linguistic insight.

The text will likely include a blend of English, allowing you to build your comprehension.

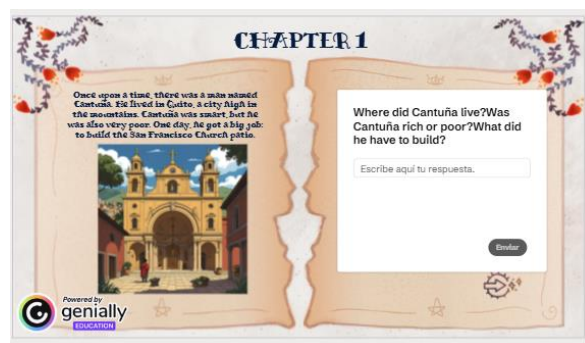


Note: Screenshot of the tail (Eras & Flores, 2025)

Step 4: Answer the Questions

After reading each section of the story, **engage with the comprehension questions** provided.

Answer these questions in English. This will help improve your writing and comprehension skills



Note: Screenshot of the tail (Eras & Flores, 2025)

Step 5: Check Your Answers

Some questions might provide **instant feedback**, letting you know whether your answer is correct or needs improvement. This feedback helps reinforce the learning process.

Take time to reflect on your answers, even if they are wrong, to understand where you might need to improve.

Step 6: Explore Interactive Features

The digital book offer interactive elements, such as:

Audio: You can listen to the pronunciation of words or sentences in English and Spanish.

Images and Illustrations: Explore visual aids related to the legend for a better understanding of the context.



Note: Screenshot of the questions of the tail (Eras & Flores, 2025)

Step 7: Finish and Reflect

After completing all the pages and activities, **reflect on what you have learned** about the legend and the English language.

Consider reviewing any questions or sections that you found challenging, or practice using the new vocabulary and structures in your daily conversation.

Additional Tips:

Engage Actively: Don't rush through the content. Take time to absorb the story and language practice.

Seek Help if Needed: If you find certain sections difficult, don't hesitate to ask a teacher or use a dictionary for help.

Use the Audio: If you're unsure about pronunciation, listen to the audio features (if available) to help improve your speaking skills.

Language Goals: Vocabulary about places in the city, natural elements, feelings, and verbs of action (visit, walk, help, find, clean, reflect).

Cultural Focus: Cuenca’s historical sites and the role of youth in preserving traditions and the environment.

Interactive Elements: Map-clicking activity, image-matching with vocabulary, audio narration with questions, reflection journal template.

8. Expected Outcomes

- Improved acquisition of beginner-level English vocabulary and expressions.
- Enhanced comprehension skills (listening and reading).
- Greater motivation and engagement through cultural connection.
- Strengthened awareness and appreciation of Ecuadorian identity through English learning.
- Increased participation in environmentally and socially responsible activities.

9. Assessment and Evaluation

- Embedded quizzes and digital tracking of activities.
- Pre- and post-tests to measure vocabulary and comprehension gains.
- Teacher checklists and observation tools.
- Student self-assessment tools (emoji scale, “I learned” reflections).
- 10.Resources and Tools Required.
- Interactive content creation software (Book Creator, Genially).
- Design tools for graphics and audio (e.g., Audacity, Canva).
- Collaboration with teachers and cultural consultants.
- Access to devices (tablets, computers) and internet connection in schools.

11. Timeline

Months 1–2: Research and storyboarding of books

Months 3–4: Development and production of interactive content.

Month 5: Pilot test in selected classrooms.

Month 6: Adjustments and finalization for wider implementation.

12. Budget

- Software licenses and subscriptions.
- Payment for collaborators (designers, narrators, consultants).
- Printing (if hybrid version) or digital platform hosting.

13. Conclusion

This project proposes an innovative, culturally relevant approach to early English language learning. By merging interactive digital books with Ecuadorian cultural content, students will not only gain basic English skills but also strengthen their sense of national identity. The use of technology allows for scalable, engaging, and inclusive education aligned with national and international standards.

