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Teaching culture in EFL classroom

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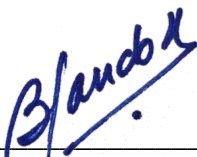
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Dedicatory

To God first, then it is dedicated with all my heart to my mother, Mila Nateros, because without her that I would not have achieved it, your blessing daily throughout my life protects me and leads me on the path of good. To my dear wife, Susan Meza, and our beloved daughter, Valentina Bedregal, for being the ones who motivate me to keep going on every day. That is why I give my work as an offering to so much love and patience from you all.

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Introduction

English is without doubt the most prominent foreign language in the world in terms of the intention of learning. Reasons for teaching and learning this language range from economic, commercial, entertaining, educational, working, cultural; among a myriad of purposes that are as many as learners exist around the globe. Because of this, it is common for learners to sign into courses, institutes, universities, and all sorts of classes to learn English as a Foreign Language (EFL).

The teaching of this language requires capable educators who continually improve their practices and perfect themselves as professionals. These teachers must understand that, because of individual differences among students, it is important to motivate them and keep them interested at all times to achieve better results. The scope of this study is to analyze important aspects of the teaching of culture in EFL Classrooms as a motivator for learners.

The monograph is structured in three chapters. Chapter one establishes the foundations for the work. Within this section, the basics of English as a Foreign Language (EFL) Learning will be discussed, as well as the importance of motivation in teaching EFL. Afterward, a section of Language & Culture and the teaching of culture in the 21st century are presented, where subjects such as culture definition, its importance in language learning, its teaching in classrooms, and the most common approaches in teaching culture will be discussed.

In chapter two, a literature review of case studies on the subject is presented. To perform this review, an academic on-line search was made by looking for the following keywords: (a) EFL, (b) culture, (c) teaching, and (d) case Study. The searching in academic on-line platforms obtained more than 300 instances found on GoogleSearch, 100

on ResearchGate, 100 on ScienceDirect, 70 on Dialnet, 55 in Academia.edu, and 20 on SemanticScholar.org. From those found registers, a further filter based on relevance to the study, representatively, and diversity was applied leaving 25 studies that were selected. The selected works were classified and distributed according to their content into the following categories: (a) textbooks & literature in EFL as cultural resources, (b) music, Video Games & popular culture in EFL, (c) teachers' perceptions and beliefs about teaching culture in EFL, (d) EFL & intercultural awareness, and (e) teaching culture as Motivator in EFL. In the base of this classification, the literature review was performed to analyze and compare the studies to draw conclusions and recommendations in further chapters.

Finally, on chapter three, what was learned from previous chapters is used to name the strategies extracted from the whole monograph to teach culture in EFL classrooms.

Chapter I

Theoretical framework

In this section, the foundations for the work will be established. First, we will discuss particulars on learning EFL and what drives people to start studying this language. Next, the importance of motivation in English learning will be analyzed, considering that the use of culture in teaching may be a powerful tool for teaching and generating motivation amongst students (according to their interests). Afterward, in the sections of language & culture and teaching culture in the 21st century, subjects such as culture definition, its importance in language learning, its teaching in classrooms, and the most common approaches in teaching culture will be discussed.

1.1 Learning english as a foreign language

One of the biggest challenges for any educator is to make knowledge taught in their classes truly meaningful. This leads to the fact that traditional teaching models are constantly being surpassed by creative proposals from teachers that include, in their learning spaces, elements that were little or not at all considered in previous training models (Barcena, Martin & Jornado, 2016).

Lee, Vivaldo, Flores, Caballero & Calderón (2006) considered that language teaching is not exempt from this new way of looking at learning spaces and teaching models. Foreign language teachers increasingly recognize the need to introduce their students to a new language through experiences that include the elements that are usually evaluated: reading, writing, listening, and speaking.

Carvajal (2013) mentions that there is no doubt that the demands of this globalized world on the use of a common language, through which we can communicate, have led to English acquiring special importance in university education. As if this was not enough, the demands of the workplace and relationships between organizations in many countries mean that young people must master the language with greater commitment than previous generations. However, despite this, it cannot be denied that teaching a second language remains a challenge, since superficial learning is not enough if you want to achieve real interpersonal relationships. For this, the efficient and effective use of language is essential. This is what has caused educational scholars to seek greater knowledge about the elements, moments, and characteristics that must be given in order for there to be better language teachers. Simultaneously, they try to understand why for some it is a more complex learning process than for others (Harmer, 2011). It is considered that a child reaches the knowledge of the language within the first stages of its childhood that is to say between the 5 and 7 years of age. After this, the language continues to be perfected; vocabulary is expanded and its use is refined appropriately, according to the context or reality in which the individual finds himself (Bello, Fera & Ferrán, 1990). Therefore, learning a second language may not be an easy process after that age. Unlike children, who can develop a new language through play, youth and adults require more elaborate reasoning processes, including greater use of their abstract thinking (Harmer, 2011). Furthermore, as if this does not make language teaching sufficiently complex, there is the

problem that most university students already have their own learning patterns. Thus, wanting to implement a different model could trigger a natural rejection of such a teaching process (Portillo & Contreras, 2011). The usual way of teaching languages is through the exposure of grammatical rules and memory-repetitive tasks of a behavioral nature, which was presided over by the correction of errors in the use of the language during the common practices of the class (McBride, 2009). This gave excellent results while the disciplinary educational systems followed these same parameters. However, once education evolved into competency development models, this type of teaching practice became retrograde and less and less valued by students (Rosas, 1997). This has given rise to the need for teachers to seek new paths for language training by proposing models that promote the use of language in activities with an alternative and interesting objective for students. In this way, students recognize the importance of the correct use of grammar and the power of proper communication, without seeing the process as something artificial, manufactured exclusively to insert knowledge into them (García, 2009). Changing the meaning and objective of education from a notion of "tool for work" to "training for life" leads to the process by which the development of competencies is achieved being as close as possible to the students' reality. This is the only way to achieve truly meaningful learning (Fuentes, Soto, Mein & Jacobson, 2011).

Pupo (2006) considered that logically, this affects the acquisition of foreign languages. These are no longer necessarily seen as a complementary learning or a useful tool for the exercise of the profession, but rather as a natural competence of the globalizing language, which any person who intends to be part of the world must develop. Thus, the command of the English language is one of the most relevant formative skills in the 21st century, since it is the conduit through which most of the world's citizens communicate (Cano, 2005). In this way, for the future professional, the information technologies are

constituted as their space of interaction and the common language in their means of relating to others (Chacón & Pérez, 2011). This is what urges foreign language training institutions to evolve their teaching methodology, just as the rest of the academic world does. In this way, they move away from traditional models and explore the fact that training should take place, as much as possible, in a natural way and attached to the reality of the students' environment (Batista, Alburguez & León, 2007).

Rico, Ramírez & Montiel (2016) suggested that the teaching of any area of knowledge must be tailored to the needs of the world in which it is planned to be used; the mastery of foreign languages is no exception. Therefore, the formation of communicative competencies in the English language must be attached to the new educational trends, in the same way that physics, sociology or business administration have done. The use of information technologies, the exploration of new learning spaces or reflection triggered from reality, are some techniques that new language courses should include in the development of foreign languages, leaving behind the traditional systems of repetition and memorization (Peña & Téllez, 2010).

The importance of mastering the English language is recognized by the international business community, specifically as an essential factor for global economic success. And it is that most companies have as their main requirement, the command of the English language in the corporate sphere, for this reason English is manifested as the main language in the business world.

1.2 The importance of motivation in teaching EFL

The first question to be asked is what is motivation? According to the Royal Academy of the Spanish Language (s.f.) on its website, motivation could be understood as

the interaction of all aspects internal and external that determines in a partial manner the actions of an individual.

According to Liñán (2009), this term comes from the Latin verb "over" which means to put in motion and get ready for something.

Herrera, Ramírez, Road & Herrera (2004) indicate that motivation explains vital aspects of human behavior related to the cause or the reasons that justify human actions. In that sense, people will start any action based on the forward achievement of a goal or objective pursued by them, and they will continue to act as long as that motivation is still relevant or until they achieve expected results.

In short, we can say that we are facing a volitional act in which the person will be attracted and expectant to be part of an activity.

Herrera et al. (2004) points out that from the 1960s onward, studies focused on cognitive theories, which considered motivation as a search for achievement and personal life, giving great value to the goal and expectations.

Since the 70's until today, the trend is still cognitive, highlighting the fundamental role that some factors have, such as perception, belief or self-efficacy.

As we have seen up to now, the theory that has had the most studies in reference to motivation has been the cognitive theory.

However, Santrock (2002) establishes that it is important to consider two more perspectives: the behavioralist and the humanist.

The behavioral theory focuses on the growth of the apprentice.

Santrock (2002) points out that in order for the student's development to be fulfilled, it is important to determine a series of rewards or punishments that the student will receive to achieve the purpose or objective desired, thus modifying the individual's behavior toward that goal.

Despite this, Naranjo (2009) considers that humanist theory is characterized by the freedom that the individual will have to achieve his goal.

Therefore, this must satisfy a series of needs such as (a) physiological needs, related to the human being, that is, basic needs to sustain his life, (b) security needs, in which the person seeks stability and organization, (c) needs of love and social belonging, because as human beings our nature is characterized by relationships with others, (d) needs of esteem, in which the individual will seek to feel close to himself and know what his limits will be, and finally (e) the need for self- realization, in which the individual will know how he can grow personally and develop self-control (Valdés, 2005).

In addition to the psychological study, one of the most relevant approaches has been the academic one, in which, according to Cerezo & Casanova (2004), three fundamental categories can be distinguished that will promote motivation: (a) the first is related to the expectations that students will have to perform a task, (b) the second corresponds to the goals and the interest that is taken in them, and (c) the third is related to the affective component, which will influence the emotions that the student will present when faced with personal success or failure. At present, a new theory is considered, called the theory of goals. In this theory, motivation is defined as: “a hypothetical construct that explains the initiation, direction, perseverance of a behavior towards an academic goal, performance, self, social evaluation, or avoidance of the work that the student will do” (Fuentes de Arias, 2006, p.8) or it can be deduced, the main objective of the motivated student body will be to reach the proposed goal. Alonso (2005) states that students will show interest in an activity due to three types of factors. On the one hand, the meaning for them to achieve what they propose, that is, the importance of reaching that goal in their lives. On the other hand, the possibilities they have of overcoming the difficulties involved

in the achievement, knowing how to face them. And finally, the cost in terms of time and effort that it will take them to achieve it.

Over the years a distinction has been made between positive and negative motivation. In the case of positive motivation, which reaches a goal to satisfy needs, in the case of negative motivation, it avoids unpleasant conditions. González (2003) considers that: “current times demand new knowledge, new skills and new social demands in a very short time” (p.5). Among the factors that can influence the lack of motivation of this same Gonzalez (2003) points out: “an overload of work, the deterioration of the relationship with colleagues and managers, a deficit of information, problems with students, educational reforms, a decrease in social respect for teaching or individual factors, among others” (p.5). The role of the teacher in the classroom is fundamental to student learning. Liñán (2009) considers that thanks to attitudes and behavior, as well as performance in the classroom, the student can feel more involved in the subject.

Dörney (2001) considers that the motivated teacher must meet three necessary conditions such as: “enthusiasm for the subject he or she teaches and for the student's progress, expectations both for him/herself and for the students and a good relationship with the student body” (p.7). In summary, it should be noted that according to Lasagabaster, Doiz & Sierra (2014), for teachers to present a positive attitude, they should consider three fundamental aspects, namely: (a) the who, that is, understanding the person they have become through their passions and past experiences, (b) the why, where they will reflect on the proposals of their work, and finally (c) the image or visual representation they have about themselves of the desire to teach.

