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**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGE**

**“ENGLISH LEARNERS ENGAGEMENT AND
CULTURAL AWARENESS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor Approval

In my role as Advisor of the research paper under the title "ENGLISH LEARNERS ENGAGEMENT AND CULTURAL AWARENESS " prepared by Aquino Suarez Eduardo Leonel and Borbor Lainez Dave Allan, undergraduate student of the Pedagogy of National and Foreign Languages Major, at Educational Science and Language at Universidad Estatal Peninsula de Santa Elena. I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



Lcda. Rossana Vera Cruzatti, MSc.

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Statement of Authorship

We, Borbor Lainez Dave Allan, with ID number 2450288416 & Aquino Suarez Eduardo Leonel with ID number 0928196518, undergraduate student from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project "ENGLISH LEARNER ENGAGEMENT AND CULTURAL AWARENESS" certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



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Acknowledgment 1

I want to thank God for allowing me to grown up during these years of learning process, for me is an important achievement, thanks for giving me intelligence and smart brain and the fact of never give up during my career. I thank to my family because always were for me and was never alone, especially to my dear aunt Diana Borbor for supporting me while I was study and my mother Laura Lainez because she inspired to me to keep going, thanks to my teacher Leonardo Chavez, he was a great support during this long process, thanks for giving me all knowledge about English Language. Finally, I thank myself to keep going, for achieving all my dreams and goals, it was not an easy journey but I could do it. Thanks to everyone who believe in me, regardless of the result.

-Borbor Lainez Dave Allan

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I would like to thank my grandmother Maruja Pozo Reyes who is my strongly motivation in my whole life, I wish I had spent more time with her to celebrate this special achievement, also thank my dear aunts and mother their having so much love, patience and kindness for me, especially my dear aunt Angelica Suarez Pozo who is a fundamental part of my strength to continue in this world, your presence and love mean more to me than words can express, this incredible academic process was a such grateful experience for that reason is indispensable to mention my wonderful friends that I made in this university career, thank all of them for the unconditional support, I could not have done it without you, I am extremely lucky for your encouragement throughout this journey.

-Aquino Suarez Eduardo Leonel

Dedication 1

I want to dedicate this project to my mother, because she is the most important person in my life, although she is not here in this world, she would be proud of me for this achievement. This is for you dear mother.

With love, Borbor Lainez Dave Allan

Dedication 2

I would like to thank you my family for their unconditional support, especially my dear aunt Angelica Suárez who is an admirable, kind and respectable woman. To my friends who believe in my effort and dedication, thank you for support me throughout this university degree, my sincerest gratitude.

With love, Aquino Suarez Eduardo Leonel

Abstract

Engagement and Cultural Awareness are crucial in preparing intercultural competence and shaping English learners' classroom success. The study analyzes how culturally responsive material, collaborative tasks, participation, language practice and community-linked projects that increase motivation. Findings proportionate that when learners found out diverse cultural perspective and real. world context, they show high communicative risk taking, self- reflection, and the improvement of interactional strategies. This study used a qualitative and phenomenological research method, with five teachers from “Escuela de Educación Básica Veinticuatro de Julio and college Universidad Estatal Peninsula de Santa Elena” who participated as a sample. The authors used a focus group of face- to-face and virtual sessions to know the different perspectives of the interviewees, The research show the factors that interviewees consider important when students have a lack of engagement and cultural awareness.

KEY WORDS: Engagement, English learners, cultural awareness, collaborative.

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Declaration

The information and content in this degree and research work are the responsibility;
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Introduction

This era about global migration and diverse classrooms, teaching English to not natives' speakers demand more than drill instructions, it is about honoring students' cultural identities to inspire true learning. The study examines into how culturally responsive teaching strategies adapted approaches that integrate students' backgrounds, traditions, and experiences can elevate engagement while cultivating profound cultural sensitivity among English learners.

Engagement and cultural awareness focus on how to inspire indispensable compromises and aspects as: integrity, values, emotional connections with purposes to encourage motivation for educational success. Eventually, this work positions as transformative. It develops academic success, communicative skills, and intercultural empathy, preparing learners for a connected world while preserving their culture. English teaching, then, becomes a cultural bridge, not a barrier shaping empathetic, confident global citizens.

This research was designed by qualitative approach recollecting meaningful information, which provide deep analysis of the answers proportionated by five English teachers from different institutions, trough individual interviews focus on the challenges about the students' engagement and cultural awareness in their learning process.

The aim of the study is exploring the strategies that enhances English learners' engagement promoting a deeper cultural awareness in every classroom.

Chapter I

1. The Problem

1.1. Research Topic

Exploring how Cultural Awareness improve on English Learners Engagement.

1.2. Write the title of your project

English Leaners Engagement and Cultural Awareness.

1.3. Problem Statement

In real Ecuador context English language is indoctrinated as a foreign language in public or private schools, because it is part of national curriculum and students consider significant for future opportunities such as higher education, tourism and the most important, international work. However, most students have difficulty now starting to learn a new language effectively, two major challenges are: low learner engagement and poor cultural awareness in classroom.

Today's education faces some significant challenges, especially when it comes to teaching English as a foreign language. It is not just about maintain possession of vocabulary and grammar; it is also about guiding students to understand and appreciate the rich cultural diversity that comes with the idiom. To truly welcome distinctiveness, we need to look beyond the usual stereotypes and include various cultural, economic, and geographic perspectives that better reflect the complex world we live in.

According to (Chima, 2024) there are several reasons why cultural awareness is vitally important. First, learning experiences are ensured by inclusivity and equity while students feel valued. Second, provide a high level of achievement in responsive and relevant instruction that involves different learners. Finally, cultural awareness creates a great relationship between

educators and students, creating a supportive and collaborative learning environment. Cultural awareness prepares students to be immersed in an interconnected world in different contexts.

Fostering a better educational environment means encouraging inclusive and respectful classroom where students can express their own cultural identities and cooperate with others, thus promoting mutual respect and intercultural empathy. Learning spaces supports meaningful learning because it connects knowledge with the students' reality and prepares them to engage in globalized contexts.

As demonstrated by (Ginting, 2021) Student involvement, it is the most important determinant of successful learning. Achieving the learning objectives is followed by co-curricular or school related activities that focus on student engagement and active participation. To achieve the students' goals, they must be engaged in every English class, as a result, empowerment is seen as motivator of success learning.

The absence of cultural awareness and learner engagement make that students do not understand the English language, due to educator do not apply content based on language that is being taught. English language is taught systematically, guide by a curriculum that does not applicably in real context. For these reasons English teachers need to be better prepared at moment to teach this language in a good way, demonstrating their all knowledge that they have in this idiom.

This study will be established in a school "Escuela de Educación Básica Veinticuatro de Julio" and at college "Universidad Estatal Peninsula de Santa Elena" where the interviews will be carried out to English educators from both institutions. To find out the lack of student's engagement and cultural awareness and which models of learning that teachers are using at moment to teach a foreign language and analyze the English teaching learning process trough different culture awareness.