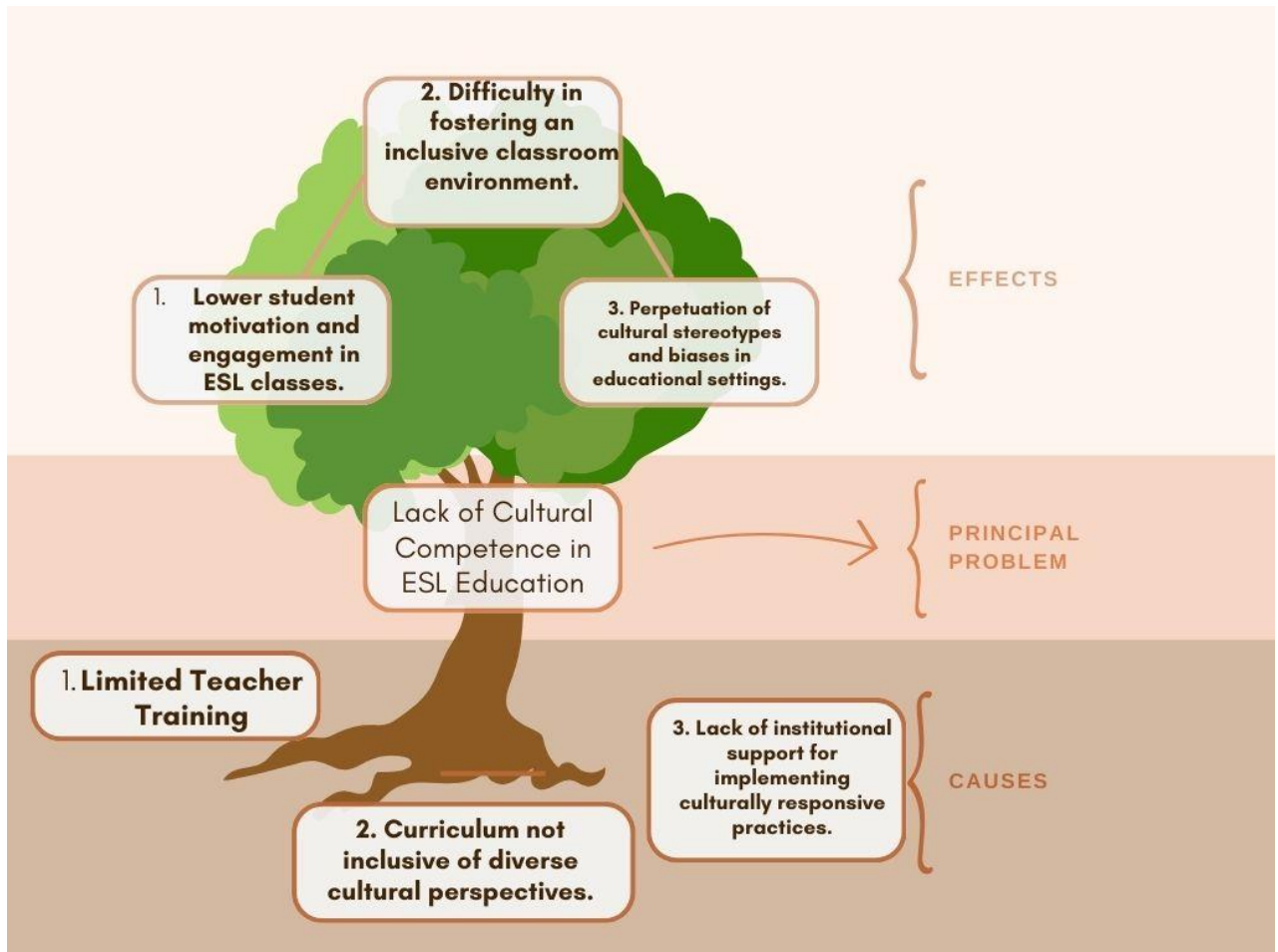
Interactive digital books offer a rich opportunity to build language skills while connecting students to their heritage and community values. Projects like “A Journey Through Cuenca” demonstrate how English learning can be a vehicle for national pride and personal growth.

BIBLIOGRAPHY

- Banks, J. (2008). *Diversity, Group Identity, and Citizenship Education in a Global Age*. Retrieved from <https://education.uw.edu/sites/default/files/people/faculty/banks/Banks,%20ER%20April,%202009%20article%20copy.pdf>
- Bilal Genc, E. B. (200). CULTURE IN LANGUAGE LEARNING AND TEACHING. *The Reading Matrix*.
- Council, B. (2015). *English in Ecuador*. Retrieved from <https://www.teachingenglish.org.uk/sites/teacheng/files/English%20in%20Ecuador.pdf>
- Ecuador, M. d. (n.d.). *Plan de Desarrollo Nuevo Ecuador*. Retrieved from <https://www.planificacion.gob.ec/el-plan-de-desarrollo-para-el-nuevo-ecuador-2024-2025-apunta-a-mejorar-las-condiciones-de-vida-y-seguridad-integral-de-los-ecuatorianos/#:~:text=Entre%20las%20metas%20que%20corresponden,2023%20a%2028.696%20al%202025.>

- Educacion, M. d. (2013). *Exploring English Language Teaching in an Ecuadorian Urban Secondary Institution*. Retrieved from <https://latinjournal.org/index.php/gist/article/view/407/351>
- Educacion, M. d. (n.d.). *Ministerio de Educacion*. Retrieved from https://educacion.gob.ec/wp-content/uploads/downloads/2022/03/informe_narrativo_rendicion_cuentas_2021.pdf
- Enrique.E, & Nelly, L. (2020). *Educación intercultural en el Ecuador: Una revisión sistemática*.
- Fernandez, M., & Chancay, C. (2018). *Interculturality in the Language Class – Teachers’ Intercultural Practices in Ecuador*. Retrieved from <https://journals.sagepub.com/doi/epub/10.1177/0033688218755847>
- Holliday, J. (2016). *Second Language Experience Can Hinder the*. Retrieved from <https://karger.com/pho/article-pdf/73/1/33/3432015/000443312.pdf>
- Malik, Esaki-Smith, & Ngan, L. &. (2015). *Exploring English Language Teaching in an Ecuadorian Urban Secondary Institution*.
- Moule, D. &. (2005). *CULTURALLY RESPONSIVE*. Retrieved from <https://educationnorthwest.org/sites/default/files/culturally-responsive-practices.pdf>
- Nieto. (2008). *CULTURAL COMPETENCE AND ITS INFLUENCE ON THE TEACHING AND*. Retrieved from https://etd.ohiolink.edu/acprod/odb_etd/ws/send_file/send?accession=bgsu1209753315&disposition=inline
- Nottingham., U. o. (2002). *The Nottingham Linguistic Circular*. Retrieved from <https://www.nottingham.ac.uk/research/groups/cral/documents/nlc/nlc-2000-2004/nlc-volume17-2002.pdf#page=5>
- Port, M. (2010). *Memoria Aadémica - UNLP*. Retrieved from https://www.memoria.fahce.unlp.edu.ar/art_revistas/pr.17779/pr.17779.pdf
- Pulverness, A. (2013). *Materials for Cultural Awareness*.
- Sheeraz Ali, B. K. (2015). *The Importance of Culture in Second and Foreign*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1121920.pdf>