Once the basic aspects of student and teacher motivation have been explained, and in response to the question: How can we motivate students, Sánchez (2011) states that it will be helpful to consider three steps: (a) the first is to develop activities that can capture

the attention of students, stimulate their interest and maintain their motivation throughout the class; (b) the second consists of monitoring and recording the teacher's participation in student learning, as well as creating a flexible environment to awaken the student's spontaneity; and (c) the third process is evaluation, in this section the student will reinforce or not their motivation, therefore, the preconditions have to be clarified. Alonso (2005) points out that for students to stay motivated, they have to focus only on their learning and dispense with ideas for notes. But, in addition, in order to motivate them, a series of activities will be programmed that are new and attractive, according to their needs and concerns.

As previously stated, the most influential factor in motivation has to do with the relationship with teachers. According to Madrid (1998), the teacher must create a series of "scenarios" where communication is possible. As Marques (2000) states, the teacher must: (a) awaken the students' interest (their desire to learn) towards the subject and maintain it, (b) motivate students by proposing actions that encourage participation in the classroom and propose activities that interest them, (c) to provide support and continuous motivation without overwhelming, (d) to establish a good relational and affective climate that provides levels of confidence and security. In addition, we must also take into account that, for the student, the time spent in the classroom is only a part of his life. The teacher has to take into account that he or she must integrate the subject into the student's goals, and therefore, must focus on the subject in function of the expectations and perspectives of the student's global life, so that the learner could internalize each subject from different perspectives, seeing the potential application for the imparted knowledge. And fitting what is being taught into their own pre-planned scheme that led them to start learning the language in the first place (Morris & Maisto, 2005).

1.3 Language & culture

Until recently, the cultural aspect had focused exclusively on the foreign culture studied. Nowadays, in order to integrate the foreign culture into one's own, it is necessary to distance oneself from both in order to make a good analysis. It is mandatory, in the first place, to question our own prejudices: “we must learn to overcome our own prejudices and linguistic predispositions” (Rodríguez, 2004, p.245). Secondly, it is compulsory to compare and contrast the student's culture with the target culture in order to reach an intercultural understanding. In this regard, as Ciliberti (2010) notes, we must be able to understand the difference between possessing a culture and being aware of the new culture. Cross-curricular competence does not necessarily refer to the possession of a culture different from one's own.

After having compared and contrasted the students' own culture with the target culture, a final observation is to be made, studied and reflected on the target culture from an ethnographic perspective. In this way, it will be possible to adapt to the foreign culture and no longer act solely within the patterns of the mother tongue (this does not have to imply a loss of one's own identity at all). Some sociologists, among them Bauman (1973), consider it risky today to associate culture and identity. Since phenomena such as multiculturalism, crossbreeding, globalization, etc. make it impossible to have unique cultural models common to all the inhabitants of a State (Ciliberti, 2010). With respect to the above, the student will be able to behave according to the rules and conventions of the country whose language is being learned.

In addition, the opportunity to understand each other better will be presented. New habits of true tolerance may be established, instead of an attitude of naive kindness, which falls apart the first time our neighbor acts in a way that is completely normal and ordinary in his culture, but which in ours is rare or mistaken. By visiting a

foreign country, we can materially share the life of the country, as well as understand and be understood (Ciliberti, 2010, p.14)

Intercultural exchanges must be developed by the members who constitute the communicative competence. However, it must be taken into account that cultural competence is individual. That is, each student builds his or her own cultural competence. Thus, “more than providing cultural data, what we would have to do would be to offer clues so that the learner can find his way in the common field of cultural and linguistic data” (Ciliberti, 2010, p.13). In this regard, Nauta (1992) suggests to students a series of guidelines for cultural acquisition and learning: a) Find your own way to learn, b) Organize your cultural information, c) Be creative, d) Create your own opportunities, e) Learn to live with uncertainty, f) Take advantage of mistakes, and g) Seek help in the context. Therefore, teaching a language should consist, as it was pointed out, in helping and guiding the learner to put into practice his or her cultural acquisition strategies by providing them with the analytical tools necessary for continuous self-learning. Because of the aforementioned, it is important to have good intercultural competence to avoid, misunderstandings that cannot arise from cultural differences in behavior.

1.4 Teaching culture in the 21st century

Culture is a broad concept, which involves all aspects of life. Therefore, the meaning of the term "culture" should be clarified. In fact, we know that it is the genes that determine, in large part, people's appearance and the way they behave. But genes are not the only determinant factor. The environment, the surroundings influence, to a great extent, both our behavior and our appearance. Our environment itself is culture, that is, all the people around us such as our families, friends, the media and even strangers are part of our very own culture. From all of them we can and do learn both at a conscious and

unconscious level, sometimes not even realizing where one acquired forms of behavior, and the preferential ways to interact with others in the way we automatically do.

Teaching and learning a foreign language is not simply about reproducing speech patterns. It is also about transmitting culture, bringing the culture of the language of study closer to the culture of the country of origin, as well as eliminating existing clichés and prejudices and collaborating, positively valuing differences, thus reinforcing empathy and critical reflection. Teachers of foreign languages have to have and transmit communication skills, likewise, provide space for students to understand their context and with it the culture that surrounds it, this being very important in the correct understanding of a message.

It should not be forgotten that within each culture there are differences, because there is no such thing as a homogeneous culture. Age, economic level, social class, etc. mark differences within the same culture. Another important aspect is the gestural expression and non-verbal messages that humans constantly transmit. Situations, where non-verbal communication arises, are very common and sometimes they coincide with the culture of origin but in other cases the gestures and behaviors are not identical. The teacher must take this into account when teaching and incorporate different daily situations in their classes as a regular practice, always using gestures and behaviors as well as oral language. To this end, the teacher must be attentive to gestures that may provoke absurd or embarrassing situations, since the semantic content may differ in different cultures.

It is thought that diving into a foreign culture implies acquiring knowledge, but also interpersonal communication skills. This means developing in the apprentices capacities at a pragmatic level so that they can act in an adequate way, but also capacities that allow them to "manage" their learning: that is, to be aware of the different cognitive tools they have to learn (Miquel & Sans, 1992). However, these capacities will not be fully and

optimally exploited if an essential aspect is not taken into account: the affective dimension, since learning a culture through a language is also, and above all, wanting to discover the other, as well as accepting to be involved on a personal level with what is being discovered about the other.

Abdallah-Prétceille (1996) takes after the French sociologist, Pierre Bourdieu, the concept of cultural capital to explain how culture can transform us and how we can stimulate it. The cultural capital is the set of knowledge that one has in all areas, even if one is not aware of some of them, they are the symbolic goods that are shared with others. This knowledge defines, at a given moment, one's cultural identity. This capital is going to be restructured according to how each one uses it and what they integrate; which means that one can modify this capital, expand it, etc. Coming into contact with another culture, through the learning of a foreign language, will be an opportunity for the learner to enrich his capital, as if he were making some kind of investment. As he discovers the other, he will find distinctions, newer ways of classifying reality, and of looking at the world. These new classifications are not static; they will be modified and restructured during the apprenticeship.

Cultural manifestations depend on the communication situation or the context, so cultural information out of context does not make sense. Cultural displays, i.e., fragments of cultural information that come from a given context, allow the following: (a) addressing culture in its use and not disconnected from its production situation or context, (b) understand cultural facts through various witnesses, (c) learn to situate, see, understand, give meaning, and (d) negotiate the given meaning and provisionally analyze a cultural fact. By using a foreign language, an intercultural exchange is forged in the same way (and at the same time) as a language interaction (Nauta, 1992). This means that when we discover new classifications of reality, it is the regular procedure to try and understand

them, to emit hypotheses about the findings we discover and apply them. We arrive, through the verification or rejection of our hypotheses, at a provisional analysis of the facts we find. This provisional analysis, in turn, provides us with criteria for gathering new knowledge; and thus, in a continuous cycle, our interculturality develops along a continuum evolving process without end (Nauta, 1992).

In this learning experience the being is transformed, a crossbreeding is produced. One does not remain exactly the same, nor does one become another. Likewise, the apprentice develops capacities of interaction with the other, sees, understands, and highlights cultural elements within the communication, and as a function of his own personality, his own social role, his personal history, etc.; discovers peculiar values of his own world and of the foreign world in general. From the metamorphosis between the culture of origin and the foreign one arises the possibility of metacommunication, of embracing. From the teacher's perspective, the learner enters the other culture consciously, through strategies or procedures that he or she possesses and/or, that he or she will develop in the course of his or her learning (Byram, Neuner & Zárate, 2007).

Acquiring and developing capacities or a skill (that will allow for the student to know how to do, and how to learn) implies working on three aspects: the pragmatic, the affective and the cognitive in the classroom. These three aspects will define the type of progression that can be proposed in the classroom. The pragmatic focuses on contextualized learning. In other words, that the learner acquires a "cultural performance" in the situation. The starting point is everyday life situations in which the learner will have to solve a specific problem that will allow him/her to highlight implicit cultural aspect, being progressively confronted with more complex situations that include more complex socio-cultural interactions. A progression that goes from the functional and the utilitarian, to the discovery of more explicit and complex information. A progression that also takes

into account the cognitive and the affective. From the cognitive point of view, it is a matter of developing the capacity to conceive the elements of the foreign culture as a structured set of responses to human situations, that is, to develop in the student intellectual capacities so that he or she comes to understand that each culture makes a contribution by solving in its own way universal problems. As far as the affective dimension is concerned, it is assumed that the student while involved in the learning process, discovers elements that he or she did not know about his/her identity, coming into contact with other ways of thinking and processing what has been discovered in an individual way that will facilitate communication with the other person. In short, the learning process through the use of culture is about discovering something previously unknown but relatable.

Chapter II

Literature review of case studies

2.1 Sources of the literature review

For the development of this study, it was imperative to carry out a review on the available bibliography to understand how certain factors affect the learning of EFL.

A literary review is performed by the search, study and analysis of books, academic articles and any other type of source of information on a specific and determined subject, in order to obtain a description, evaluation or summary that is related to the object of the research. The essential purpose of this methodology is to obtain a comprehensive overview to carry out a conceptual and evolution traceability of different approaches and perspectives (Gisbert & Bonfill, 2004).

In the particular case of this research, to start the literature review, the following key words were used to find articles, books, and valid publications from renowned online sites:

- EFL.
- Culture.
- Teaching.
- Case Study.

The search gave the following results:

Table 1

Results of search on literatura review

Name of the Platform	Number of Coincidences
Research Gate	100 coincidences
ScienceDirect	100 coincidences
Academia.edu	55 coincidences
Semanticscholar.org	20 coincidences
Dialnet	70 coincidences
Google Search	300+ coincidences

Note: Results of matches according to the type of search engine. Source: Own authorship.