1.4. Justification

Adding real cultural elements into English as Foreign Language (EFL) didactic resources are key to making lessons more engaging and helping students understand the culture better. When learners interact with materials that genuinely reflect the customs, beliefs, and social norms of the English-speaking world, their experience with the language feels more meaningful and relevant.

This connection into real cultural content creates a lively learning environment that sparks interest and encourages active engagement. Also, showing students to authentic cultural resources helps complement their intercultural skills, which are vital for communicating effectively in today's consolidate world. In short, weaving cultural authenticity into EFL materials not only makes learning easier but also helps students built a greater appreciation for different cultures and viewpoints.

This study is focus on to explore the inquire of English learner engagement and cultural awareness as said (Lara & Lopez, 2023) the critical role that culturally meaningful teaching methods play in language education promoting literary works into English as a Foreign Language (EFL) classrooms, instructors can not only identify language abilities of students but also encourage a stronger connection and pride in their own cultural backgrounds.

This approach supports learners set ayes on their valuable culture within the learning process, which can increase motivation and engagement. Moreover, the studies offer important insights for educators seeking effective language teaching techniques, emphasizing how the use of foreign backgrounds can enrich the learning personal knowledge across varied settings. Over time, adding content that reflects students' cultural backgrounds can surely boost their learning. When students see their own experiences valued, they are more likely to stay engaged, understand in a better way different material, and achieve their educational

aims. Nowadays classrooms are incredibly diverse, and helping students who are learning English means more than teaching language skills. It is also about admitting and respecting where they come from culturally and personally.

Many English learners have backgrounds that shape how they conceive the world, learn best, and feel about themselves in class. If we overlook these cultural differences, students might feel misplaced, which can make them less eager to interact, less motivated, and less likely to succeed. By including cultural awareness in teaching learning, we show that we value their experiences and develop a classroom that feels lively and welcoming.

Establish tools like storytelling, incorporating diverse materials, and designing projects that associate with their communities can help bridge language gaps and encourage students to take an active and positive role in their learning process.

Research like this is so influential because it helps us find ways to better support EL students by celebrating their cultural backgrounds, building fair and supportive education where every student feels valued, empowered, and inspired to learn more.

1.5. Problem question

How does the lack of cultural integration in English language instruction affect the learner engagement?

1.6. Specific questions

- How culturally responsive teaching methods work English Learner's participation in classroom activities?
- What challenges do English learners face when their cultural backgrounds are not included in the curriculum?
- How can educators incorporate students' cultural background into English language lessons to foster deeper engagement?

1.7. Objectives

1.7.1. General Objective

To explore how implementing culturally responsive teaching strategies enhances English learners' engagement by promoting cultural awareness in diverse classroom settings, thereby supporting their academic success.

1.7.2. Specific objectives

- To describe English teaching process of cultural awareness on their motivation and engagement in language learning.
- To identify the teaching methods and cultural activities that learners find most engaging and supportive in their English language progress.
- To analyze how cultural backgrounds of learners shape their interactions, participation, and sense of belonging in English language classrooms.

Chapter II

2. Theoretical Framework

The teaching of English as a foreign language has undergone profound changes in recent decades, driven both by social and technological changes and by the growing need to educate citizens capable of functioning in multicultural and globalized contexts. The role of the teacher goes beyond the transmission of linguistic structures; it involves creating classroom environments that promote active participation, sustained engagement, and appreciation of cultural diversity.

This theoretical framework is built around two central categories: learner engagement, understood as the level of emotional, cognitive, behavioral, and agentic involvement that students develop in the process of learning English; and cultural awareness, considered as the ability to recognize, understand, and value cultural differences in order to establish more authentic and meaningful communicative interactions.

Numerous recent studies have shown that student engagement increases when English language teaching is linked to culturally relevant pedagogical strategies that connect curriculum content with learners' life experiences, local knowledge, and cultural identities. Thus, integrating cultural awareness into language teaching not only strengthens communicative competence.

2.1. Background of the Study

Recent literature conceptualizes engagement as a multidimensional construct behavioral, emotional, cognitive, and agentic associated with better learning outcomes. Ye notes that interest in engagement “has increased due to its connection with positive educational results” (Ye, 2024, p. 1).

Engagement is no longer seen as mere visible participation but rather as a complex learning experience. It now encompasses not only behavior but also emotional connection, cognitive effort, and students' sense of agency. For this reason, it has become a central construct for evaluating educational quality.

A key line of research comes from positive psychology applied to foreign languages: the systematic review by Zhang, Ockey, and Lee (2024) shows that foreign language enjoyment is consistently associated with greater engagement and performance, reinforcing the role of positive emotions as a didactic lever.

Regarding interventions, the most recent experimental evidence indicates that project-based learning (PBL) in oral classes enhances engagement across three dimensions. As Zhong, Ismail, and Lin (2025) state: "PBL significantly enhances emotional, behavioral, and cognitive engagement." The same study notes that the effect on agentic engagement is smaller, suggesting the need to incorporate scaffolding to support student autonomy.

Intercultural training of teachers and students is a predictor of effective communicative interaction. In Ecuador, a study with university professors reports moderate to high levels of intercultural competence and recommends strengthening specific didactic training to integrate both local and global culture into classroom tasks, in order to foster meaningful engagement.

In addition to the previous finding in Manta, Ecuador, recent international evidence from experimental and quasi-experimental designs converges on a similar conclusion: active strategies (e.g., PBL and mobile variants of PBL) increase observable participation, enjoyment, and sustained effort in oral tasks, while providing better opportunities to connect content with cultural contexts familiar to students. In addition, create a correct cultural awareness promote a comfortable environment where students can explore different ways to apply the knowledge acquired in classroom.

2.2. Theories

Current trends in language acquisition emphasize that the learning process transcends mere linguistic structures, as it is influenced by social, cultural, and emotional elements. This context is essential for examining both commitment and cultural understanding.

Byram (2020) mentions: “intercultural competence is an integral part of communicative competence and not an add-on” (p. 25). This means that communication is important; the classroom must remain harmonious so that information flows efficiently.

In essence, the topic explores how intercultural communicative competence (ICC), which is the ability to interact effectively and appropriately with people from different cultures, is linked to the attitudes towards English accents among second language (L2) English learners.

From a constructivist perspective, knowledge is constructed through interaction with others. As Deardorff (2024) summarizes, intercultural competence requires integrating “knowledge, attitudes, and skills in a constant process of cultural negotiation” (p. 12). This connects with meaningful learning, as new content is anchored in previous experiences, allowing students to reframe their cultural identity within the English classroom. Gokgoz-Kurt, B (2023).