Annexes
Problem Tree Analysis



9. TIME MANAGEMENT TEMPLATE / TIME	MARCH 2024				APRIL 2024				MAY 2024				JUNE 2024				OCT 2024- FEB 2025				MARCH JULY 2025				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
ASSIGNMENTS																									
1.- Planning																									
First research plan- Focused on the 4 language skills.	X	X																							
Design of the plan: A problem tree, statement of the problem, objectives, justification, state of the art, methodology.			X	X	X	X																			
Second research plan- A case study							X	X																	
Design of the plan: A problem tree, statement of the problem, objectives, justification, state of the art, methodology.									X	X	X														
1.5.Third research plan- Systematization of experiences												X	X												
1.6.Design of the plan: A problem tree, statement of the problem, objectives, justification, state of the art, and methodology.														X	X										
1.7. Presentation of the Research Plan to the School Council															X										



**Surveys applied to the students from Unidad Educativa Internacional Pensionado
Atahualpa**

Edad: ____

Etnia:

Blanco____ Afroecuatoriano:____ Indígena:____ Mestizo:____ Otros: ____

Género:

Masculino____ Femenino:____ Otros:____

OBJETIVO: Evaluar la percepción y el nivel de los estudiantes sobre el desarrollo de la competencia cultural a través de una técnica de investigación para el análisis de la practica cultural responsable de la enseñanza de inglés como Segundo Idioma (ESL).

INDICACIONES:

MARQUE CON UNA X LA RESPUESTA DE ACUERDO A SU CRITERIO

1. El profesor incluye temas culturales de diferentes países durante las clases de inglés.

___ Totalmente en desacuerdo

___ En desacuerdo

___ Neutral

___ De acuerdo

___ Totalmente de acuerdo

2. Siento que mi cultura es respetada en el aula de inglés.

___ Si

___ No

3. El contenido de las clases me ayuda a entender otras culturas además de aprender el idioma.

___ Totalmente en desacuerdo

___ En desacuerdo

___ Neutral

___ De acuerdo

___ Totalmente de acuerdo

4. Me siento preparado/a para presentar a Ecuador en un contexto internacional gracias a lo que aprendí en clase.

Si

No

¿Por qué?

5. El profesor incluye temas culturas de Ecuador durante las clases de inglés.

Totalmente en desacuerdo

En desacuerdo

Neutral

De acuerdo

Totalmente de acuerdo

6. Las actividades relacionadas con la cultura han hecho que el aprendizaje del inglés sea más interesante.

Si

No

7. Aprender sobre la cultura de otros países me ha ayudado a valorar mas la cultura ecuatoriana.

Totalmente en desacuerdo

En desacuerdo

Neutral

De acuerdo

Totalmente de acuerdo

8. Creo usted que aprender sobre diversas culturas es tan importante como aprender gramática y vocabulario.

Totalmente en desacuerdo

En desacuerdo

Neutral

De acuerdo

Totalmente de acuerdo

9. Me gustaría que se realicen más actividades relacionadas con la cultura de Ecuador en las clases de inglés.

Si

No

10. Te gustaría aprender inglés con leyendas ecuatorianas traducidas al inglés a través libros digitales?

Si

No

¿Por qué?



Surveys applied to the students from Unidad Educativa Ibarra

Edad: _____

Etnia:

Blanco____ Afroecuatoriano:____ Indígena:____ Mestizo:____ Otros: _____

Género:

Masculino____ Femenino:____ Otros:_____

Indicaciones

Por favor, califica tu nivel de acuerdo con las siguientes afirmaciones relacionadas con tu experiencia en clases de inglés, utilizando la escala de Likert proporcionada siendo 1 el nivel más bajo y 5 el nivel más alto

MARQUE CON UNA X LA RESPUESTA DE ACUERDO A SU CRITERIO

1. El profesor incluye temas culturales de diferentes países durante las clases de inglés

- ___ 1 Nunca
- ___ 2 Casi nunca
- ___ 3 Ocasionalmente
- ___ 4 Frecuentemente
- ___ 5 Siempre

2. Siento que mi cultura es respetada en el aula de inglés.

- ___ Sí
- ___ No

3. Lo que aprendo en las clases de inglés me ayuda a entender otras culturas además de aprender el idioma.

- ___ 1 Totalmente en desacuerdo
- ___ 2 En desacuerdo
- ___ 3 Neutral
- ___ 4 De acuerdo
- ___ 5 Totalmente de acuerdo

4. Me siento preparado/a para presentar a Ecuador fuera del país gracias a lo que aprendí en clase.

___ Sí

___ No

¿Por qué?