Due to the fact that the information obtained was substantially extensive, it was needed to proceed to filter the most relevant bibliography applicable to the specific case. To do this, a discard process was carried out based on diversity, year, countries, specificity of the objectives set in each case, importance, etc. This process was carried out to be able to choose the pertinent bibliographic sources for the case under study. Hereby a list containing all of the research works that passed the filtration process carried out over the bibliographical results obtained in the initial literature review process:

Table 2

Relevant bibliography

Name of research	Authors	Subcategory used for the literature review analysis
Integration of Foreign Culture into Pre-Service EFL Teacher. Education: A Case Study of Saudi Arabia.	AbdulRahman A. Al-Asmari	Teaching Culture as Motivator in EFL.
Addressing Culture in the EFL Classroom: A Dialogic Proposal.	José Aldemar Álvarez Valencia and Ximena Bonilla Medina	EFL & Intercultural Awareness.
An Investigation of Tensions between EFL Teachers' Beliefs and Practices about Teaching Culture.	SasanBaleghizadeh and Maryam SaneieMoghadam	Teachers' Perceptions and Beliefs about Teaching Culture in EFL.
Adolescent Students' Intercultural Awareness When Using Culture-Based Materials in the English Class.	Mireya CastañedaUsaquén Esther	EFL & Intercultural Awareness.
A case study of EFL teachers in Taiwan: identities, instructional practices and intercultural awareness.	Shao-hua Chang	EFL & Intercultural Awareness.
Motivators That Do Not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation.	Judy F. Chen, Clyde A. Warden and Huo-Tsan Chang	Teaching Culture as Motivator in EFL.
Teaching English Idioms as Metaphors through Cognitive-Oriented. Methods: A Case in an EFL Writing Class.	Yi-chen Chen and Huei-ling Lai	Teaching Culture as Motivator in EFL.
Exploring cultural content of three	MehrnooshDehbozorgi,	Textbooks & Literature in

prominent EFL textbooks in Iran (A case study of American English files, top notch and four corners).	EnhyaAmalsaleh and Reza Kafipour	EFL as Cultural Resources.
A Case Study on EFL Teachers' Beliefs About the Teaching and Learning of English in Public Education.	Claudio Díaz Larenas, Paola Alarcón Hernández and Mabel Ortiz Navarrete	Teachers' Perceptions and Beliefs about Teaching Culture in EFL.
Laying the Foundations for Video-Game Based Language Instruction for the Teaching of EFL.	Héctor Alejandro Galvis	Music, Films, Video Games & Popular Culture in EFL.
Teaching Culture in the English Classroom. A study of two lower secondary classrooms.	Sigrid GraedlerListuen	Teaching Culture as Motivator in EFL.
Culture in the EFL classroom. Which cultures dominate the classroom?	Marcus Hammar	Teachers' Perceptions and Beliefs about Teaching Culture in EFL.
The Role of Culture in ELT: Learners' Attitude towards the Teaching of Target Language Culture.	FarhatJabeen and Sayed Kazim Shah	Teaching Culture as Motivator in EFL.
The Effectiveness of Using Films in the EFL Classroom: A Case Study Conducted at an International University in Thailand.	RusmaKalra	Music, Films, Video Games & Popular Culture in EFL.
The Attitudes of EFL Teachers Towards Teaching Culture and Their Classroom Practices.	Selma Karabinar and CansuYunuslarGuler	Teachers' Perceptions and Beliefs about Teaching Culture in EFL.
The development of culture in English foreign language textbooks: the case of English File.	Ángela Larrea Espinar and Antonio Raigón Rodríguez	Textbooks & Literature in EFL as Cultural Resources.
Culture and Classroom Communication: A Case Study of Asian Students in New Zealand Language Schools.	Mingsheng Li	EFL & Intercultural Awareness.
Using Popular Culture to Promote Learning in EFL Classrooms: A Case Study. (International Conference on Educational Psychology 2013).	Jeng-Jia Luo	Music, Films, Video Games & Popular Culture in EFL.
Impact of the Target Culture on Foreign Language Learning: A Case Study.	Mohamed Amin Mekheimer	Teaching Culture as Motivator in EFL.
Teaching the Students and not the Book: Addressing the Problem of Culture Teaching in EFL in Argentina.	María Carolina Moirano	Textbooks & Literature in EFL as Cultural Resources.
Transmitting Local Cultural Knowledge through English as Foreign Language (EFL). Learning as a Means of Fostering "Unity in Diversity".	YenyPrastiwi	Teaching Culture as Motivator in EFL.
La influencia del cine en la enseñanza de una lengua extranjera.	Pablo Sánchez Rodríguez and Adelina Leal Oliva	Music, Films, Video Games & Popular Culture in EFL.
Culture teaching in foreign language education. EFL teachers in Spain as cultural mediators.	LiesSercu, María del Carmen Méndez García and Paloma Castro Prieto	Teachers' Perceptions and Beliefs about Teaching Culture in EFL.
Video Game and Culture: A case Study of EFL Student Players' Views on Their Acquisition of Cultural Knowledge and Sensitivity.	Ali Soyoof	Music, Films, Video Games & Popular Culture in EFL.
Culture in English as a Foreign Language (EFL) Textbooks: A Semiotic Approach.	CsillaWeninger and Tamas Kiss	Textbooks & Literature in EFL as Cultural Resources.

Note: The list of works found in the bibliographic review is presented. Source: Gisbert & Bonfill, 2004.

The study of each of the selected publication will be discussed later on this chapter. All of this with the main purpose of carrying out an analysis of the case studies presented by the aforementioned authors that are relevant and could bring important information to the investigated subject. That way, it can be understood how numerous factors, elements, techniques and methodologies affect the teaching culture process in EFL classroom, directly or indirectly.

2.2 Case studies: textbooks & literature in EFL as cultural resources

Mehrnoosh Dehbozorgi, Ehya Amalsaleh & Reza Kafipour: This study was centered in analyzing the “cultural content of three mainstream intermediate level EFL textbooks” (Dehbozorgi, Amalsaleh & Kafipour, 2014, p.69). It was also studied the cultural factors intervening in the learning process of EFL learners, namely: target culture, source culture and international culture. For the purpose of the study, the intermediate level of English textbooks was chosen. Since, according to the authors, it is in this stage where students start to familiarize with aspects related to target culture. The procedure followed to carry out the study was: 1) determination of the object of each unit; b) analysis of the textbooks; and (c) picture, dialogues and activities classification into categories and/or types of cultures. The main finding of the research suggested that all of the English textbooks under study were equally appropriate for developing intercultural English in EFL classrooms. They also determine that the largest amount of cultural references was aimed to the lifestyle, daily lives and routines of native speakers. Dehbozorgi et al. (2014) looked into their own literary review and found that Bateman & Mattos (2006) placed the initial approach about the topic of cultural content in English teaching in 1960. The authors concluded that the main objective of English textbooks is to enhance the knowledge

regarding the most common aspects of individuals, such as food, customs, values, hobbies, gestures, and those aspects are directly related to culture.

Ángela Larrea Espinar & Antonio Raigón-Rodríguez: The main purpose of this research was to compare various textbooks related to the teaching or relationship of culture with EFL. In order to accomplish this, the authors compared two editions of intermediate level books with a cultural content checklist designed by themselves, so that it could be determined how comprehensive the content of each book was and how each subject was covered and treated in them. The results obtained revealed that the majority of the content was essentially focused on rules and grammar, while cultural aspects were secondary. Similarly, the latter were stereotypical, scarce and limited, since they mostly made reference to the visible elements of a certain culture, without immersing in more intrinsic and profound issues. Likewise, the comparison carried out between the two editions showed that there was room for improvement, due to the significant imbalance in the methodological content. The authors conclude that, in order to achieve a collective consciousness regarding the cultural, it is necessary that “learners should begin by realizing and understanding their own culture, respecting others’ cultures and being culturally sensitive” (Lai, 2014, p.6).

María Carolina Moirano: The study was aimed at analyzing the attitudes of teachers from three different institutions in La Plata, Argentina to understand the way in which culture was taught within the classroom. The teachers were interviewed through a semi-structured questionnaire. Similarly, the content of the three textbooks used by these teachers to teach their classes was analyzed to determine whether or not they took into account the cultural needs of the students or whether they make any reference to the phenomenon of globalization in their methodology. The findings pointed to a generalization of knowledge without taking advantage of the cultural element due to the

way in which knowledge is presented in textbooks and guidebooks for EFL teaching.

Books of this nature are as general as possible in order to be marketed in different parts of the world.

Csilla Weninger & Tamas Kiss: The authors consider that pedagogical programs should incorporate a dynamic corresponding to the true incidence of cultural aspects within the learning process. Likewise, they analyzed two textbooks aimed at teaching English, to demonstrate the level of predominance of culture within their pedagogical and methodological content. Findings showed that most of the content of the textbooks was limited to explaining linguistic, semantic and grammatical aspects, without giving true importance and focus to cultural aspects. Based on the authors' arguments, it can be affirmed that such focus is insufficient, since there is a substantial lack of cultural information and representation within its content, which leads to a critical understanding of the world. According to this research it is very important to choose textbooks with enough content in culture when teaching English, and for cases where this is not possible, to compensate in the classroom, considering that instructing of culture is an important factor in motivation and expected results when teaching EFL.

Literature review discussion of Case Studies - Textbooks & Literature in EFL as cultural resources: From the case studies previously analyzed, it can be concluded that textbooks and other study materials are supposed to include enough information on culture to facilitate the teacher's work. Nonetheless, such is not always the case. In fact, most textbooks do not take advantage of the cultural factor for teaching a language, because they are compiled in order to be of generic use. Some studies have shown that the most relevant aspects of their contents focus on grammar, syntactic and vocabulary rules. Therefore, most cultural contents are scarce or insufficient, so it is understood that a greater effort would be required on the part of teachers in case they wanted to contribute in

the acquisition of knowledge related to cultural components. One of the main reasons why these textbooks do not incorporate elements of a certain culture is for purely commercial purposes, since in this way they can be bought by a greater number of people. According to each of the researches hereby explored, the teaching of culture within the classrooms is of great relevance, since it allows students to acquire communication skills, interculturality, problem solving aptitudes, global understanding of life and work, comprehension and respect of cultural and social differences, etc., while acquiring knowledge of a second language. The use of culture as a teaching factor is decisive for the enhancement of motivation and participation in academic activities, which is why positive and successful results are obtained in the technical knowledge of the new language.

2.3 Case studies: music, video games & popular culture in EFL

Héctor Alejandro Galvis: The research performed by this author was focused on learning different languages through the use of video games. The study started from the process of learning English and the contexts or application of the knowledge obtained, with special emphasis on the participation of Colombian students in EFL programs within American territory. Based on this premise, the author connected concepts related to the acquisition of knowledge of a foreign language with the initiative or global trend of using video games (which is an important part of today's young-adults YA culture) as a means or teaching method. Finally, recommendations were proposed for an effective implementation of this new and innovative methodology. The study showed that there was tension between traditional education and video games, due to the warlike or superficial content that some of those games have. However, in theory, video games can represent a plausible option for the acquisition of new linguistic knowledge. It was also concluded that video games were effective in maintaining a positive and motivational attitude to continue

studying English. Though the research was not aimed at determining the information and cultural representation of video games, it was proven that their use was an effective motivator factor for students to push themselves further and give a little extra in order to learn and use the newly acquired English knowledge into one of their passions: gaming.

Rusma Kalra: This research explores the effect that English language films have on English language learning. The study focused on two groups of pre-intermediate level students: one of them received traditional EFL instruction and the other group included films along with the typical textbooks. The essential purpose was to determine which group performed better and to what extent or aspects. Finally, this research also offered the pedagogical implications for teachers of including this type of methodology in the classroom. The study findings included that students' levels of motivation significantly increased when English-language films were incorporated into the study program, as well as their listening and speaking comprehension. That way, students will be highly motivated and the relationship with their teachers will be more engaged and participative.

Jeng-Jia Luo: Luo (2014) research focuses on how popular culture can benefit the process of acquiring new knowledge of English as a second language, with the intention of motivating teachers to use these types of resources within their curricula or pedagogical programs. The study group consisted of eighteen Taiwanese intermediate-level students from a private university. The activities entrusted to them consisted of making Power-Point presentations related to songs in English. Subsequently, students were to take a survey and provide feedback on it. The results obtained in this study indicate that the confidence of English learners in their abilities increased when they include aspects or resources of popular culture. If so, it can be expected that EFL learners may deepen their understanding of the English language, public speaking, writing skills and vocabulary knowledge.

Pablo Sánchez Rodríguez & Adelina Leal Oliva: This research was aimed at determining how cinema can be used as a means for the transmission of culture for the teaching of values. Also, whether it could be employed as an authentic material (defined as “appropriate and of quality in terms of the aims and objectives of our students, and as something ‘natural’ in terms of meaningful communication and real life” (Rogers, 1988, p.820), within the learning process, or as a step prior to reading a book and/or as a motivator factor that could allow the enhancement of interest and positive attitude of the learner. The study starts from the idea that cinema appeals to the senses of the human being, even managing to create a deep bond with their thoughts, attitudes and evaluations. The conclusions of the research indicate that the cinema -as an important element of popular culture- can be a complementary tool to the traditional teaching of the English language. Since it generates a great influence and motivation in its recipients, especially those of this generation, who have grown hand in hand with the technology and accept it as something natural. Additionally, the authors pointed out that, although teachers have considered that the excess of audiovisual presence in people's daily lives can be harmful, it is impossible to deny that in today's society it is an imperative and determining element, so it can be used as a tool of the educational process and as a connecting factor with the learner in a global productive way.