Vygotsky's (1924) sociocultural theory provides the basis for understanding English language instruction as a socially and culturally mediated process, where the teacher and peers function as scaffolds in the zone of proximal development (ZPD). A recent study in an EFL context demonstrates that, by applying instruction based on this theory, students significantly improve in writing -in accuracy, coherence, cohesion, and response to task- thanks to the effective use of scaffolding and collaborative activities. This is evidence that

intentional pedagogical mediation impacts engagement and communicative competence in English. Allami, H., Najari, B. y Tajeddin, Z (2025).

In recent years, research has strengthened the relationship between motivational theories and practice in English classrooms. A meta-analysis shows that the flipped classroom model enhances autonomy and self-efficacy, elements linked to sustained engagement (Gao et al., 2022).

The theories highlight the effectiveness of communication in the classroom and the positive impact it has on students. Teachers are able to help students learn English and feel more confident.

2.3. Engagement

The engagement orchestrated by teachers in EFL/ESL is activated through instructional design and pedagogical interaction. Recent evidence shows that certain instructional behaviors and decisions e.g., teacher immediacy, perceived support, activity design (flipped and synchronous), and feedback increase students' behavioral, cognitive, and emotional involvement. In other words, teachers do not “wait” for engagement; they design it (Yu, 2022; Liu, 2021).

An analysis confirms that immediacy proximity, gestures, eye contact, warm tone has positive and significant effects on student motivation and participation, making it a direct instructional lever for engagement (Liu, 2021). In EFL contexts, teacher immediacy predicts willingness to communicate and academic involvement, reinforcing that teacher behavior in the classroom is a driver of engagement (Liu & Yu, 2023).

Beyond form, support and teacher-student rapport explain a substantial fraction of the variance in university engagement; in a Chinese sample, both factors were strongly

associated with higher levels of participation (Pan & Yao, 2023). In practice, this translates into clear expectations, frequent formative feedback, and a safe socio-emotional climate.

The specific EFL literature indicates that the flipped classroom increases engagement (especially behavioral and cognitive) when class time is used for collaborative tasks and problem solving, and time outside of class is used to organize exposure to content (Li & Li, 2022). The teacher acts as a facilitator and curator of materials, which amplifies participation and time on task.

Automated feedback integrated with teacher design can increase behavioral (revisions), cognitive (self-regulation), and positive attitudes toward the task, provided that the teacher guides its use (e.g., AWE for form; teacher for content) (Liu, 2024). In short: the feedback stack designed by the teacher is an accelerator of engagement.

2.4. Cultural Awareness

Cultural awareness is defined as the ability to recognize, understand, and appreciate cultural diversity in order to interact effectively in English language learning contexts. It is key in teaching, not only as an add-on, but as a central component in promoting meaningful engagement.

One solid source is Li (2025), who presents a practical framework for cultivating cultural awareness in English classrooms. He proposes cultural thematic units, authentic materials, experiential learning, and critical pedagogy, and demonstrates that this combination strengthens both intercultural competence and student cultural confidence.

In a systematic synthesis, Yurtsever and Özel (2021) reviewed 50 studies on cultural awareness in EFL. They found that it rests on four foundations: lesson components, interaction, dynamics, and personal connection; and that it contributes to four main outcomes:

conversational competence, cognitive competence, cultural competence, and global engagement.

Benhamlaoui (2022) investigated how the use of authentic materials in EFL classes in Algeria boosted cultural awareness. According to the study, real materials not only enhance cultural knowledge, but also increase motivation and interest in cultural diversity among higher level learners.

Within a subtle, narrative approach, Mine and Mimura (2021) evaluated the use of real-life accounts of cross-cultural experiences as a basis for reflection in a university course. They found that this raised cultural awareness and opened up a broader awareness of unknowns.

2.5. Legal and regulatory basis

English language learning in Ecuador is supported by a legal and regulatory framework that guarantees both access to quality education and the inclusion of cultural diversity in the education system. These guidelines serve as legal support for research that seeks to strengthen English language teaching from an intercultural perspective.

The Constitution recognizes Ecuador as a plurinational and intercultural state (Art. 1) and establishes that education must guarantee respect for cultural and linguistic diversity (Art. 27). This mandate lays the foundation for integrating cultural awareness into all levels of education, including foreign language learning.

The LOEI establishes that education must promote interculturality and bilingualism as central pillars of the education system. In its 2021 reform, it emphasizes the development of communication skills in foreign languages, especially English, as a tool for international integration and the academic and professional development of students (Ministry of Education, 2021).

The General Regulations to the LOEI complement the provisions of the law, specifying that the curriculum must include the teaching of English as a foreign language while promoting the appreciation of students' cultural identity. This reinforces the idea of learning that combines language skills and cultural awareness (Ministry of Education, 2023).

The Prioritized English Curriculum was designed as an adaptation to the pandemic context, but it remains valid as a reference point. It emphasizes that English teaching should be communicative, inclusive, and contextualized, with an intercultural approach that promotes respect for diversity. In addition, it sets standards aligned with the Common European Framework of Reference for Languages (CEFR), which links national education with international standards (Ministry of Education, 2021).

In conclusion, the Ecuadorian legal framework not only requires the teaching of English as part of the national curriculum, but also promotes interculturality as a guiding principle. This reinforces the relevance of research that seeks to articulate cultural awareness and engagement in language teaching.

Chapter III

3. Methodological framework

The methodological framework explains how the research will be conducted. It describes the approach (qualitative, quantitative, or mixed), the type of study, the data collection methods and techniques, the instruments used, the population and sample, and the analysis procedure. In simple terms: if the theoretical framework answers the “what and why” of the research, the methodological framework answers the “how.” It is the roadmap that justifies each methodological decision so that the results are valid, reliable, and relevant.

Hernández-Sampieri, R., & Mendoza, C. (2018)

3.1. Research design

Given that the objective of the research will be to explore how implementing culturally responsive teaching strategies enhances English learners’ engagement by promoting cultural awareness in diverse classroom settings, thereby supporting their academic success. A non-experimental design will be used and applied across the board, as it has sufficient theoretical basis and is also considered to be descriptive in nature.

According to Latino-Americana de Enfermagem 2007, non-experimental designs do not involve randomization, manipulation of variables, or comparison groups. The researcher observes what occurs naturally, without intervening in any way, which means that the researcher only observes the environment while analyzing it.

A cross-sectional design (or cross-sectional study) is a type of observational, non-experimental research in which data are collected at a single point in time or over a very short period. Its purpose is to describe variables and examine possible relationships between them at that moment without manipulating them, and it does not allow causality to be established because it does not consider temporal changes. ATLAS.ti (2024).

A study at the Pontifical Catholic University of Peru states that “The objective of descriptive research is to understand the prevailing situations, customs, and attitudes through the accurate description of activities, objects, processes, and people.” Additionally, it focuses on answering questions such as “what,” “how,” “where,” “when,” and “what are,” rather than “why.”