5. El profesor me enseña sobre el Ecuador durante las clases de inglés.

___ 1 Nunca

___ 2 Casi nunca

___ 3 Ocasionalmente

___ 4 Frecuentemente

___ 5 Siempre

6. Las actividades relacionadas con la cultura han hecho que el aprendizaje del inglés sea más interesante.

___ Sí

___ No

7. Aprender sobre la cultura de otros países me ha ayudado a valorar más la cultura ecuatoriana.

___ Sí

___ No

¿Por qué?

8. Cree usted que aprender sobre diversas culturas es tan importante como aprender gramática y vocabulario.

1 Totalmente en desacuerdo

2 En desacuerdo

3 Neutral

4 De acuerdo

5 Totalmente de acuerdo

9. Me gustaría que se realicen más actividades relacionadas con la cultura de Ecuador en las clases de inglés.

___ Sí

___ No

10. ¿Te gustaría aprender inglés con leyendas ecuatorianas a través de libros digitales?

___ Sí

___ No

¿Por qué?



Teachers Interviews

Lic. Michelle Montenegro UIEPA

1. ¿Cómo se percibe la diversidad cultural dentro del aula de inglés en Ecuador

La diversidad dentro del aula se puede percibir como una oportunidad que enriquece nuestro proceso de enseñanza y a la vez de aprendizaje, ya que permitimos que los estudiantes tengan esa posibilidad de compartir sus experiencias, sus tradiciones con los demás compañeros, además de poder crear un entorno inclusivo y a la vez más dinámico.

2. ¿Considera importante desarrollar competencias culturales durante la clase?

¿Por qué?

Es un tema de bastante importancia ya que permite a los estudiantes no solo aprender el idioma, sino que también va de la par el aprendizaje con lo que es el contexto cultural. Esto ayuda a formar un mejor carácter ya que se vuelven más respetuosos, más tolerantes con estos temas, permitiéndoles interactuar en un entorno multicultural.

3. Según el Currículo Nacional , los profesores deben incluir la cultura en la clase. ¿Crees que los educadores lo hacen? ¿Con qué frecuencia?

Bueno, es algo que sí se espera que nosotros como docentes y como educadores integremos estos temas culturales en nuestras clases, sin embargo eso va a depender bastante del contexto en el que cada uno se encuentre. Muchos lo haremos con frecuencia, sin embargo otros debido a la falta de recursos o de formación docente va a ser un tema bastante limitante.

4. ¿Qué variables considera que no permiten el desarrollo cultural en el aula?

Bueno, justo como lo acabé de mencionar, algunas variables que pueden ser un limitante son la falta de formación docente en estos temas de cultura, también los recursos y sobre todo el desinterés que pueden mostrar algunos estudiantes con respecto a la cultura de otros compañeros, siento que esas serían las limitaciones que pueden surgir dentro de la clase.

5. ¿Cuál es tu opinión sobre los materiales que tienes en clase, relacionados directamente con la cultura?

Bueno, siento que los materiales que en lo personal utilizamos son insuficientes ya que muchos de ellos no reflejan la diversidad cultural y sobre todo de Ecuador. La integración de estos recursos sí se debería buscar que representen adecuadamente nuestra cultura y sería fundamental para poder hacer que nuestras clases sean más significativas.

6. ¿Le gustaría utilizar libros digitales interactivos sobre Ecuador en su clase de ESL? ¿Por qué?

Sí sería bastante interesante y agradable poder utilizar estos materiales y recursos porque nos ayudan a proporcionar un enfoque, como ya lo mencioné, dinámico y atractivo que permiten a los estudiantes explorar su propia cultura mientras aprenden el idioma que es inglés.

7. ¿Qué estrategias utiliza para garantizar que los estudiantes de diferentes orígenes culturales se sientan incluidos y respetados en su aula?

Bueno, como estrategias lo primero es fomentar un ambiente de respeto y aceptación, que entre compañeros puedan tener ese respeto es fundamental. De ahí podría ser también la incorporación de ejemplos, materiales, actividades que reflejen como tal dicha cultura y que ellos mismos puedan compartir a través de juegos, de dinámicas o debates estas experiencias y sus tradiciones.

8. ¿Tiene alguna sugerencia sobre cómo las escuelas podrían promover mejor la conciencia cultural y la inclusión en sus planes de estudio y prácticas de enseñanza?

Puede ser a través de talleres de formación para los docentes que estén mejor capacitados en estos temas de inclusión, de diversidad, para que puedan llevar mejor las clases dentro del aula. Actividades extracurriculares de ser posible, en algunas instituciones no se podrá llevar a cabo esto, pero se podría incorporar en horarios flexibles para dentro del aula que puedan utilizar con actividades para reflejar la cultura de los estudiantes y de la diversidad que esté en el aula.

9. ¿De qué manera cree que el conocimiento y respeto por las diversas culturas en Ecuador impacta el aprendizaje del inglés en sus estudiantes?