Ali Soyoof: Due to the existing limitations within the classroom and the difficulty of teachers to adequately handle the intercultural needs of students, it becomes necessary to use other methods or tools to deal with this problem. According to the author, video games provide a setting where learners can participate and understand cultural differences on a larger scale. That is why the study carried out by Soyoof (2018) was based on the interview of six Iranian EFL learners, who were highly familiar with video games and its various genres and types. Within the findings, the authors highlighted that textbooks are

not enough to teach the aspects of a new culture, while video games allow the possibility that students, through simulation or role-playing games, may be able to participate in the exchange of communication, information and other interactions as a complementary tool for English teaching. Additionally, Soyoo (2018) was able to demonstrate that video games teach, subconsciously, L2 culture and enhance the basic principles of the entire learning process, including motivation and self-confidence.

Literature review discussion of Case Studies - Music, Video Games & popular culture in EFL: According with each of the reviewed researches, the use of video games, music, movies and popular culture within the classroom has proven to be beneficial for the acquisition of new knowledge regarding a new language. It motivates students to continue studying as it connects them with aspects of daily life with which they are fully familiar. Traditional teaching only conceived teachers and / or textbooks as a source of knowledge, but according to several studies (including the mentioned above), it is no longer enough. It is not suggested that traditional teaching should be abandoned, but rather accompanied with the addition of culture to trigger interest among students, as well as with the inclusion of technological resources available to students today that are of easy access for students. However, this could be a sensitive topic, since there are numerous of inappropriate contents in songs, video games, series and movies, which could be harmful to the learning process. This is why the teacher plays a vital and important role in the application of these types of activities and the screening of the proper material to be used within the classroom. Since students are connected or related to technology, its use can be a helpful and beneficial tool for teaching a new language. New generations do not conceive a world without technology, so if it is used as a didactic and pedagogical tool, it can contribute on a larger scale to the learning process. Since it brings a broader scope than what the teacher can effectively carry out within the classroom. In the same way, it is a substantially

relevant option for teaching a certain culture, thanks to the analysis of the meaning of songs, styles, genres, films with historical or biographical content, etc.

2.4 Case studies: teachers' perceptions and beliefs about teaching culture in EFL

Sasan Baleghizadeh & Maryam Saneie Moghadam: The research carried out by Baleghizadeh & Saneie (2013) was based on the observation and interview of a number of teachers over a period of eight weeks to have an insight on their perceptions about the teaching of culture inside and outside the classrooms, as well as their personal beliefs. According to the results obtained, the authors were able to group the main causes of the conflict or contradiction between perception and beliefs. Detected causes were classified as: "macro-scale decisions by educational system and micro-scale preferences of learners and teachers" (Baleghizadeh & Saneie, 2013, p.35). Additionally, it was stated by the authors that people in charge of planning pedagogical and academic programs were supposed to refer to the socio cultural component that governs the learning of a new language. They also concluded that culture should be considered as the fifth dimension of language, which will allow teachers to obtain the necessary tools to satisfy the needs of their students, through the correct definition of culture, its context, communication and others relevant aspects. Finally, the study suggests that one of the main tensions during the teaching of culture is regarding to the selection of which cultural contents to teach and how to do it, establishing that there was, at least three different positions to approach it: a) pragmatic-communicative oriented, b) ideological understanding oriented; and c) political-action oriented.

Claudio Díaz Larenas, Paola Alarcón Hernández & Mabel Ortiz Navarrete: The purpose of this research was to detect and identify the beliefs of English teachers, specifically a group of sixteen Chilean teachers in the public secondary education sector.

As a methodology for obtaining information, a semi-structured interview and a Likert-type scale test were used to obtain data from each of the participants in this case. Some beliefs are not static but are rather influenced by practice and the positive or negative results that they may have. In other words, beliefs originate from the experience of teachers, students, the experiences of other colleagues, the social and school context, etc. That is why it is vital to be able to know the belief system of each teacher before implementing any type of innovative action (and even to include the teaching of culture in EFL classrooms), since they are elements that depend on the other for success. In order to achieve that, teachers may use some tools or methods to contribute to belief elicitation, such as interviews, journals or narratives. Only targeting the aforementioned system of beliefs, teachers will be able to learn how to improve their classroom's practices.

Marcus Hammar carried out a study in which a certain number of upper secondary level English teachers in Sweden answered questions that had the purpose of establishing two points or perspectives: which topics are priority in the classroom (including attitudes of teachers regarding the teaching of culture within the subject of English) and which culture is being taught. Regarding this, it was found that there were many doubts or concerns when responding, since the word "culture" was considered a vague concept, with many different conceptions and, therefore, different ways of being approached for its teaching. The results of this research showed that the topics that most of the teachers prioritized in the classroom were verbal, auditory and written communication skills, as well as a high degree of vocabulary learning. Finally, regarding the second perspective that is the object of study by Hammar (2013), it was found that teachers from the sample attached great importance to teaching the culture of many English-speaking countries, in contrast to the more traditional view, where there is an almost imperative domination of British and American culture.

Selma Karabinar & Cansu Yunuslar Guler: The research carried out by Karabinar & Yunuslar (2012) was aimed at determining and describing the different attitudes of language teachers in some Turkish universities (155 ELT teachers from 17 universities). Likewise, the study was conducted in order to determine the effects of the variables related to teachers, such as the fact of being or not an English native speaker, working in the public or private sector, participation in different professional activities and their perceptions regarding the teaching of culture. Results of the study showed that the most recurrent topics when teaching culture are tangible aspects (food, clothing, etc.) and expression (literature, art, music, etc.). The authors argued that this is due to a lack of deeper or more sophisticated knowledge regarding the culture to be taught. Additionally, ELT teachers within the sample were consistent in their opinion of the great importance of appreciating and valuing the similarities and differences between students' own culture and the target culture. It was concluded that most instructors had positive attitudes when it came to integrating the cultural aspects into language classes and there were variables that did not affect their performance or results (for example: being a native English speaker or whether the person worked in the public or private sector). However, there was a substantial difference in the teachers who attended professional or training activities, since they deepened their knowledge about how to teach and incorporate culture in their classes and, therefore, accomplished better results.

Lies Sercu, María del Carmen, Méndez García & Paloma Castro Prieto: The research was carried out in Spain and was aimed at determining the perceptions of English teachers at the secondary level, regarding the teaching of various cultural components during their classes and the role that they have within the process. The authors chose to describe the attitudes of students towards the countries and cultures that were taught to them through the language. In the same way, it was analyzed the activities effectively

carried out in order to ensure intercultural communication and learning. It was found that there was very little interest (within the sample) in promoting the acquisition of intercultural skills that could be highly useful in everyday life cases. Similarly, when choosing textbooks or teaching materials, instructors did not take into account their quality in terms of cultural issues. Teachers' own perceptions and opinions are decisive for effective teaching, since it was also possible to determine that those who do not believe that language and culture can be integrated into the same subject are those who are not willing to incorporate intercultural skills in teaching of a foreign language.

Literature review discussion of Case Studies - Teachers' Perceptions and Beliefs about Teaching Culture in EFL: The aforementioned studies concluded that the beliefs and attitudes of teachers regarding the target culture of the language to be taught should be considered in the planning and design of academic programs and courses. The teaching of cultural components in most of the researchers analyzed turned out to be scarce and / or superficial, due to the lack of knowledge and training of teachers on matters of teaching culture. Within the academic atmosphere, there are teachers who are aware that beliefs are not static and can be improved -regarding teaching culture and other aspects as well- thanks to communicational exchange with colleagues and professional training. However, there are also others who do not consider that the teaching of culture should be incorporated into the academic program of a new language.

Whatever the position of teachers, it cannot be denied that there is a direct and consequential relationship between their beliefs and attitudes and the school performance of students. It requires judicious professionalism on the part of teachers to determine which practices work and which do not. Therefore, they must be open to obtaining new knowledge and continue training in the matter. Either to be able to motivate students through the teaching of the target culture or the local culture.

2.5 Case studies: EFL & intercultural awareness

José Aldemar Álvarez Valencia & Ximena Bonilla Medina: Álvarez & Bonilla (2009) research was based on a collaborative and conversational experience between two professors from the Language Program at the University of La Salle in Bogotá, Colombia. The authors used this experience to determine the importance placed on culture within EFL classrooms. One of the conclusions was that the cultural component was at the background, since an almost dominant importance was given to the acquisition of skills directly related to language without focusing in culture. Finally, the authors were in charge of determining what is the position of interculturalism for the understanding of one's own culture and a foreign one. The results of the study showed that the dialogue between colleagues is an important source of knowledge and professional improvement, since they know their personal experiences about the practices that are effective and those that are not. Regarding the teaching of culture, it could be shown that further research and expansion of the components of the process of learning English as a second language is needed. Despite a growing interest in further understanding the implications of interculturality, bilingualism, and cultural awareness, it remains a very incomplete field of study. The authors concluded that for teachers to be true mediators in cultural exchange, it is necessary for them to open up to dialogue and learn new perspectives.

Castañeda (2012) carried out a qualitative and interpretive study in a public school in Bogotá, Colombia, on a group of fifty-one students who had little contact with the English language. The main purpose of her research was to determine how students comprehended and internalized the understanding of foreign cultures from the cultural materials used in English classes. The information was obtained through surveys, audio and video recordings, material prepared by the students themselves, etc. Among the conclusions reached by the author was the following:

That is why culture, according to the author, must be an essential element of education. The resources that teachers should use in their classrooms should be aimed to enhance the motivation of students to continue studying the language. The intrinsic curiosity of students to learn about new cultures and customs is an important engine for the acquisition of knowledge of a new language, since it allows a more dynamic and participative scenario on the part of the learners, which translates into success of the EFL teaching.

Shao-Hua Chang: The research focuses on the identities and teaching practices carried out by EFL teachers in Taiwan. The author sought to determine how the identities and personal factors of five non-native English teachers impacted their teaching methods. The information was collected through interviews, diaries, observations made within the classrooms, etc. Finally, a comparative examination was carried out between the implications of the social classes, political positions, professional experiences, etc., of the teachers and the cultural representation effectively taught in the classes. Teachers play a very important role in offering means for socialization and interculturality. It was also shown that, although teachers prefer not to talk about controversial issues such as politics or social justice, they do so consciously or unconsciously during classes. The author also pointed out that it is vital to emphasize pluralism and cultural diversity in education, so that understanding and respect for a particular culture can be improved.

Mingsheng Li: The research includes a study carried out between December 2002 and March 2003 in two English schools in New Zealand, in which 40 Asian students participated. The aspects that were set as objectives within the project were to determine the positive experience of learning English, the response of the students to an interactive teaching approach, the spontaneous response of the classroom, the content of the textbooks and academic programs and the teacher performance. The findings showed that there were

many Asian students with strongly negative views about the quality of education in both schools, including teacher competence, course content and teaching approaches. Finally, the author was able to determine a direct relationship between the lack of linguistic, pedagogical and intercultural communication knowledge of the teachers with the lack of quality in the educational content that led to the dissatisfaction of the students under study.

Literature review discussion of Case Studies - EFL & Intercultural Awareness: The studies showed that despite the fact that there is an important and growing interest in achieving the desired interculturalism and bilingualism, this remains a poorly studied field. Likewise, students' curiosity to learn about new aspects of life and of different countries and cultures must be appealed to. Therefore, the intercultural component should be used as a motivational factor that will undoubtedly lead to the willingness to communicate ideas, opinions, proposals, etc. Teachers play a highly relevant role in this matter, although they agree that they do not want to cover sensitive topics within the classroom. Most of them include, consciously or unconsciously, cultural themes within the lessons, even if they are superficial. However, it should be noted that the study carried out by Li (2003) was the only one to demonstrate students' dissatisfaction with being taught cultural components in a second language subject, mainly due to the ineffectiveness and lack of preparation of the teachers.