3.2. Research approach

The following project will be carried out using a qualitative methodological approach, as this is focus on the best suits the characteristics and needs of the research.

The qualitative approach is a research paradigm that focuses on understanding participants' subjective experiences, exploring meanings, perceptions, and social processes in natural contexts. It does not seek to measure or quantify, but rather to interpret and describe in depth what is happening, how subjects feel about it, and what meanings they construct. It is characterized by being flexible, inductive, and contextual.

3.3. Data collection

A data collection technique is the set of systematic procedures that researchers use to obtain the necessary information from the field or subjects. It includes tools and instruments (such as interviews, surveys, observations) that allow relevant data to be captured in order to answer research questions, according to the approach (qualitative, quantitative, or mixed).

Villarreal-Puga, J., & Cid García, M. (2022).

A one-on-one interview (or individual interview) is a type of qualitative interview in which there is only one interviewer and one interviewee. It is conducted directly, face-to-face (or virtually, if agreed), with open-ended questions that allow for in-depth exploration of the participant's experiences, opinions, beliefs, and subjective meanings. It is ideal for exploring deep perceptions and cultural contexts, as it allows for adaptation to the interviewee's pace

and environment, clarification of doubts in real time, and deeper exploration of whatever arises spontaneously. González, A. M. del C., Molina Sánchez, R., & López Salazar, A. (2022).

3.4. Instruments

Research instruments allow researchers to record the information they need to analyze and respond to their research question, and must meet certain criteria such as reliability, validity, and objectivity to ensure that they correctly measure the variables under investigation (Milagro State University – UNEMI, 2019).

Survey research is a flexible quantitative approach that can be used to study a wide variety of questions. It is used to describe individual variables or to evaluate statistical relationships between variables. Bastis Consultores. (2020). A standardized questionnaire administered to a representative sample of the population to obtain information about opinions, attitudes, behaviors, or characteristics

In this study, a face-to-face interview consisting of eight open-ended questions will be conducted, designed to obtain detailed and in-depth information from participants. The purpose is to explore how English teachers understand, promote, and value their students' engagement, and how they integrate cultural awareness into that process.

3.5. Data Collection Processing and Resources

A thematic analysis will be conducted, a study by Incubator for Clinical Education Research. (2024) mentions that it is a qualitative method for identifying, analyzing, and interpreting relevant patterns or themes within a data set. It allows us to understand how teachers understand engagement and cultural awareness, is flexible, and aligns with the research objective.

3.6. Population

The study population is the complete set of individuals, objects, or events that meet specific characteristics about which the researcher wishes to make inferences. It is the entire universe to which the research results apply under the defined criteria (place, time, conditions, etc.). Alergia México magazine (2016).

The sample is a subset of population; it is mean that only the individuals who were contemplated for the interviews for analyzing the research results. The population will consist of five English teachers from one school and one University which are “Escuela de Educación Básica Veinticuatro de Julio” and “Universidad Estatal Península de Santa Elena” these institutions were considered to study sample for this research work. To obtain more specific data was necessary select this sample and the contribution of English teachers in the learning teaching process. These five educators impart classes to students of different ages; therefore, they are ready to answer the questions about engagement and cultural awareness in order to their teaching experiences throughout its professional life.

To conclude, this research is conducted through the qualitative method, which concentrate on get detail information throughout looking into experiences of studied population, in this case the interviews of the five English teachers. To describe and obtain the data for the research it was necessary to analyze the elements such as the data collection, the type of research the population and instruments. All this information will be analyzed in the following chapter.

Chapter IV

4. Analysis of Findings

This chapter explain the information collected through the English teachers interviews about the topic “English Learners Engagement and Cultural Awareness”. The aim of the chapter is an analysis of the responses obtained by educators, giving a deeper detailed overview about the gathered results, understanding what results mean in real context of the research.

The data collected show how teachers perceive the engagement and cultural awareness of their students and the most important aspect during the teaching learning process.

4.1. Data Interpretation

Question 1: What kind of strategies do teachers promote to engage English Learners? and how efficient do they think these strategies are?

Table 1

Strategies do teachers promote English Learners engagement.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 1	Cooperative learning is the most important teaching strategy.	Direct contact to work face with students.	Cooperative learning, real world context, games and role play integrating technology.	Cooperative learning using technology.	Collaborative learning using interactive games, role play, songs, storytelling and technology-based activities.

Note: Strategies that teachers use to promote Engagement.

The answers provide indicate that teachers have different ways to teach English, but some of them are agree with the best strategy to teach and maintain engage to students is Cooperative learning through technology, and one teacher said that prefer direct contact

because it is better to work face to face with their learners and always respect the role of the teacher and student. The strategies that they use daily vary, teachers mention that incorporate Cooppertative learning in classroom with games, watching videos, showing pictures, making role plays, using jigsaws and think per share, adapting it to cultural backgrounds. Also mention that student born in digital era, for this reason make the English teaching easy to learn it. All teachers conclude that strategies are very useful and efficient to promote engagement.

Question 2: How do teachers measure the level of engagement of their students during different activities in the classroom?

Table 2

Level of engagement.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 2	Observation and their body performing.	Daily question to grades in every class.	Observing, body language and facial expressions are engagement indicators.	Direct observation of the student participation.	Observing students' participation, attention, enthusiasm, and interaction in activities.

Note: Measurement of level of engagement.

The response obtained by teachers was they measure the level of engagement is through the observation, this is a good way to know that English learners are actively engage in classroom, but one particular teacher said that measure the level of engagement with daily question about real life grading to students at the end of the class, also said notice if the students are learning or not. Teachers do different activities in class, while they are teaching, they realize the body performing, body language, facial expressions and all student do during every class,

these are indicators of level of engagement making teachers change or improve the strategies used in class for a better English teaching learning.

Question 3: How do English teachers adapt their academic practices according to their planning for learners to feel engaged them in class?

Table 3

Adaptation of academic practices in planning teaching engagement.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 3	MAKING differentiations between students' English level, adjusting the class time.	Following the Syllabus but applying own material of previous researches or websites.	The insertion of multiples activities according to different learning styles and levels.	Being interactive including fun games.	Adapting the planning to students' needs and interests.

Note: Adaptation in planning for academic practices that teachers do to maintain students' engagement.

The responses obtained by teachers express that adapt their academic practices and planning making differentiations according to students' levels and time, also mentioned the inclusion of multiples interactive activities for a better knowledge acquisition. Some teachers do not follow the rules it is mean they do not use the planning provide by institutions using only the Syllabus, they prefer adapt the material of each class using websites that teacher obtained the information of the class depending on the topic. In this case, teacher provide to students own materials recollected on internet.

To keep engage students mention the use of fun activities make the environment of the class funnier and entertained, some students are more visual than others, so it is important to be creative and interactive while teachers are making the planification because of every student

has different learning styles and adapting students' needs and interests. Remember do not use a lot of activities because can overwhelm students.