Bueno, el impacto pienso que sería positivo en el aprendizaje de inglés, ya que los estudiantes se sienten valorados, respetados, mientras aprenden un nuevo idioma, a la vez que esto podría reflejar en ellos una mayor participación. Hacer dinámicas las clases

integrando la cultura, esto generaría un enfoque distinto en su mentalidad, lo que crearía un impacto positivo en ellos.

Lic Maria Gualoto UEIPA

1. ¿Cómo se percibe la diversidad cultural dentro del aula de inglés en Ecuador?

Creo que la diversidad cultural es algo muy importante, ya que es parte del currículum nacional. Sin embargo, muchos textos que usamos no incluyen eso.

2. ¿Considera importante desarrollar competencias culturales durante la clase? ¿Por qué?

Sí, considero que las competencias culturales son parte de este proceso, del proceso de enseñanza y aprendizaje. Pero no deben ser parte de la clase en general, porque hay otras cosas que también deben ser incluidas. Pero puede ser considerado un proyecto para trabajar.

3. Según el Currículo Nacional , los profesores deben incluir la cultura en la clase. ¿Crees que los educadores lo hacen? ¿Con qué frecuencia?

Bueno, si comparamos las instituciones privadas, por supuesto que incluimos la cultura en el curso, pero la mayoría del tiempo no incluimos la cultura nacional. Revisamos temas de las culturas internacionales, por ejemplo, tradiciones de otros países. Y a veces mencionamos algunas similitudes que esas culturas tienen con Ecuador, pero no siempre.

4. ¿Qué variables considera que no permiten el desarrollo cultural en el aula?

Bueno, creo que en las instituciones privadas el tiempo corto que tenemos para cumplir con todo el contenido durante el año puede ser una de las variables que no permiten a los profesores incluir más temas culturales en la clase, porque tenemos mucho material para enseñar durante el año. Y si hablamos de las instituciones públicas, no tienen tiempo para enseñar lo que tienen que enseñar dentro del currículum. Tienen menos tiempo que nosotros.

5. ¿Cuál es tu opinión sobre los materiales que tienes en clase, relacionados directamente con la cultura?

Bueno, aquí tenemos muchos materiales para trabajar con diferentes temas. Tenemos, por ejemplo, las herramientas tecnológicas, el computador, el proyector, tenemos internet. Entonces, si queremos ver un tema sobre nuestro país, solo tenemos que googlearlo. Podemos encontrar videos, cartas flash, lo que sea que queramos, lo tenemos ahí.

6. ¿Le gustaría utilizar libros digitales interactivos sobre Ecuador en su clase de ESL? ¿Por qué?

Sí, creo que es algo muy interesante implementar un libro digital sobre nuestra cultura, porque a veces los niños preguntan sobre leyendas, mitos, historias de diferentes provincias aquí en Ecuador, y no están conscientes de estos materiales, de estos temas. Entonces, podría ser una buena manera de empezar la clase, por ejemplo, jugando este libro digital, jugando un video, preguntando algunas preguntas, jugando un juego relacionado con el libro digital, y aprender sobre nuestro país también.

7. ¿Qué estrategias utiliza para garantizar que los estudiantes de diferentes orígenes culturales se sientan incluidos y respetados en su aula?

Bueno, en términos de materiales, creo que podemos usar, bueno, los materiales que uso, por ejemplo, jugando juegos en los que se sienten incluidos, respetados. ¿Cómo? En juegos que no son desrespetados, por ejemplo, con la cultura indígena. A veces podemos encontrar algún material que puede ser un poco racista, y intentamos omitirlo. Sin embargo, afortunadamente, no hemos encontrado ese tipo de material en nuestros libros o en nuestros planes de lecciones. Así que creo que, básicamente, no tenemos que preocuparnos por eso. Y para hacer que se sientan incluidos, solo les recordamos cada día que están en una clase en la que todos tienen los mismos derechos. Entonces, no importa el color de su piel o lo que sea, son los mismos

8. ¿Tiene alguna sugerencia sobre cómo las escuelas podrían promover mejor la conciencia cultural y la inclusión en sus planes de estudio y prácticas de enseñanza?

Sí, por ejemplo, incluyendo este libro digital, podría ser muy interesante como una actividad de calentamiento o una actividad de recuperación durante las clases. Sin embargo, creo que la cantidad de tiempo podría ser considerada como el principal problema. Porque en la currícula nacional, como institución privada, podemos modificarlo y incluir los libros digitales y los materiales extras sobre la cultura, porque tenemos que trabajar con un método claro. Pero en las instituciones públicas, el principal problema es el tiempo, porque no tienen suficiente tiempo para enseñar ni la gramática ni el vocabulario. Y tienen muchos temas que enseñar. ¿Y cómo podríamos incluir materiales culturales si no tienen ni tiempo para enseñar el contenido básico que tienen en sus libros? Creo que en las instituciones privadas sería más fácil implementarlo, pero en las instituciones públicas, creo que sería un gran problema.

9. ¿De qué manera cree que el conocimiento y respeto por las diversas culturas en Ecuador impacta el aprendizaje del inglés en sus estudiantes?