2.6 Case studies: teaching culture as motivator in EFL

Abdul Rahman A. Al-Asmari: The research of this doctoral thesis was aimed at developing the most relevant concepts for the integration of foreign culture in the training of teachers of the English language, in the pre-service stage. In order to achieve that, a group of Saudi Teachers Colleges was selected, and the information was gathered through the techniques of classroom observations, document analysis and interviews (with

stakeholders, instructors, teachers, policymakers, etc.). Also, an inductive, cyclical and self-reflection approach was followed to determine surrounding conditions of the place and effective practices applied on the teaching of a foreign culture. Results showed that the reform related to the national culture was not taken into account in the formulation of teaching policies. On the other hand, it was found that there was a dominant recognition of computational tools and technologies as an effective means of accessing information related to a foreign culture, without the obvious limitations of the academic program and the classroom. For a correct implementation and incorporation of foreign cultural components within the curriculum, the author stated that it was necessary to emphasize the participation and preparation of teachers and instructors.

Judy F. Chen, Clyde A. Warden & Huo-Tsan Chang: The research carried out focuses on the motivation to learn a language, outside the terms of North American and European culture. That is why the study focuses on Chinese culture, where a large number of students must study English. The information was collected from 567 participants from Taiwan, through surveys where they responded on aspects related to motivation, orientation, expectations of the methodological and academic program, and other activities of a self-evaluating nature. The authors indicated that the construction of motivation around learning a new language should be reconsidered, within non-Western cultural settings. In Chinese culture, motivation plays an important role in terms of the investment a student makes in learning a new language, in this case English. A person's abilities, skills and prospects for the future increase by obtaining positive academic results. The specific motivation that works in this type of culture is far from the traditional labels of "collectivism" or "requirements", so the authors propose a new term to name this particular motivation: The Chinese Imperative, thus proving the importance of cultural factors in the teaching of EFL.

Yi-chen Chen & Huei-ling Lai: The research carried out by Chen and Lai started from the idea that normally the programs and academic contents of L1 and L2 learners include conceptual metaphors without any explanation in this regard. That is, it does not take into account the cultural factors to which it is directed, which is a relevant factor since it represents a really difficult challenge for students from a foreign culture to learn English while ignoring the significance of some popular expressions, concepts and metaphors typical of cultures that are alien to them. That is why the authors propose metaphorical mappings to help students better understand these conceptualizations. These mappings were applied to a written EFL class, obtaining positive results in those students who had used the designed maps. Finally, it is concluded that there should be additional activities or resources that allow students to understand, to a greater extent, the phrases, expressions, metaphors and concepts of the culture that they are learning through the language. The guidance of teachers is vital in order to obtain positive results in this regard. The traditional teaching method should not be abandoned but complemented with the existing new trends.

Sigrid Graedler Listuen: This study was aimed at determining those characteristics that identify the teaching of culture in two English classes for 9-year-old students. The purpose was to determine what was actually taught in both classes, why culture is taught in the English language classes and how was the approach of the teachers in these areas. The information was obtained through interviews with the teachers and the analysis of videotapes recorded during the English lessons. The results obtained pointed to the following: a) in both schools, the main concern was to teach humanistic and historical aspects of culture; b) teachers considered that the cultural components of their classes were aimed at improving the general knowledge of students (although some perspectives included strengthening communication skills and obtaining different perspectives of life

models); and c) teaching interculture presented great opportunities for student participation in classes.

Farhat Jabeen & Sayed Kazim Shah: The study revolved around the attitudes of the students of a Government College University in Faisalabad, regarding the teaching of the target culture. The research technique used was through a questionnaire. The motive to carry out this investigation on the first place was due to the constant critics toward the target culture teaching as opposed to fervent defensive arguments by the educationist and language teachers. Findings for the research included the existence of a negative attitude about the teaching of the target culture within the English classes. Such situation can even lead to the rejection of the language itself. The authors considered that for the design and planning of English courses, the responses and attitudes of the students should be taken into consideration, as this will determine the success of the process. Due to the results of rejection by the students to the teaching of the target culture, the authors considered that the desired language should be taught according to the local culture of the learners, in order to obtain a positive response in the learning process. This is a case that clearly shows that the use of culture within a classroom directly affects the teaching/learning process. And that is not only relevant to include the target culture, but also to relate the planning for the inclusion of cultural content with the interests of the students. In this particular case, the answer was in including local culture into the teaching, taking out some elements of foreign nuances within the material.

Mohamed Amin Mekheimer: The study offers the profile of the English learner who is at advanced levels at the College of Languages & Translation of Saudi Arabia. Studies have shown that there is a relationship or link between the culture of the second language studied and the learning of that language. Regarding this, the author indicates that:

Instances in which teachers are culturally sensitive facilitate the understanding of a second language and create an atmosphere of motivation for students to share experiences, ideas, perspectives, etc. When teachers offer spaces for participation, the possibility of learning is increased. The author concludes that the incorporation of materials related to the target culture in the L2 classrooms will generate a connection with the students thanks to the possibility of a fluid and real communication.

Yeny Prastiwi: The research carried out by Prastiwi was based on a study previously conducted in Solo, Indonesia, and was intended to determine the ways in which EFL primary school teachers contributed to the preservation and maintenance of knowledge related to the local culture. This essay argued that the fact of studying a certain language does not always lead to learning the culture of that language. The information was obtained through semi-structured interviews with EFL teachers from public and private schools. The results obtained showed that the use of popular stories from the region contributed considerably to the learning of English. The fact of being able to use elements related to stories already known from an early age, allowed students to express and communicate themselves better. However, the author also concluded that teachers had difficulties obtaining academic material and that there were numerous weaknesses in the textbooks that they mostly use, since these books do not have information on local culture. The benefits of the use of local culture not only influenced the success in learning a new language, but also contributed in the strengthening of regional and national identity.

Literature review discussion: The preparation and training of teachers is vital and necessary to be able to correctly implement the teaching of cultural factors or elements within the EFL classroom. It remains a field of study little treated and with little impact within academic programs. In the study carried out by Chen, Warden & Chang (2005), for example, it was concluded that Chinese culture does not find cultural integration as a

motivational factor, since its own culture places a higher value on obtaining good academic results for obtaining new opportunities, which already represents a sufficient motivational factor for apprentices. Similarly, an important deficit was evidenced when trying to teach recurring expressions or metaphors in the target culture, since students are not familiar with them. Therefore, the help and accompaniment of teachers must be even greater to continue motivating and teaching them. Likewise, when students are not pleased with the content or with the teaching methods of the target culture, the tendency is that they also reject the language of that culture. Finally, it can be concluded that, regardless of the culture that it is intended to be taught through the language (target or local), it is indisputable that culture is part of the atmosphere of the learning process and that it is constituted as a motivational factor.

Chapter III

Strategies to teach culture in EFL classrooms

3.1 Use of local culture and intercultural awareness to encourage EFL learning

The current panorama of language teaching-learning brings a real revolution to language didactics. The new orientations proposed by the noxious-functional approach give priority to the consideration of language as an instrument of communication, thus reinforcing the role of the cultural component (Savignon, 2015). In this sense, new approaches imply that in order to achieve an authentic communicative competence, students have to learn to recognize the socio-cultural reality that underlies every act of speaking (Savignon, 2015)

Language is the first tool in human communication, it is the most immediate and at the same time the most important. However, it can be source of misunderstandings in those cases in which the knowledge of the language in which one is communicating is limited. Making impossible to achieve an effective understanding between the speakers. In this sense, language allows us to communicate but also raise barriers in the case of native Spanish speakers that want to communicate with someone who speaks English when they are not proficient enough on the target language. The paradox of linguistic diversity proposes a scheme that we can enunciate as follows: A man feels the need and the

curiosity to communicate with another fellow man who speaks a different mother tongue, and if the first subject lacks expertise in the target language, he will be therefore unable to satisfy his objective. To overcome this inconvenience, he must learn a language different from his native tongue that coincides with that of his interlocutor, or both of them must learn a third language in which they can understand each other. And for both men to understand each other, they must be able to not only speak the same language, but to share also a common ground in terms of their cultural vision in order to accomplish an effective communication between them. When cultures go by developing exchanges with people of other languages, motivation is broadened and diversified: trade, conquest, cultural interest, curiosity, artistic and scientific desire, discoveries. Nowadays it reaches days with globalization at all levels, travel, economy etc. In all cases and at all times the need for foreign language learning persists and at each stage with a tendency towards greater appetite (Kramsch, 2001).

Some authors, such as Crawford-Lange & Lange (1984) and Kramsch (2001), defend an integrated treatment of culture within the contents of language teaching. These authors highlight the importance of considering culture as a mutable process, that is, as a set of singularities that change continuously over time, depending on the individuals and places where the culture develops. Therefore, today it is in no way conceivable to draw a line that separates language and culture, since language expresses culture and through its acquisition and use we acquire culture.

Interculturality manifests itself as a transversal axis that crosses borders. An intercultural encounter implies not only the coexistence and interaction of different cultures, but also the recognition and respect for the diversity of the "other" and the reaffirmation of one's own identity, that is, a safe space in which both people could share their individual backgrounds with the other. Interculturality, in short, describes a

relationship between cultures, it is an attitude towards life, it is a positioning that tries to move away from a centrist stand and direct its "tentacles" outwards. It is openness, it is dialogue and, it is also creativity. For this same author, the intercultural approach prioritizes comparative reflection on the use of verbal and non-verbal codes between the culture of the learner and that of the target language community to which the foreign language belongs. Interculturality bets, on the one hand, for the dialogue since it considers it as an intrinsic element to the human being (we feel, we always perceive with respect to something or someone) and, on the other hand, for the cultural plurality.

Dubin & Bycina (1991) refers to the reading process as a cognitive behavior based on different types of knowledge of the subject's cognitive structure. This structure is integrated by their knowledge, which in turn constitutes what has been called a schema or schemata in long-term memory. On this respect, Smith (1972) defines long term memory as our more or less stable knowledge of the world, as opposed to short term memory, which is a transitory receptacle for all that we randomly attend to at any moment. The better a person's reading skills are, the faster he or she will be able to carry out the process. During reading, the subject makes predictions about the meaning of the text as he or she reconstructs it. The results depend on the subject's knowledge and reasoning ability. It is a doubly interactive process, as it involves the interaction of the reader with his or her knowledge and with the text.

Suárez & Moss (2000) consider of great importance the role of the socio-cultural element within the learning of second languages from an intercultural perspective and for this reason they advocate emphasizing the importance of adopting an integrative and conciliatory position of all the sub-competencies that make up the communicative competence. In this context, the reading of proper literary texts, especially at the advanced and higher level, is a fundamental tool for the development of socio-cultural competence.

However, the teaching-learning process of intercultural competence requires the learner to go through a series of stages, which according to the vision of Denis & Matas (2002) are specified in four stages: (a) sensitization, (b) awareness, (c) relativization and (d) organization and involvement. In the stage of sensitization, it is necessary to adopt a critical point of view that allows one to recognize the elements that condition one's perception of reality, in order to be able to conceive the existence of other realities, as well as different forms of organization. The stage of awareness is related to the acquisition of strategies that allow one to investigate and interpret the meanings of linguistic forms, communicative situations, attitudes, and cultural manifestations belonging to the foreign language and culture. Therefore, it is necessary to recognize one's own and the other's representations and to reflect on their origin.

In the stage of relativization and organization, it is required that the student be able to establish comparisons and interpret cultural events, in attention to the context in which they take place, through dialogue and the contrast of points of view. Thus, the development of communicative competence in intercultural situations and of strategies that allow for the resolution of conflicts, as well as reflection on the system and communication, are addressed. In the involvement stage, the learner will become aware of the acquisition of a third perspective, will develop skills that will allow him/her to exercise mediation in intercultural situations and that, in turn, will promote in him/her a metacultural reflection, as well as the discovery of new situations beyond the classroom space (Denis & Matas, 2002).