Question 4: How do teachers adapt to the students' cultural backgrounds in their teaching process and classroom development?

Table 4

Cultural backgrounds as a tool of teaching and classroom development.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 4	Analyzing and respecting different students' cultural background adapting the cultural exchange to their lessons.	The most important is never forget where you came from.	Sharing traditions or perspective in classroom, respecting diverse cultures avoiding stereotypes.	Including different cultural backgrounds in every topic of the class.	Connecting English culture to local culture.

Note: Teachers application of cultural backgrounds.

Teachers said the importance of respect every culture is being yourself, no matter where you came from. Students learn from cultural exchanges sharing traditions, talking to the costumes, experiences, perspectives that help to increase knowledge about others cultures remembering avoid stereotypes connecting the English culture to local culture. Educators adapt different cultural backgrounds from every experience obtained during class promoting intercultural understanding among students.

Making students feel comfortable with diverse cultures adapting the information recollected to their lessons and assessments. Teachers need to create an environment where students feel respect and value talking about their origins.

Question 5: What are the techniques do you apply in classroom to develop cultural awareness trough project-based learning tasks?

Table 5

Development of cultural awareness trough project-based learning tasks.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 5	working with cultural aspects such as Ecuador Traditions.	Be honest and respect the teacher and student positions through personal approach.	Exploring topics that students curious about creating presentations, porters, or videos.	Giving speech in front of the whole class integrating authentic cultural materials.	Researching and presenting topics about both cultures.

Note: Project- based learning task to enhance cultural awareness.

Teachers agreed with the project- based learning is a great way to acquired cultural awareness exploring different topics that students curious about, investigating, creating performance, presentations integrating cultural aspects such traditions from the country that they like, making posters, watching videos, and the insertion of real and authentic material that help to create a cultural awareness and the importance of having a cultural representation appreciating cultural diversity and similarities. Some teachers said that they prefer to be honest and respectful with the teacher- student position due to like listening to students and talking about cultural aspects. Also mention it is important to speak in front of the whole class giving speech that motivate to student to express love for their cultural identity.

Question 6: Do you consider it is important that learners keep their cultural identity during their teaching learning process? How?

Table 6

Importance of cultural identity.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 6	Talking to the culture make the students feel motivated to talk about their country.	Being proud of where are you, keeping your essence.	Preserve cultural identity is essential to promote inclusion.	Helping to student to be open mind respecting different backgrounds.	Expressing who they are through a new language.

Note: Cultural identity teacher's perception.

The response provides by teacher emphasized in maintain the cultural identity being proud of where you are, keeping your essence, promoting inclusion during teaching learning process. Educators said that they help to students to be open mind respecting different cultural backgrounds creating an environment where students feel motivated to talking about their identity without any restriction and encourage to students to talk about their costumes, traditions and English values building self- confident and pride. Students connect with their roots when consider the classroom environment is secure expressing who they are and where they came from.

Cultural identity plays an important factor in teaching learning process due to the integration of culture in planning promoting the idea that learning English does not mean losing your culture.

Question 7: What kind of methodologies do you implement to develop cultural awareness vocabulary in English learners?

Table 7

Methodologies to develop cultural awareness vocabulary.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 7	Project- based learning, language teaching and storytelling are the methodologies are used in class by the teacher.	Describing pictures is a good way to develop cultural vocabulary.	Using content- based learning and thematic units related culture.	Implementation of role play and storytelling.	Applying communicative and task- based methodologies.

Note: Methodologies used by teacher to teach vocabulary

Teachers use different methodologies to teach vocabulary, in this case related to culture. Project- based learning, language teaching, storytelling, describe pictures, content- based learning, thematic units, role play, communicative activities and task- based are the common methodologies used by teachers. They say that help to develop skills that students cannot improve, also the use of cultural vocabulary such as traditions, costumes, festivals, real materials addressing to students to have an effective cultural awareness during their learning process.

Question 8: What kind of didactic resources do you recommend to use to keep engaged English learners in multiples tasks?

Table 8

Use of resources didactic to engaged English learners.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 8	Didactic resources such as, videos, podcast, infographics, platforms like Padlet, and puzzles.	Use the technology without spend money, Teacher provides all the materials.	Visual eyes such us posters infographics videos, songs, digital platforms incorporating real- life materials.	Visual aids, hands on activities and music.	Kahoot, quizizz, and worldwall.

Note: Didactic resources.

The use of didactic resources keeps students engage in classroom, a vary of resources utilized by teachers are infographics, videos, podcast, platforms like padlet, puzzles, songs, posters, visual aids and hands on activities make students feel in a dynamic class having fun because the use of technology in this era is useful to teach a new language. Some teachers mention the use of technology without spend money providing to student all needed materials.

Table 9

Engagement and Cultural Awareness.

Questions	How do English teachers adapt their academic practices according to their planning for learners to feel	What are the techniques do you apply in classroom to develop cultural awareness trough project-based learning tasks?	Do you consider it is important that learners keep their cultural identity during their teaching learning process? How?	How do teachers measure the level of engagement of their students during different activities in

	engaged them in class?			the classroom?
Answers	Teachers have different ways to teach and design their planning according to students' level.	Project based learning is the most used by teachers due to the effectiveness that has at moment to develop cultural awareness in learning process.	Students feel valued, motivated and respected talking and keeping their identity because it is part of them no matter where you came from. Everyone deserves respect.	Observation is the best technique to know how engage students are during class.
Authors	Teachers do not wait for students' engagement they design it (Yu, 2022; Liu, 2021).	PBL enhances emotional, behavioral and cognitive engagement (Zhong, Ismail, and Lin 2025).	Anchored experiences, allowing students reframe their cultural identity (Gokgoz-Kurt, B 2023).	Gestures, eye contact warm tone create a positives effect on students' engagement. (Liu, 2021).

Note: Teacher's perceptions of engagement and cultural awareness.

Chapter V

5. Conclusions

The research project titled “English Learners’ Engagement and Cultural Awareness” aimed to explore how culturally responsive teaching strategies enhance the engagement of English learners while fostering deep cultural awareness in diverse educational settings. Through a qualitative approach, this study gathered teachers’ perceptions and experiences to identify effective practices that integrate linguistic development with a meaningful understanding of cultural dimensions, thereby strengthening the learning process in multicultural environments.

The analysis’ results affirmed the main hypothesis: cultural awareness has a notorious and essential influence on students’ engagement. Joining cultural elements into their assessments and lessons, also teachers help to students boosting them to improve their linguistic skills. Educators spark curiosity, emotional connection, and motivation into students to learn a new language culturally. This demonstrate that culture is taught through understanding and enthusiasm.