Creo que tiene un gran impacto en su autoconfianza. A veces ven que estudian diferentes culturas, ven imágenes de personas de otros países, y nunca ven, por ejemplo, una imagen de un niño ecuatoriano haciendo una actividad tradicional de nuestro país. Y podría ser muy importante para ellos reconocer que su cultura también es importante, también es interesante, y podría generar conocimiento y conciencia sobre la importancia que nuestro país tiene entre los demás. No solo los primeros países del mundo, sino también como parte de la cultura global en general alrededor del mundo.

Mgtr. Carmita Cortez UEI

1. ¿Cómo se percibe la diversidad cultural dentro del aula de inglés en Ecuador?

El inglés se presta para topar cualquier tema sobre cualquier cosa. Nosotros como ecuatorianos topamos el tema del idioma quicho, la vestimenta de pueblos indígenas u originarios del Ecuador, la ubicación donde ellos están asentados, sus costumbres, sus festividades, cómo es la gente, cómo viste y son temas que se topan en inglés en el aula.

2. ¿Considera importante desarrollar competencias culturales durante la clase? ¿Por qué?

Los maestros tenemos que topar un sinnúmero de temas y aprovechar la riqueza cultural ecuatoriana para fomentar o promover la adaptación de todas las personas a convivir con las diferentes culturas, porque Ecuador es diverso en cultura, entonces pues aprovecharnos de esa riqueza para traer a las aulas también y convivir con toda esa riqueza y aprovecharnos de todo ello.

3. Según el Currículo Nacional , los profesores deben incluir la cultura en la clase. ¿Crees que los educadores lo hacen? ¿Con qué frecuencia?

En cuanto a esta pregunta debo decir que todos los docentes de todas las asignaturas o de todas las áreas promovemos la cultura dentro del aula y frecuentemente, todos los días, personalmente en mi clase siempre estoy topando estos valores culturales de los que nosotros tenemos que hacer énfasis en los jóvenes, en los niños, que aprendan a convivir con todo tipo de culturas, esto es valiosísimo para el maestro enseñar y para el estudiante aprender.

4. ¿Qué variables considera que no permiten el desarrollo cultural en el aula?

Los factores que impiden el desarrollo cultural pueden ser el racismo, la falta de identidad, la injusticia social de la que puede estar sufriendo el maestro o algunos estudiantes. Y todo esto es fruto de la falta de conocimiento, de la ignorancia, de no permitir que nuestro cerebro acepte que todos somos iguales.

5. ¿Cuál es tu opinión sobre los materiales que tienes en clase, relacionados directamente con la cultura?

Los textos que nosotros utilizamos está tomado parte de la cultura de nuestro país y del mundo entero, considerando que dentro de la cultura ecuatoriana hay muchas cosas por aprender y todo lo que se puede aprender en inglés es productivo.

6. ¿Le gustaría utilizar libros digitales interactivos sobre Ecuador en su clase de ESL? ¿Por qué?

Todo recurso que sirva para el aprendizaje es bueno. Y si es de nuestra realidad, de nuestro país, de nuestra gente, de nuestra cultura, mucho más aún porque la globalización a veces impide que conozcamos lo nuestro y conocemos lo de afuera y vamos dejando a un lado lo que es nuestro. Entonces sí sería favorable.

7. ¿Qué estrategias utiliza para garantizar que los estudiantes de diferentes orígenes culturales se sientan incluidos y respetados en su aula?

La inclusión favorece a que todas las personas sean tomadas en cuenta y tratadas de la misma manera. Blancos, negros, indios, cholos, mestizos, con capacidades diferentes, con diversidad de género. Esto hace que ellos se sientan bien. Tratándoles por igual, sin hacer diferencia, dándoles las mismas responsabilidades, pero también las mismas obligaciones.

8. ¿Tiene alguna sugerencia sobre cómo las escuelas podrían promover mejor la conciencia cultural y la inclusión en sus planes de estudio y prácticas de enseñanza?

El papel del maestro es determinante en la educación del ser humano. Nosotros tenemos la responsabilidad de enseñar valores culturales, de promover esa conciencia cultural entre los estudiantes y entre más pequeños mejor, porque ahora los padres de familia nos dejan a nosotros la formación. Antes nosotros reforzábamos el trabajo de ellos, ahora es al revés. Nosotros solicitamos ayuda a ellos para que la formación de ellos sea mejor. Entonces, en manos del docente hay mucho, mucho por hacer en cuanto a esta pregunta sobre la conciencia cultural. Enseñarles que todos tenemos los mismos valores, las

mismas oportunidades, que todos somos iguales, que no debe haber diferencia entre unos y otros. Toda esta diversidad cultural de la que disfruta nuestro país debe ser tomada en cuenta en las aulas para mejorar la vida de cada ser humano.

9. ¿De qué manera cree que el conocimiento y respeto por las diversas culturas en Ecuador impacta el aprendizaje del inglés en sus estudiantes?

Lo que el maestro hace es darles a conocer la importancia, por qué están aprendiendo un idioma extranjero. En cuanto ellos conocen y hacen conciencia de esa necesidad de aprender un nuevo idioma, ellos van a tener muchas oportunidades en sus vidas, van a ampliar sus horizontes tanto sea en el trabajo o en los estudios posteriores, porque quizá ahora que son pequeños no pueden valorar exactamente, no dimensionan el valor de aprender un nuevo idioma, pero en eso es lo que el maestro debe insistir, en la importancia que tiene para todos y especialmente para toda la diversidad cultural en cuanto a estudiantes.