Having discarded old teaching models because of their shortcomings in the cultural field, the intercultural dimension has as its main goal to convert people who learn a language into speakers or intercultural mediators capable of introducing themselves into a

complex framework and a context of multiple identities, avoiding the stereotypes that generally accompany the perception of the other by assigning them a single identity:

The 'intercultural speaker' is a person who has knowledge of one, or preferably more, cultures and social identities and who enjoys the ability to discover and relate to new people from other environments for which he or she has not been intentionally trained (Byram & Fleming, 2001, p.16).

In the cross-cultural approach, the good student is not the one who imitates the native, but the student who is aware of his or her own identity and culture, how others perceive them, and who also knows the identities and cultures of the people with whom he or she interacts. Therefore, a language teaching that respects the intercultural dimension must contemplate, along with the traditional objective of acquiring the necessary linguistic competence to use the language in any oral or written communication according to established codes, a second and more novel objective, to develop the intercultural competence in the person who learns.

By looking at all the information previously reviewed, it is possible to conclude that it is advisable to use local culture and intercultural awareness to encourage EFL learning as a part of the teaching strategies within the classroom. Some recommended strategies to include this specific trade go from the selection of convenient material related to the target culture and asking students to write essays on their points of view about the subject in question considering their own cultures. Afterwards, a classroom discussion would be of benefit in order to assure for the student to practice writing and oral skills, while also developing intercultural abilities, identification, and tolerance.

According to Kramsch (2001), exercises are needed that require students to put themselves in someone else's shoes. Not to arrive at a right or wrong answer, not even to find ways to shorten distances, but to identify and explore oneself along the way. This will

require a gradual movement from communicative to intercultural or transcultural activities, from discourse to metadiscourse and reflection.

When using the materials, teachers must take into account that a language is not only a system of forms, structures and words. From the pragmatic point of view is also a system of communicative acts in which it is expected that the media and resources used will favor the development of the students' communicative competence, understood as the integration of five sub-competencies: linguistic, sociolinguistic, discursive, cultural and strategic (Canale & Swain, 1980). Language learning takes place through personal and creative, global and cyclical experiences that are significant and in close relationship with the interests, needs and mental schemes of the student.

The most appropriate curriculum materials will be those that best reflect our conception of teaching and that are consistent with the theories of learning most appropriate in each context. Today, learning is conceived as an active and dynamic process that involves: (a) selecting information, (b) processing it and organize it, (c) relate it to our previous experiences and knowledge, (d) use it in appropriate contexts and situations, (e) assess it and reflect on the effectiveness of results, etc. The materials must facilitate the progressive "construction" of the knowledge through "meaningful" learning that enriches the complex cognitive structure of the student body. In addition, Littlejohn, Foss & Oetzel (2016) highlight the importance of materials and tasks that encourage reflection on the learning processes and metacognitive instruction.

When we use the curricular materials, we can use them in a way that "the teacher acts as an informant and the student as a receiver of the content or in a more "experiential" way, when we invite students to experiment with the selected resources. As we will see later, the "Experiential" approach is more effective because it is often more meaningful and relevant to the students (Holt, 2006). To the extent that the greater the meaning of the

teaching situations, the greater the interiorization of the material will be, and the greater the values and attitudes conveyed by such materials, especially in cases of intercultural exchange.

For, as Littlejohn, Foss & Oetzel (2016) suggest, there is a relationship between the values that are transmitted in the materials and texts we use in class and those that are forged by the students: "recent studies ... claim a direct relationship between the values and attitudes learners express and those found in texts with which they work" (p. 71). In this sense, it is essential that the material used reflects the plurality of races, religions and beliefs that exist in contemporary society.

3.2 Use of English Literature to encourage EFL learning

The inclusion of literature in the context of EFL has been a subject of controversy, as there have been both proponents and detractors of its role in English language learning. Since the 1970s and early 1990s, as explained by Zafeiriadou (2011), opponents considered that the aesthetic and stylistic characteristics of literary texts caused traumatic results in learners, while advocates included it for the purpose of studying grammar, learning vocabulary, and translating fragments of English into the learner's native tongue. Short and Candlin (2004) indicate that during these decades the literature in the English class was questioned, as the idea became popular that learning English should be based on grammar books and simple dialogues that appeared in specialized texts and not in literature. As Widdowson (2009) explains, literature had "a way of exploiting resources in a language that had not yet been 'correctly codified' by the learners, so it was 'inaccurate as a model' and had no place in a teaching approach that insists on the gradual accumulation of correct linguistic forms" (p.36).

The revolution in communicative approaches from the 1980s onwards, such as the task-based method and the content-based method which have been used up to the present, also diverges considerably from the use of literature with teaching purposes within the English class. This is due to the special concern of these methods with the practical use of language within meaningful and real contexts, related to the tastes, interests and close experiences of the students (Richards & Rodgers, 2001). Today, it has come to the point that students rarely have the experience of reading literary texts, but rather of interacting with informative and common everyday language. In fact, there are several negative comments that have emerged about the use of literary language in English classes. First, because it is a challenge for students to deal with language full of allusions, metaphors, and symbols. Second, as reported by Buckledee (2002), it is not believed to be a highly beneficial resource because of its linguistic, grammatical, and conceptual difficulties. Furthermore, this same author maintains that the selection of literary texts by teachers is inappropriate, since, in general, canonical texts are chosen that are even difficult to read for native speakers. Literature has even been considered a discipline of a high intellectual level, exclusive to scholars and literati, to which English language learners should not have access (McRae, 2013).

Added to this reality there is another problem: it is believed that communicative competence in English can be easily developed with the models of language use that appear in communicative textbooks, which are the teaching material most often implemented by teachers. Similarly, photocopied activities from other texts and grammar books are brought into the classroom to complement the practice of the foreign language and to break somehow with the monotonous methodology of the guide text. However, Berardo (2006) and Brown (2009) indicate that although textbooks offer a wide variety of readings and dialogues that exemplify how the foreign language should be handled, most

of these examples do not represent authentic uses of the language, since they tend to be ideal conversations that do not really show how English is spoken in a more spontaneous and natural way.

This leads us to think about how teachers of English are called upon to resort to other types of more authentic materials, including literary texts, which encourage students not only to learn grammatical rules and communicative functions separately and cumulatively, but also to negotiate and construct meaning, conceiving the use of the foreign language as an integrated whole from literary reading. Despite these discouraging conceptions, since the 1990s a relatively new interest in the role of literature in the English language classroom has slowly and subtly been created through more current arguments that favor the performance of English language learners.

In fact, without wishing to detract from the relevance of the texts in the English class, Gómez (2010) analyzed several communicative English texts that in the end became monotonous and predictable, because all the units were designed in light of a model unit proposed by the publishers and which contained “the same sections, approximately the same number of activities and the same types of practice [...] repeating the same pattern” (Gómez, 2010, p.12), in this kind of material

One of the strongest arguments for the role of literature in teaching EFL is that it is a means by which students can develop their intercultural competence. For Zafeiriadou (2011), literature makes possible the understanding and appreciation of cultures and ideologies different from one's own, because it preserves the artistic and cultural legacy of the human sense of a particular group. Burwitz-Melzer (2001) argues that literature invites people to see a nation or an ethnic community subjectively because it reflects cultural values, prejudices and stereotypes through the hero, heroine and storyteller characters. Similarly, McKay (2015) state that literary texts facilitate the construction of intercultural

awareness because they promote empathy and tolerance of diversity and differences. In our contemporary society, in which the processes of interaction between individuals belonging to different countries are often carried out through the use of English, it is of great benefit to implement literary text as a facilitating medium that prepares speakers to develop intercultural competence.

In fact, Byram (2007) clarifies that cultural competence must be linked to communicative competence, and therefore proposes the concept of Intercultural Communicative Competence (ICC) - unifying the communicative and cultural components -, which he defines as the ability to interact and deal with cultural differences during the communication process with persons belonging to foreign communities. In other words, language and culture are inseparable and therefore the speaker of a foreign language will inherently always be in contact with the foreign culture by being an active user of the linguistic code during the process of meaning construction. Hence, the literary text, being a means of authentic language expression created by a user of the culture to which he or she belongs, possesses indirectly or directly cultural information and messages about the customs, beliefs, behaviors, and ideologies whether collective or individual -among other aspects- of the people of a given cultural group.

The literary text serves as a mediator for various purposes that can be carried out in the English classroom, by accustoming the learners to appropriate texts with literary content, through which they can build their ICC and expand their knowledge of the world. Byram (2007) emphasizes that a cross-cultural speaker can 'read a document' to identify and compare "the references" and implicit meanings of values related "to the national memory and social distinctions particular to a culture" (p.62). Such actions can be generated through the use of carefully selected literature, since as a "document" it enables

students to prepare themselves to become cross-cultural people by negotiating meaning in the foreign language and recognizing cultural diversities.

Scholes (2008) tells us that “learning to read books - or photographs or films - is not just acquiring information from texts, it is learning to read and write the texts of our lives” (p.12). Learning to approach a literary text can become a source of pleasure for the students, which in turn promotes their analytical and synthetic capacity. It can be said that the literary text also offers the students the opportunity to re-read it as many times as they wish or need in the classroom or outside. And once the course is over, it also allows them to keep in touch with English, which in turn reinforces their learning. One of the richness of literature is its great variety of genres, which allows for the teachers in their choice to use different types of literary texts such as novels, poems, plays or short stories. When the teacher is faced with the selection of the text to work with, the following question arises: which is the most appropriate text? It is a fact that since the teachers have to choose the text, in most cases the selection will become a subjective process. And while it is subjective to a certain extent, there are certain general considerations to be taken into account in order to guide the selection: (a) the target group and its preferences must always be considered, (b) the text must be adapted to the level of the students, although it is the didactic exploitation of the text that indicates at what level it can be applied, (c) it must also be a representative selection of different literary tendencies and genres in the language of study and offer the widest possible panorama in terms of regional, thematic, dialectal, stylistic and cultural variety, and (d) the teachers must choose texts with which they feel comfortable (Galindo, 2005).

As for the genres that are most suitable, we could highlight the short story, which is quite appropriate for exploitation in language classes, especially for its brevity. Which makes the students not discouraged, as could be the case when reading a novel. The short

tale, as an independent unit, allows and invites the student to a second reading that is clearer and more focused, enabling the student to appreciate nuances and uses of language and meaning that may have been ignored in the first reading. Most important of all is the sense of achievement students experience from having started, understood and even enjoyed a literary text in the language of study. Another important factor is that by working with texts that contain dialogues, it promotes the work and cohesion of the group thus fostering a better working environment. The poems are also extremely useful in the teaching of a foreign language, among other contributions are their ability to be recited, their brevity and condensation of meanings, their rhythm which in turn facilitate the practice of exercises in grammar, punctuation, pronunciation, intonation, reading speed, expressions, etc. In short, a right choice of texts from the above-mentioned literary genres allows the use of those that better represent basic forms of expression: description, narration, dialogue and exposition (Short & Candlin, 2004).

Literary texts are a didactic instrument that offer us wide possibilities. Although until a few years ago it was regular to work on grammar and enforce reading comprehension, now there are a great number of activities that promote the development of the four skills through the use of literature. Activities of such nature could be grouped within three categories, based on the sequencing when working with a text. In this way, it could be distinguished the pre-reading activities that usually serve to activate the students' previous knowledge, to explain difficulties or to practice some linguistic exercise. Also, they are useful to predispose the students and awaken their interest in the text they are going to read, as per example when interpreting the title of a poem or a novel. These activities serve to present the topic and also to know the expectations that the reading of the text creates in the students (Meno, 2004).