The investigation knows all its goals, illuminate the strength of culture in English learning process. Teachers noticed that incorporating cultural themes encourage’ students’ motivation and reinforced their sense of identity, helping them connect in a deeply way with lessons when their backgrounds are valued. Strategies like storytelling, project – based learning, and authentic materials, proved important aspect to inspiring engagement and meaningful communication. In addition, embracing cultural diversity fostered empathy and emphasize students compromises achieving academic success.

Teachers are a vital piece in learning process due to sparking culturally responsive teaching trough their learning methods. Creativity, attitude, and flexibility shape the English

experience. Sharing cultural references, local samples, and collaborative tasks opening a bridge between a new language and students' real contexts, the findings also show how important is the professional development to learn intercultural skills. Training programs should equip teachers to craft inclusive materials, embrace classroom diversity, and create spaces where every student feels valued and respected.

The study showed that while Ecuador's national curriculum emphasizes communicative skills in English, cultural integration in classrooms is still lacking. To address this, educational policies and schools should prioritize weaving intercultural elements into English teaching. By aligning national standards with what happens in the classroom, we can build a more inclusive education system ready for the challenges of a globalized world.

Moreover, the research highlighted that students' engagement and cultural awareness feed off each other. When learners feel their culture is valued, they participate more, grow in confidence, and dive deeper into their studies. Meanwhile, teachers who embrace culture in their lessons notice more motivated, active, and collaborative classrooms. This dynamic proves that engagement is not just about behavior it's deeply tied to emotions and cultural roots.

This study provides qualitative evidence from the Ecuadorian context on how cultural inclusion enhances English learners' engagement. It reinforces contemporary theories that link social and cultural interaction with language learning. The findings support the use of thematic, authentic, and participatory strategies that make English teaching more meaningful and sustainable over time.

Incorporating cultural awareness into English language teaching provide to student engagement, also promote intercultural and communicative skills. Teachers have to implement methodologies, strategies and techniques that support and transform the classroom environment promoting inclusion, respect and values. Preserve cultural identity through these approaches enrich the academic performance making to students be ready in a globalized

world. Teaching English goes further to teach a language; it is a vibrant experience into cultural backgrounds. When education embraces the richness of cultural diversity, the language becomes a bridge that connects hearts and minds, not a wall that divides. This research underscores that the most impactful teaching ignites students' enthusiasm in cultural understanding, shaping proficient speakers empathetic, confident individuals who are deeply attuned to the world around them.

6. Recommendations

Ending this project research, is deduced the importance of implementing the culture as indispensable root in the educative aspect, complementing different resources, in class made by teachers who has capabilities to develop enriching skills, trough, pedagogical basis that contribute the importance of cultural compromise.

English Learners Engagement and Cultural Awareness research project pretends to raise conscience and determination in classrooms throughout this process achieves significant and positive learnings in students, teachers could be keeping the methods that teach daily, from this way the results will be compelling for a better educational society.

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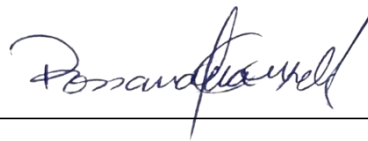
Annexes**Annex A: Certified Anti-plagiarism System**

La Libertad, 30 de Octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “ENGLISH LEARNERS ENGAGEMENT AND CULTURAL AWARENESS” elaborado por los estudiantes Aquino Suarez Eduardo Leonel y Borbor Laínez Dave Allan, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe

Atentamente,



Lcda. Rossana Vera Cruzatti, MSc.

Tutor



AQUINO SUAREZ EDUARDO LEONEL- BORBOR LAINEZ DAVE ALLAN - ENGLISH LEARNERS ENGAGEMENT AND CULTURAL AWARENESS



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Annex B: Questionnaire

Research topic: English Learners Engagement and Cultural awareness.

Authors: Eduardo Aquino Suarez and Dave Borbor Lainez

General Objective

To explore how implementing culturally responsive teaching strategies enhances English learners' engagement by promoting cultural awareness in diverse classroom settings, thereby supporting their academic success.

Confidentiality: Use only for research purposes.

Interview

1. What kind of strategies do teachers promote to engage English Learners? and how efficient do they think these strategies are?
2. How do teachers measure the level of engagement of their students during different activities in the classroom?
3. How do English teachers adapt their academic practices according to their planning for learners to feel engaged them in class?
4. How do teachers adapt to the students' cultural backgrounds in their teaching process and classroom development?
5. What are the techniques do you apply in classroom to develop cultural awareness trough project-based learning tasks?
6. Do you consider it is important that learners keep their cultural identity during their teaching learning process? How?
7. What kind of methodologies do you implement to develop cultural awareness vocabulary in English learners?

8. What kind of didactic resources do you recommend to use to keep engaged English learners in multiples tasks?

Annex C: Transcription

Table 1

Question 1 and 2

<p>What kind of strategies do teachers promote to engage English Learners? and how efficient do they think these strategies are?</p>	<p>How do teachers measure the level of engagement of their students during different activities in the classroom?</p>
<ul style="list-style-type: none"> • In general, most of the teachers use different strategies to promote engagement with English learners. For example, the use of visuals and multimedia, different types of pictures, videos, that is something that students like because most of them were born in the digital era. Another strategy could be collaborative learning. The different types of activities uh that we can do through this strategy. For example, jigsaw, think per share, students can develop communication skills and also other soft skills. Other activities like role plays, games, those types of 	<ul style="list-style-type: none"> • I think one way uh to measure the level of engagement could be through observation. We observe our students, how is their body language, when they participate uh in class, when they participate in in group works, during the different evaluations or assessments, that we apply in class, how the students perform during these activities, how the students uh reflect about their learning. So that way we can measure the level of engagement. • This is a hard question because in order to measure the level of engagement is difficult because there

activities engage the students and make the learning meaningful. How efficient they are. I think they are very efficient, because they help students to develop speaking skills, and listening skills. They keep them very active and they like this type of these types of activities.

- This is very interesting question because you are you are expecting us the participants to analyze strategies on how we can promote in English learners. Okay, as my years of experiences that I have taught me that there are many different strategies and every teacher has different motivations and different pedagogical strategies how to teach English. The one that I use the most in order to promote to engage how to engage learners is a direct contact. Direct contact, face-to-face talking classes asking questions and expecting an honest response from the students. Something that I

are a few tools that we have are called quizzes, exams, popup lessons or something like that. However, I am a very different teacher. The way I measure the engagement that my students are providing in my classes and their participation is by on the daily basis I ask questions and on the daily basis I present small quizzes. So which means is that every time that the students are meeting with me, they know that every activity and class participation that they have is graded. That is the way that I measure. I'm one of those teachers that I do not wait for the end of the semester to provide a test in order to measure the students learning.

- One way to measure the level of engagement is observing how effectively students participate in classroom, while they are asking questions, collaborating with classmates, or showing interest. Also, I use formative assessment such as
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practice the most you probably know I will never interrupt the student when they are speaking. At the end at the end of the student's presentation I will provide feedback if feedback is needed.