Ficha de Observación Pedagógica.

Información General:

Observadores: Camila Flores, Robinson Eras

Fecha de observación:

Curso observado: 3ro año de Educación General Básica

Institución: Unidad Educativa Internacional Pensionado Atahualpa.

ASPECTOS A OBSERVAR			
	SI	NO	OBSERVACIONES
Ambiente del Aula			
El aula muestra elementos de diversidad cultural (afiches, libros, recursos visuales, etc.).		X	No se observa ningún tipo de material referente a diversidad cultural.
Los estudiantes parecen cómodos y participativos.	X		Los estudiantes muestran entusiasmo y participan activamente en las clases.
Estrategias de Enseñanza Culturalmente Responsivas			
El docente relaciona contenidos de EFL con culturas locales y extranjeras.	X		El docente incluye temas de culturas extranjeras durante las clases.
Se utilizan ejemplos, historias o canciones relevantes a la diversidad nacional.		X	El material referente a cultura, no es nacional, es extranjero.
Existen oportunidades para que los estudiantes	X		Durante las clases, se crean espacios donde los estudiantes pueden compartir ciertos temas referentes a sus culturas.

compartan aspectos de su cultura.			
El docente fomenta la apreciación y respeto por diferentes culturas.	X		El docente muestra cierta enseñanza basada en respeto y aceptación a la diversidad cultural.
El docente ajusta el contenido o la metodología según las características culturales del grupo.	X		El docente usa el material respectivo y lo adapta de acuerdo al grupo de estudiantes.
Participacion y Desarrollo de Competencia Cultural			
Los estudiantes demuestran interés en conocer sobre culturas diversas.	X		Los estudiantes muestran entusiasmo al momento de aprender sobre distintas culturas.
Los estudiantes utilizan el inglés para hablar sobre costumbres, celebraciones o tradiciones del Ecuador y del extranjero.		X	Los estudiantes se refieren mas a temas de culturas extranjeras y no sobre cultura nacional.
Se observa colaboración y respeto en el intercambio de experiencias culturales.	X		Los estudiantes muestran respeto hacia diversas culturas.
El docente corrige estereotipos o prejuicios cuando surgen.	X		Si se presentan situaciones basadas en estereotipos, el docente corrige adecuadamente.
Materiales y Recursos Didácticos			
Se utilizan materiales que reflejan distintas	X		Los libros con los que trabajan los docentes, cuentan con una sección que toma en cuenta datos sobre países del extranjero en cada unidad.

culturas (libros, canciones, videos, etc.).			
El material es accesible y apropiado al nivel de los estudiantes.	X		El contenido del material es de acuerdo al nivel al que pertenecen los estudiantes.
Se promueve el pensamiento crítico a través de los materiales.	X		Existen ciertos materiales que se enfocan directamente en ello.

Observaciones finales y comentario: En general, se observa un ambiente de aula positivo donde los estudiantes se sienten cómodos, participan activamente y demuestran interés por aprender sobre culturas diversas. El docente muestra una intención clara de fomentar la competencia cultural, incluyendo contenidos de culturas extranjeras y creando oportunidades para que los estudiantes compartan aspectos de sus propias culturas. Además, se corrigen estereotipos de manera oportuna y se promueve el respeto hacia la diversidad.

Sin embargo, se evidencia una marcada ausencia de recursos que representen la diversidad cultural nacional. La mayoría del material utilizado hace referencia a culturas extranjeras, dejando de lado el contexto cultural local. Se recomienda incorporar de manera equilibrada elementos de la cultura ecuatoriana junto con los internacionales, lo cual permitirá a los estudiantes valorar su identidad cultural al tiempo que desarrollan una conciencia intercultural.

Ficha de Observación Pedagógica.

Información General:

Observadores: Camila Flores, Robinson Eras

Fecha de observación:

Curso observado: 4to año de Educación General Básica

Institución: Unidad Educativa Internacional Pensionado Atahualpa.

ASPECTOS A OBSERVAR			
	SI	NO	OBSERVACIONES
Ambiente del Aula			
El aula muestra elementos de diversidad cultural (afiches, libros, recursos visuales, etc.).		X	No se observa ningún material referente a diversidad cultural.
Los estudiantes parecen cómodos y participativos.	X		Los estudiantes muestran entusiasmo.
Estrategias de Enseñanza Culturalmente Responsivas			
El docente relaciona contenidos de EFL con culturas locales y extranjeras.	X		El docente solo incluye temas de culturas extranjeras durante las clases.
Se utilizan ejemplos, historias o canciones relevantes a la diversidad nacional.		X	El material referente a cultura, no es nacional, es extranjero.
Existen oportunidades para que los estudiantes compartan aspectos de su cultura.	X		Se crean espacios donde los estudiantes pueden compartir ciertos temas referentes a sus culturas.