There are also exercises that derive from the reading of the text to develop the skill of fast reading, as well as the search for information and detailed analysis of the content. The activities of this phase allow the students to expand their vocabulary by associating words with the appropriate context, to grasp the general meaning of a text, the search for some specific information or to read between the lines. At a cognitive level, the questions that can be asked about the text make the students remember more or less literally the information read. In this case, we would be talking about so-called low-level questions, or we could also set up high-level questions that consist of a series of more complex procedures that require greater mental effort, such as relating different information about the text or applying a concept to a new situation. And finally there would be the post-reading activities, with which the students are expected to internalize the language and at the same time integrate the reading skill with the remaining writing, speaking and listening skills, make the students meditate on what they have read and relate the text to their knowledge, interests and points of view. Activities such as reconstructing a text or phrases, which have been previously disordered, help to memorize what has been read while facilitating the passage to writing or inventing the continuation, introducing variants or a different ending to the story read (Meno, 2004).

3.3 Use of popular culture to encourage EFL learning

and music are two important teaching resources that could be useful in English classrooms to integrate into the foreign language curriculum. These are resources with which students are familiar, having easy access to them, while keeping their attention and interest alive.

The press is an excellent material for English classes, since it allows for the teacher to select topics from everyday life and openly discuss with the students, while reflecting on

the daily reality of social, cultural, political, economic and historical aspects within a context that can be easily introduced in the classroom. In addition, it is a didactic resource of very easy access, since it is possible to acquire national or international press in any place. It also has another great advantage: it could be easily access online. Through the news that appear in the press we can present to our students a general panorama of society. It includes content on politics, music, art, history, religion, etc. And, at the same time, uses the different functions of language, such as: giving opinions, asking questions, giving answers, formulating hypotheses, etc (Shivender, 2016).

In the case of popular music, Londoño (2011) points out that a song is “the expression of human feelings in the union of music and poetry physically represented in a text and that can be heard by a particular audience” (p.8). The songs, continues Londoño (2011), have been used to express human feelings towards the world around us, and it can be “considered a very particular language to accompany the daily life of human beings, consisting of music, a poetic text, and the voice and intonation of the singer” (p.4). Jiménez, Martin & Puigdevall (2008) establish that songs of any kind are inventories of living language that in many occasions have not been treated by language experts in the way they should be and that it is these language sources that due to their popularity and diffusion have left a linguistic legacy in all the regions where they have been heard and sung.

However, starting from the fact that music has an important effect on people's feelings and that its repercussions trigger considerable effects on the listener's state of mind. The use of popular songs can bring great benefits within the classroom, the implementation of this educational tool leads to increase the motivation and interest of the student to become more actively involved in the teaching and learning process. Teenagers make use of popular songs as a practice to satisfy deep needs related to their moods and

inner well-being. Listening to songs is a practice that is developed by its own will; that is to say, without the listener feeling any kind of obligation or imposition to delight his or her senses with music.

Popular songs have the particularity that they are relatable and people listen to them either because they like the transmitted message, they are attracted by the rhythm or simply because the interpreter of the song is very popular. The truth of the matter is that, regardless of the reason why people pay attention to a song, they can become very efficient didactic resources since, as Santos (2005) states, they are “effective, motivating and inexhaustible in language teaching” (p.367).

Santos (2005) considers that it is necessary to “point out that everything that can be done with a text can be done with a song, and this both orally and in writing, when practicing productive or receptive skills” (p.367). This same author establishes that there are two fundamental criteria on which to base the appropriate selection of a song to be used in a language class. One of these criteria is the suitability of the song considering aspects such as the level of the students in terms of communicative and cultural competence as well as their interests. The second aspect considers the ease of didactic exploitation of the lyrics, that is, the usefulness that can be given to all the lexical, syntactic and grammatical material contained in the song.

Among the different reasons that justify the use of music in language teaching, the linguistic reason must be underlined. Some songs are excellent examples of colloquial English or informal language. Singing represents a real-life activity that provides variety to both the class and the students' experiences. Learners enjoy the colloquial use of the language because it is part of the other culture and because the songs give them what they could hardly find in other types of texts, for example, artistic, aesthetic, and poetic aspects.

Dubin & Bycina (1991) presents some cultural and sociological arguments for the inclusion of activities based on the use of contemporary music in the classroom. The author emphasizes the truly popular nature of pop songs and points out that pop music singers provide students with the English they want to hear and make them want to follow the artist and understand what is being sung. In this sense, it is valuable to note that pop music is much more important to young people than some teachers believe.

Castro-Huertas & Navarro (2014) welcomes this point of view and states that these songs generally have to do with the most recent ideological trends in a society, expressed in lifestyles such as fashion, customs, beliefs and attitudes, which have a great influence on the personality of students. Based on this, the author thinks that pop music can be a powerful motivational tool for the one who learns a new language.

3.4 Use of target culture to encourage EFL learning

Since the beginning of the communicative approach we have witnessed a reconsideration of the role that culture plays in the second language class. When it became clear that mastering a language is not only about acquiring a certain linguistic system but also developing the ability to use it in communicative situations, it became evident that learning a language implies acquiring a system of rules of use (Ruiz, 2000). The development of the concept of "communicative competence" since the 80's brought about the inclusion of sociolinguistic and socio-cultural aspects in the content of language classes, from three points of view:

(a) The rules of communicative behavior: a person learning EFL should know what is considered appropriate to say or not to say, and what is considered appropriate or inappropriate to do or not do in different communicative situations; (b) The sociolinguistic varieties: a second language learner should know the different uses that exist related to

different communicative situations and to the different social groups in a community and

(c) The meaning is built in the interaction: the meaning of words acquires sense when the interlocutors put them in relation to the context of the communicative situation in which they are and to their previous knowledge of the world. Therefore, the knowledge of the Target Culture, that is, the significant universe of the community that uses English, is fundamental to interpret and build meaning in that language (Byram, 2007).

Socio-cultural competence is defined by Giovannini (2006), as “the knowledge of the socio-cultural context in which the target language is spoken and the ability to adapt appropriate social strategies to achieve the communicative goals” (p.8)

On the other hand, in the academic field, the teaching of culture has traditionally taken place separately from language, and has often been restricted to the study of history, the political system, institutions and folklore. Without considering cultural aspects as relevant to communication as the assumptions, understandings, opinions and beliefs, values, non- verbal language and behavioral patterns that openly determine the communicative interaction within a given speech community (McRae, 2013).

Currently, the socio-cultural component of learning is integrated into the communicative competence, giving priority to the needs of the student when facing cultural difficulties that may arise in the daily life of the foreign country. Galindo (2005) states that it is a matter of converting the language student into a cultural intermediary by making him/her aware of both the culture of departure and the culture of arrival. He must understand that, in his mother tongue, he has a culture, an identity and a social status that may not fit with the target culture and language, which is often a cause of cultural stress. In this sense, both linguistic and cultural clashes have a high emotional component, from which feelings of frustration may arise and lead to the abandonment of the language learning altogether.

From what has been said so far, it is clear that “cultural competence cannot be reduced, in the methodology applied to the teaching of second languages, to a piece of data or a piece of information about the country from which one learns its language” (Hannerz, 2011, p.14). Interculture must be developed as an integral part of the components that make up communicative competence. It must also be taken into account that cultural competence is individual, that is, each learner builds his/her own cultural competence. Thus, “more than providing cultural data, what we should do is offer clues for the learner to find his or her way in the common field of cultural and linguistic data” (Nauta, 1992, p.12). In this regard, Nauta (1992) suggests a series of strategies for cultural acquisition to the learners: a) Find your own way of learning. b) Organize the cultural information. c) Be creative. d) Create your own opportunities. e) Learn to live with uncertainty. f) Take advantage of mistakes. g) Seek help in the context.

Teaching a language, therefore, should not consist, as it has been pointed out, in transmitting empty information about the reality of the target language, but in helping and guiding the learner to put into practice his or her cultural acquisition strategies by providing him or her with the tools of analysis and cataloguing necessary for ‘self- directed and continuous’ learning (Balboni, 2009, p.116).

In intercultural competence it could be distinguished an affective, a cognitive and a communicative dimension. The affective dimension has to do with the mental opening towards a different culture. The cognitive dimension implies the knowledge of the typical cultural units of the country from which the language is being learned. And the communicative dimension implies identifying the most appropriate behavior according to the situation and the interlocutors

Didactic application

I. INFORMATIVE DATA

- 1. Grade and level** : Intermediate 3-4
- 2. Area** : English
- 3. Teacher** : Lincoln Steve Bedregal Nateros
- 4. Time** : 20 minutes

II. CAPABILITIES

- 2.1. Theme** : The Wizarding World
- 2.2. Transversal themes** : Motivation, teamwork, popular culture to learn English.

III. OBJECTIVES

Motivate the students to learn English while having fun.

Interact with their partners to understand new words, acquire new knowledge in English and bond within the classroom with their peers.

To practice the reading, writing, and speaking skills in English using popular culture (in this case a popular movie).

IV. DIDACTIC SEQUENCE

SITUATION	METHODOLOGICAL SEQUENCE	TIME	MATERIALS
START	<ul style="list-style-type: none"> - Starting the class, the teacher introduces himself and greets the students. - The teacher writes the date and the purpose of the class on the board. <p>MOTIVATION</p> <ul style="list-style-type: none"> -The teacher gives some sticks (from trees) to the students, while playing the soundtrack of the Harry Potter Saga. -The teacher asks questions like: <ul style="list-style-type: none"> a) Do you recognize/know the song? b) Which movie it belongs to? c) Have you ever seen Harry Potter? 	5 min.	<ul style="list-style-type: none"> - Audio Player, - Board - -Sticks chopped from trees or gathered from the ground. One option id for the teacher to ask students (during the previous class) to bring along with them a stick for the class.

	<p>d) Do you like movies? Do you like Harry Potter?</p> <p>e) What do you like about Harry Potter?</p> <p>f) What do you think a stick like the ones I just gave you could serve for in a Wizarding World?</p> <p>g) Do you know any spell from Harry Potter?</p>		
MIDDLE	<p>Previous to the activity the teacher asks the students if they have ever seen the Sorting scene with the Sorting Hat of the movie Harry Potter and the Philosopher's Stone.</p> <p>The teacher makes a brief summary of the scene for the students who have not seen the scene of the Sorting Hat:</p> <p>"This scene of the movie Harry Potter is about a Sorting Hat, which is a magical and intelligent hat at Wizarding Hogwarts School and that magically determines which of the four school Houses each new student belongs most to. These four Houses are Gryffindor, Hufflepuff, Ravenclaw, and Slytherin".</p> <p>a) The class is going to be divided into 4 groups and sorted into the 4 Houses from Hogwarts School.</p> <p>b) The teacher hands to the students of each group the printed material that was prepared with the information on each Hogwarts House.</p> <p>c) Students of each group will read some information on the house they have been given.</p> <p>d) The teacher gives the students in each group a worksheet to fill out.</p> <p>e) Students of each group will answer easy questions on the worksheet given to the:</p> <p>a) Which House of Hogwarts School do you belong to?</p> <p>b) Which color represents to your house?</p> <p>c) Which is the animal that represents to your house?</p> <p>c) What are the values that a student must have to be selected in the house that you were assigned to?</p> <p>f) Students will discuss in group, but each student will fill-out the activities in the worksheet individually.</p>	10 min.	<ul style="list-style-type: none"> - Multimedia Player: video+sound (if the video of the sorting scene is going to be played) - Printed material for each student with description of their Hogwart House. - the flyer with Hogwart's general information. - Worksheets - Board - Markers <p>Worksheets Rubric</p>
END	<p>-The teacher will ask randomly one question per student, and Ss will read or repeat the answer they already memorized:</p> <p>a) Each student will present themselves:</p>	5 min	

	<p>Hello! My name is ____, I am from the House of _____. The color that represents my house is _____. Etc.</p> <p>b) Then they will answer the questions asked by the teacher.</p> <p>c) Teacher evaluates the student's fluency and accuracy using a rubric.</p> <p>FEEDBACK</p> <p>d) Students will be permitted to ask questions in an orderly fashion to the teacher or their peers.</p> <p>e) Students will give their filled-out worksheets to the teacher to review the writing of each student.</p> <p>f) The teacher checks the students' writing using a rubric.</p> <p>METACOGNITION:</p> <p>Ss answer the questions:</p> <p>a) What did you learn?</p> <p>b) How did you feel with the activity?</p> <p>c) Did you like using popular culture, movies in the class?</p>		
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Synthesis

- This monograph has been developed for giving information about the importance of teaching culture in English as a Foreign Language teaching to increase motivation in students, participation, and involvement in the learning process.
- There are several ways to use culture to teach English, as many as cultural manifestations exist in the language. According to literature, in a EFL classroom it is very useful to teach English using cultural resources, such as: textbooks with cultural content, literature on interesting subjects that are written in the target language, music, videos, multimedia resources, movies, TV shows, sitcoms, video games, among many others.
- When teaching English an important aspect to keep in mind is that teacher's perceptions and beliefs are very important, because the teacher is the model to follow for the students in the learning of their target language. It is important for the teacher to keep an open attitude to all cultural manifestations and all possible resources and materials that could be used in order to motivate students. The same way, it is of utmost importance that, when using popular culture, the teacher guide students into the proper way of speaking or writing, as to the differences between formal and informal language and when to use which.
- The use of intercultural awareness while teaching English has proven to be an important aspect within classrooms. Classrooms are micro environments where students from different backgrounds gather with the same learning process. Honoring their differences is a must, and respect to their personal culture and beliefs goes a long way in the intention of gaining their thrust and cooperation. Researches on the field of intercultural awareness have shown that establishing relations between one own's culture and the

culture associated to the target language had been beneficial to improve learning, and especially motivation.