- As a teacher, I use strategies that promote interaction, motivation and supportive learning classroom environment. I use cooperative learning and incorporate real- world contexts, applying some games and role- plays, integrating technology in every class. I make sure to interconnect my lessons to students' learning styles and cultural backgrounds. All these strategies are effective specially when I adapt them to my students' needs and levels. Finally, I encourage to my students to use the langue more naturally.
- I use cooperative learning on my classes because is the most common nowadays. I also use visual and kinesthetic learning. The

quick check- ins, exit tickets, and students' self- reflection. I ask to my students which activities they enjoy to adapt to my classes. Some indicators of engagement are body language, facial expressions, and willingness to take risks to learn a new language.

- Using direct observation, participation and performance in my classes, these methods help me to identify the students who have engagement and interest when I am teaching English.
 - I measure engagement by observing students' participation, attention, enthusiasm, and interaction during activities. I also use formative assessment tools such as quick surveys, exit tickets, or short reflections to know how they felt during the class. When students are asking questions, collaborating, and using English spontaneously, I can tell they are truly engaged.
-

effectiveness of these learning styles falls on the use of technology due to its ability to felicitate the understanding of the topics.

- As an English teacher, I usually promote interactive strategies such as games, role plays, songs, storytelling, and technology-based activities to keep students motivated. These strategies encourage participation and make learning more meaningful. I consider them highly efficient because they create an active learning environment, reduce anxiety, and help students use English in real-life contexts. The more engaged students are, the more they retain and use the language naturally.

Note: Strategies that teachers use to promote Engagement.

Table 2

Questions 3 and 4

How do English teachers adapt their academic practices according to their planning for learners to feel engaged them in class?

How do teachers adapt to the students' cultural backgrounds in their teaching process and classroom development?

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- It could be by planning uh making differentiations through the levels of the students because all the students don't have the same level of knowledge of the language. So, making those differentiations in class adjusting maybe the time according to according to their level of knowledge being flexible, with the students that maybe have a lower level. So, planning is a good way to do this right uh to make specific adaptations for them engagement.
 - This is interesting question as well, because now we are talking about planning about lesson plans, we are talking about syllabus and little things like that. My students know that I am a very different type of teacher. Sometimes I don't follow the rules. Okay? I don't follow the rules. I bring my own material. I do the research for the activity that I have for this particular day. I bring my own research and I also bring my own
 - Okay. It is essential that the teachers know their students know about different aspects about their backgrounds, about their families, about their origin and where they are from. Sometimes we have students from other countries or maybe other regions in Ecuador, it is necessary that we respect those cultural backgrounds. So that way we can adapt all the activities according to the students' backgrounds. But it's necessary that the teacher knows that and always maintain a respectful environment and to encourage cultural exchange. Maybe we can have students from other regions in Ecuador, some people from the coast, other from the Islands, and all the regions in Ecuador, have different customs maybe. So, it is important that the teachers make or use this information uh to plan their lessons. So that way we are going to keep respect in the class and we can adjust
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material. I don't use textbooks. So, in the way that I plan my classes are that I do not follow the syllabus but I bring my own material and sometimes it causes a nice effect on the students because they like that much better than the material the books materials. I know that every teacher has different way to their students.

- I usually in my planning try to use a variety of activities that cater to different learning styles such as visual, auditory and kinesthetic. I ensure that tasks are scaffolded, so students feel challenged and not overwhelmed. I incorporate the pace and content based on their process and try to include collaborative tasks where students can learn from each other. The key to make learning relevant and interactive is to keep students engaged.
- In order to maintain students engaged my student's class, it **MUST BE**

the activities and assessment according to that information.

- That this is the question that I have been waiting for. If you Mr. Dave remember my classes, one of the very first thing that I said when I first start with a group is letting them know where is Leo from. Okay, remember that where is Leo from?

And based on that background, I can talk

to my students with the same level at the same level. Which means that my feeling and being from a different town, a very small town from here from the coast of Ecuador, then I can learn and I can adapt to every culturally background from my students and I can talk to them at the same level and they feel so confident. They feel so motivated because they think wow my teacher Leo is from that this particular town. Okay that is what I apply.

interactive, regardless of the topic.

Adding visual aids and music to the classroom always help students to concentrate and understand in a deep way, besides, games are always funnier to learn.

- I always try to adapt my planning to students' needs and interests. For example, if I notice that a group enjoys music, I include listening tasks with popular songs; if they prefer teamwork, I plan collaborative projects.

I also modify the level of difficulty and use scaffolding techniques such as visuals, examples, or simplified texts to make learning accessible for all. These adaptation keeps students connected and motivated.

- I make a conscious effort to respect and include students' cultural backgrounds in my teaching. For example, I invite them to share their traditions, experiences, or perspectives while we are discussing or making projects. I integrate diverse cultural backgrounds avoiding stereotypes. Also, I create a comfortable environment where students feel respected building trust and allow to express more freely.
 - Teachers adapt to students' cultural backgrounds in the class by including them in real context, if the class is about past, we could ask questions about their culture or costumes, doing presentations about the past of the family and so on.
 - Understanding students' cultural backgrounds is essential. I often design activities that connect English learning with their local traditions, customs, and experiences. For instance, when teaching
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descriptive writing, I ask them to describe a local festival or a typical dish. This helps students feel valued and respected while learning English. Also It promotes intercultural understanding among classmates.

Note: Adaptation in planning for academic practices that teachers do to maintain students'

Table 3

Questions 5 and 6

What are the techniques do you apply in classroom to develop cultural awareness trough project-based learning tasks?	Do you consider it is important that learners keep their cultural identity during their teaching learning process? How?
<ul style="list-style-type: none"> Well maybe through the activities right that the students have to uh do in class. Project based learning is one of the ways they can develop a cultural awareness because they have to do the research, they have to create, they have to present projects and working with cultural research projects for example. When there are promoting maybe festivals where they where they can talk about uh traditions, food, music for example in 	<ul style="list-style-type: none"> Yes, of course, it is very important that learners keep their cultural identity because the student feels respected, they feel valued, they are more motivated. For example, if they if they have to travel to another country, where maybe they can feel these practices when they have to if they have the opportunity to talk about h their country to talk about their traditions their customs. So, they feel proud of their identity of

November here in in La Peninsula, when they when they have this h festival of uh the day of the death where they show the different types of foods. So, through these traditions um they can develop this culture right. So, they can keep maintaining these traditions alive, and in class, maybe working in presentations about different cultures in Ecuador especially or about different traditions. Maybe uh projects uh with this topic so that way uh we can do that.