El docente fomenta la apreciación y respeto por diferentes culturas.	X		El docente muestra cierta enseñanza basada en respeto y aceptación a la diversidad cultural.
El docente ajusta el contenido o la metodología según las características culturales del grupo.	X		El docente usa el material respectivo y lo adapta de acuerdo al grupo de estudiantes.
Participacion y Desarrollo de Competencia Cultural			
Los estudiantes demuestran interés en conocer sobre culturas diversas.	X		Los estudiantes muestran entusiasmo al momento de aprender sobre distintas culturas.
Los estudiantes utilizan el inglés para hablar sobre costumbres, celebraciones o tradiciones del Ecuador y del extranjero.		X	Los estudiantes se refieren mas a temas de culturas extranjeras y no sobre cultura nacional.
Se observa colaboración y respeto en el intercambio de experiencias culturales.	X		Los estudiantes muestran respeto hacia diversas culturas.
El docente corrige estereotipos o prejuicios cuando surgen.	X		Si se presentan situaciones basadas en estereotipos, el docente corrige adecuadamente.
Materiales y Recursos Didácticos			
Se utilizan materiales que reflejan distintas culturas (libros, canciones, videos, etc.).	X		Los libros con los que trabajan los docentes, cuentan con una sección que toma en cuenta datos sobre países del extranjero en cada unidad.

El material es accesible y apropiado al nivel de los estudiantes.	X		El contenido del material es de acuerdo al nivel al que pertenecen los estudiantes.
Se promueve el pensamiento crítico a través de los materiales.	X		Existen ciertos materiales que se enfocan directamente en ello.

Observaciones finales y comentario: Se observa un ambiente de aula positivo donde los estudiantes se sienten cómodos, participan activamente y demuestran interés por aprender sobre culturas diversas. El docente muestra una intención clara de fomentar la competencia cultural, incluyendo contenidos de culturas extranjeras y creando oportunidades para que los estudiantes compartan aspectos de sus propias culturas. Además, se corrigen estereotipos de manera oportuna y se promueve el respeto hacia la diversidad.

Sin embargo, se evidencia una marcada ausencia de recursos que representen la diversidad cultural nacional. La mayoría del material utilizado hace referencia a culturas extranjeras, dejando de lado el contexto cultural local.

Ficha de Observación Pedagógica.

Información General:

Observadores: Camila Flores, Robinson Eras

Fecha de observación:

Curso observado: 8vo año de Educación General Básica

Institución: Unidad Educativa Ibarra

ASPECTOS A OBSERVAR			
	SI	NO	OBSERVACIONES
Ambiente del Aula			
El aula muestra elementos de diversidad cultural (afiches, libros, recursos visuales, etc.).		X	Las aulas no cuentan con proyectores , pero el profesor hace todo lo que este a su alcance para llevar la clase y enseñar temas culturales
Los estudiantes parecen cómodos y participativos.	X		Los estudiantes muestran entusiasmo.
Estrategias de Enseñanza Culturalmente Responsivas			
El docente relaciona contenidos de EFL con culturas locales y extranjeras.	X		El docente incluye temas culturales del Ecuador durante las clases.
Se utilizan ejemplos, historias o canciones relevantes a la diversidad nacional.	X		El material referente a cultura, es nacional.
Existen oportunidades para que los estudiantes	X		Se crean espacios donde los estudiantes pueden compartir ciertos temas referentes a sus culturas.

compartan aspectos de su cultura.			
El docente fomenta la apreciación y respeto por diferentes culturas.	X		El docente muestra cierta enseñanza basada en respeto y aceptación a la diversidad cultural.
El docente ajusta el contenido o la metodología según las características culturales del grupo.	X		El docente usa el material respectivo y lo adapta de acuerdo al grupo de estudiantes.
Participacion y Desarrollo de Competencia Cultural			
Los estudiantes demuestran interés en conocer sobre culturas diversas.	X		Los estudiantes muestran entusiasmo al momento de aprender sobre distintas culturas.
Los estudiantes utilizan el inglés para hablar sobre costumbres, celebraciones o tradiciones del Ecuador y del extranjero.	X		Los estudiantes se refieren a temas nacionales y extranjeros.
Se observa colaboración y respeto en el intercambio de experiencias culturales.	X		Los estudiantes muestran respeto hacia diversas culturas.
El docente corrige estereotipos o prejuicios cuando surgen.	X		Si se presentan situaciones basadas en estereotipos, el docente corrige adecuadamente.
Materiales y Recursos Didácticos			
Se utilizan materiales que reflejan distintas	X		Se utiliza el libro que otorga el gobierno con el que trabajan los docentes, además de diferentes historias

culturas (libros, canciones, videos, etc.).			
El material es accesible y apropiado al nivel de los estudiantes.	X		El contenido del material es de acuerdo al nivel al que pertenecen los estudiantes.
Se promueve el pensamiento crítico a través de los materiales.	X		Existen ciertos materiales que se enfocan directamente en ello.
<p>Observaciones finales y comentario: La docente realiza un esfuerzo significativo para implementar estrategias de enseñanza culturalmente sensibles, a pesar de ciertas limitaciones de infraestructura, como la falta de proyectores. El entorno del aula fomenta la participación y el respeto por la diversidad cultural, integrando contenidos tanto locales como extranjeros. Los alumnos muestran interés y entusiasmo al debatir temas culturales, y el docente adapta las metodologías y los materiales según las necesidades del grupo. Esta práctica promueve el desarrollo de la competencia intercultural y el pensamiento crítico, contribuyendo a una educación más inclusiva y significativa.</p>			