Critical appraisal and suggestions

- As teachers, we must be aware that learning a foreign language will not always be an easy process for the vast majority of students, and much more so if the teacher continues to implement teaching models or practices in their class that no longer fit the current reality. So, starting from this point, every teacher should investigate a little more about the new teaching models or practices that today are giving good results in the teaching and learning of a foreign language and apply them with their students.
- In order for a student to be focused and involved during all or at least most of the class session, the student must feel well motivated. For this reason, I suggest that all teachers should implement during class some teaching models, strategies and techniques that allow them to make their students feel motivated from the first minute of class to the last if possible in order to generate truly meaningful learning in the students.
- As foreign language teachers that we are, in our classes we must always try to connect the teaching of the language with cultural issues in which our students feel very interested in discussing and learning. For this, we could even do a small survey of our students asking them about which cultural issues attract their attention today, such as: singers or musical bands that are in fashion, current movies or topics of social interest such as the Covid-19 case today. In this way, we can realize that the greater the student's interest in language and culture, the easier it will be for them to learn.

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Appendixes

Appendix A: Instrument for testing Speaking

Appendix B: Instrument for testing writing

Appendix C: The values of the Houses of Hogwarts

Appendix D: The House of Gryffindor

Appendix E: The House of Hufflepuff

Appendix F: The House of Ravenclaw

Appendix G: The House of Slytherin

Appendix H: Worksheet 2

Appendix A: Instrument for testing Speaking

ASPECTS	INFORMATION	SCORE				
a.Flucncy	Suitable speed, pauses and discourse strategies how positively the student contributes to the conversations?	0	1	2	3	4
b.Communicativeability	Includes the length of utterances, flexibility to speakers of different level, complexity of responses.	0	1	2	3	4
c.Grammar	How accurate and appropriate was the student's grammar, structure, individual grammar points, functional phrases.	0	1	2	3	4
d.Vocabulary	If the student uses a wide variety words and phrases, or uses new vocabulary, learned and related to the topic.	0	1	2	3	4
e.Pronunciation	Effort made to use correct intonation, stress, individual sounds.	0	1	2	3	4

Source: Own authorship.

Appendix B: Instrument for testing writing

Aspects	Information	Score
Writing Authentically	Very original	5
	Original	4
	Less original	3
	Not original	2
		1
Content Accordance With the title	Content is very in accordance with the title	5
	Content is in accordance with the title	4
	Content is fairly in accordance with the title	3
	Content is in less accordance with title	2
	Content is not in accordance with the title	1
Text harmony	Harmony of text is very precise	5
	Harmony of text is precise	4
	Harmony of text is quite precise	3
	Harmony of text is less precise	2
	Harmony of text is not precise	1
Vocabulary selection	Vocabulary selection is very appropriate	5
	Vocabulary selection is appropriate	4
	Vocabulary selection is quite appropriate	3
	Vocabulary selection is less appropriate	2
	Vocabularyselectionisinappropriate	1
Grammar options	Selection of grammar	5
	Selection of grammar	4
	Selection of grammar	3
	Selection of grammar	2
	Selection of grammar	1
Vocabulary Writing	Vocabulary writing is very precise	5
	Vocabulary writing is precise	4
	Vocabulary writing is quite proper	3
	Vocabulary writing is less precise	2
	Vocabularywritingisimproper	1
Writingtidiness	Writing is neat and easily readable	5
	Writing is untidy but easily readable	4
	Writing is neat but not easily readable	3
	Writing is untidy and hardly readable	2

Source: Own authorship.

Appendix C: The values of the Houses of Hogwarts

 <p>Gryffindor values: Valores de Gryffindor</p> <ul style="list-style-type: none"> -Bravery / Valor, Valentía -Daring / Atrevimiento -Nerve / Firmeza -Chivalry / Cortesía, Caballerosidad 	 <p>Hufflepuff values: Valores de Hufflepuff</p> <ul style="list-style-type: none"> -Hard work / Trabajo duro -Dedication / Dedicación -Patience / Paciencia -Fair play / Juego limpio
<p>Ravenclaw values: Valores de Ravenclaw</p> <ul style="list-style-type: none"> -Intelligence/ Inteligencia -Knowledge / Conocimiento -Creativity / Creatividad -Wit/ Ingeniosidad 	<p>Slytherin values: Valores de Slytherin</p> <ul style="list-style-type: none"> -Ambition/ Ambición -Leadership / Liderazgo -Self-preservation / Auto-preservación -Cunning/ Astucia -Resourcefulness/ Inventiva, Ingeniosidad para lograr un objetivo 

The values of the Houses of Hogwarts. Source: Recovered from <https://harrypotter.fandom.com/wiki/>

Appendix D: The House of Gryffindor



Gryffindor values: Valores de Gryffindor

- Bravery / Valor, Valentía
- Daring / Atrevimiento
- Nerve / Firmeza
- Chivalry / Cortesía, Caballerosidad

Founder of the House of Gryffindor:

Fundador de la Casa de Gryffindor

GODRIC GRYFFINDOR

Current Headmaster of the House of Gryffindor:

Actual Jefe de la Casa de Gryffindor

Minerva Mc Gonagall

Colors and Animal of the House of Gryffindor:

Colores y Animal de la Casa de Gryffindor

Scarlet and Gold (Rojo escarlata y Dorado)

Lion (León)

Common Room of the House of Gryffindor:

Habitación Común de la Casa de Gryffindor

Gryffindor Tower (La Torre de Gryffindor)

Appendix E: The House of Hufflepuff



Hufflepuff values:

Valores de Hufflepuff

- Hard work / Trabajo duro
- Dedication / Dedicación
- Patience / Paciencia
- Fair play / Juego limpio

Founder of the House of Hufflepuff:

Fundador de la Casa de Hufflepuff

HELGA HUFFLEPUFF

Current Headmaster of the House of Hufflepuff :

Actual Jefe de la Casa de Hufflepuff

Pomona Sprout

Colors and Animal of the House of Hufflepuff :

Colores y Animal de la Casa de Hufflepuff

Yellow and Black (Amarillo y Negro)

Badger (Tejón)

Common Room of the House of Hufflepuff :

Habitación Común de la Casa de Hufflepuff

Hufflepuff Basement (Sótano de Hufflepuff)

Appendix F: The House of Ravenclaw



Ravenclaw values:

Valores de Ravenclaw

- Intelligence/ Inteligencia
- Knowledge / Conocimiento
- Creativity / Creatividad
- Wit/ Ingeniosidad

Founder of the House of Ravenclaw:

Fundador de la Casa de Ravenclaw

ROWENA RAVENCLAW

Current Headmaster of the House of Ravenclaw :

Actual Jefe de la Casa de Ravenclaw

Filius Flitwick

Colors and Animal of the House of Ravenclaw :

Colores y Animal de la Casa de Ravenclaw

Blue and Bronze (Azul y Bronce)

Eagle (Águila)

Common Room of the House of Ravenclaw :

Habitación Común de la Casa de Ravenclaw

Ravenclaw Tower (La Torre de Ravenclaw)

Appendix G: The House of Slytherin



Slytherin values:

Valores de Slytherin

- Ambition/ Ambición
- Leadership / Liderazgo
- Self-preservation / Auto-preservación
- Cunning/ Astucia
- Resourcefulness/ Inventiva, Ingeniosidad para lograr un objetivo

Founder of the House of Slytherin :

Fundador de la Casa de Slytherin

SALAZAR SLYTHERIN

Current Headmaster of the House of Slytherin :

Actual Jefe de la Casa de Slytherin

Severus Snape

Colors and Animal of the House of Slytherin :

Colores y Animal de la Casa de Slytherin

Green and Silver (Verde y Plata)

Snake (Serpiente)

Common Room of the House of Slytherin :

Habitación Común de la Casa de Slytherin

Slytherin Basement (Sótano de Slytherin)

Appendix H: Worksheet 2

Name: _____ Score _____

Activities

1. Select which House of Hogwarts you belong to. (2 points)

- a) Gryffindor b) Hufflepuff c) Ravenclaw d) Slytherin

2. Answer the following questions. (8points)

- a) Which is the color that represents to your house?

- b) Which is the animal that represents to your house?

- c) What are the values that a student must have to be also selected in the same house that you were assigned to?

3. Answer the following questions and give a brief explanation. (8 points)

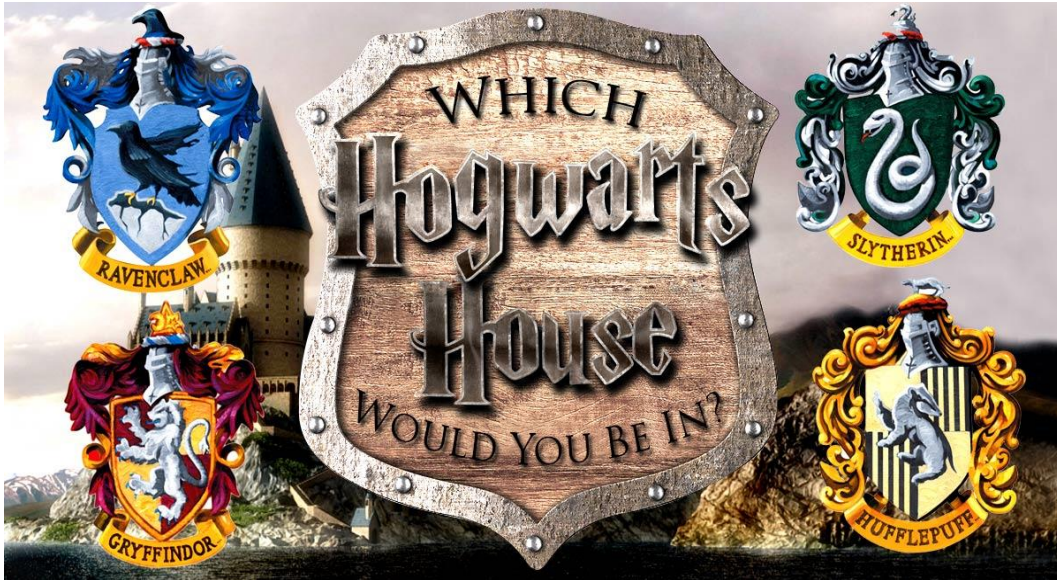
- a) Do you like being in this House?

Yes _____ No _____ Why?

- b) Would you change your House in Hogwarts for another one?

Yes _____ No _____ Which one?

4. Which characteristics of your house do you have or posses?(2 points)



Which Hogwarts House would you be in?. Source: Recovered from
<https://brainfall.com/quizzes/which-hogwarts-house-would-you-be-in/>