- Great question to also Dave. Teachers have different methodologies. Teachers have different techniques, when talking about culturally awareness, the way that I apply to them is that I never use any ideas comments against any culturally background. For me as a as a teacher, everybody belongs to the same place. Everybody is treated the same way. So, my technique is

their cultural identity. So, including these types of activities in class makes them feel confident and makes them feel proud, makes them feel engaged and respected. So, it is important that teachers try to integrate culture into um their teaching, encourage um the learning of the different cultures, the different traditions in our country and especially if they have to talk about their country to people from other countries, from other cultures. Okay, that's an excellent uh answer for how to the important is keeping their cultural identity during learning process.

- Absolutely. That that we can never we cannot forget that we can never somebody said once that in order for us to see the future we need to know first where we're coming from. Okay.
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<p>talking to them with honest with a lot of honest talking to them face to face and talking to them like they were my friends. I never in my classroom set that position that I am the teacher and you are the student. Never. So that is my technique and that that technique is called personal approach. That is my technique personal approach.</p>	<p>Something that I can I make my students feel very proud is where are they from?</p> <p>Where are they from? What are them family backgrounds and what is the social status that we need to feel very proud and very comfortable about</p>
<ul style="list-style-type: none"> • Project based- learning is my best technique to teach English because students explore topics related to the diverse culture that they curious about. Also, I include presentations, posters, or videos comparing their traditions holidays or ways of life. Interviews about members of family or famous people to know more about cultural identity. These projects develop and promote different skills that students need to improve. 	<p>where are we coming from and then from there we have to think that if I am from here I need to move forward. I need to move ahead. I need to learn. So, in order for me to tell them to tell them is to keep them keep them proud of where they're coming from.</p>
<ul style="list-style-type: none"> • Giving speech in class, or in front of the whole school, the presentation must have authentic cultural 	<ul style="list-style-type: none"> • Absolutely. Preserve cultural identity is essential in learning process

materials, doing dances or even histories from the past.

- Through project-based learning, I encourage students to research and present cultural topics from both their own culture and English-speaking countries. Techniques I use include group research projects, cultural comparisons, interviews, and multimedia presentations. These projects help students not only improve their language skills but also appreciate cultural diversity and similarities.

because helps to students feel proud of who they are and linking to their roots. My classroom is encouraged to share their experiences and cultural practices. I include relevant examples about culture in lessons. This approach helps build a positive self. Image and promote inclusion.

- Implementing new culture to other people sometimes is a wakeup call for them to be open minded and culturally aware of the world around them. Learners must keep their cultural backgrounds, and a way to do it is through project-based learning which help students to investigate and presenting the information with actual cultural materials and firsthand experience from their teachers or classmates.
 - Absolutely, yes. Maintaining their cultural identity builds self-confidence and pride while learning another language. I always promote the idea that learning English doesn't
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mean losing their culture it means having a tool to share it with the world.

I encourage them to talk about their customs, traditions, and values in English, so they can express who they are through a new language.

Note: Project- based learning task to enhance cultural awareness.

Table 4

Questions 7 and 8

What kind of methodologies do you implement to develop cultural awareness vocabulary in English learners?	What kind of didactic resources do you recommend to use to keep engaged English learners in multiples tasks?
<ul style="list-style-type: none"> • Project based learning is one methodology that we usually work in class, because learners work on can work on cultural projects, they use different types of vocabulary in a real communication, something similar could be task-based teaching, using an authentic material. Maybe they can plan like a cultural event or maybe they can compare traditions in different regions in Ecuador or maybe traditions in different 	<ul style="list-style-type: none"> • Well visual and graphic resources, the use of infographics, mind maps, graphic organizers, the use of videos, podcast with this topic. Maybe other platforms like Padlet, this this collaborative apps that we can use so that everybody shares and have access to the information that they post like Padlet, like puzzle or also where we can we work with videos, and at the same time, they can have

countries. So, another methodology could be unlike storytelling maybe right where they can uh talk about talk about short stories about different cultures about their customs. So maybe those could be some examples of different methodologies that can be used.

- Well, this is a general question. It comes to the methodology that every teacher every teacher uses. For example, one primary methodology is that the face-to-face conversation, I need my own vocabulary. I bring my own vocabulary. For example, if I have a listening and speaking class, I bring some pictures so they can describe the pictures. Of course, in a previous class, I um I show them how to describe things, where they need to start in order to describe different things. And also, I asked them to talk about their town, where they coming from. I ask them to talk honestly about their family's background

quizzes about maybe a cultural celebration, maybe about vocabulary related to culture to culture, anything that can be showed through technology, right? all the different apps where they can work in infographics or presentations in Canva where they can develop a creativity, this these types of resources are useful.

- Nice questions. I have I have quite a few. First of all, in order to assign deduct to resources something that I that I always encourage is never to spend money. Okay, never to spend money because nowadays everything is in Google. So, what I what I do with my students is that I do the research. I find the links, I find the books and I share with my students and I share that I provide the links and what I recommended is the practice with these books. Practice with these particular exercises. I have many links for example I do have a link that
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because that is what that support and that motivation is what is what they going to keep them growing and finally um reach a graduation point. Okay. In this case, in this case this vocabulary depends on of the level of every student, right? Absolutely. Because remember we have eight different um levels in our institution. So, the vocabulary that is used is according to the level and the semester they we are working on. But the vocabulary is also part of them, their town's vocabulary, part of them everyday activities and that is what is cultural awareness.

- I always try to use content- based instruction adapting thematic units focus on culture topics, such us festivals, traditions or global resources. I give to my students authentic material that support their learning, including short articles, videos, and stories, that expose cultural content and vocabulary.

is that it says question of the day for example. Question of the day is what deductive resource that is free is in the market and students can practice not only reading and comprehension but also grammar. Okay. So, in order to answer the question is that nowadays with so much material that is out there why spend money? And the last one, do you implement professional development for future teachers to feel better at addressing cultural awareness in different classroom environments? Why? Very important question. Very important question because in we among teachers, among professionals and also you students that are going to be professionals in a very short time we need to start thinking that the students that we have they need our support I and they need to believe that we teachers are at the same level. That's number one. Number two is that nobody's from out of town. Nobody's

Also, I design tasks like matching vocabulary, groups discussions, and cultural comparisons. This method allows me and my students expand our knowledge about English language.

- First off, teachers have to transform the classroom into a safe, empathetic and supportive environment. Then, we can implement role playing and storytelling activities to make the class relaxed and engaged.
- I apply communicative and task-based methodologies, where vocabulary is taught in real context. For example, I use thematic units related to festivals, food, or traditions, and students learn specific vocabulary naturally while discussing or creating cultural projects. Visual aids, realia, and videos from different cultures also help them internalize new terms effectively.

from out of the country. Everybody is pretty much from here. So, something that I always repeat my students is that if I was able to learn English, why don't you? Okay, that is something that I remember. So new teachers and in my meetings among teachers I always encourage students. I always encourage teachers to talk to the students and let them know that we are here to um as teachers but also as friends.

- I would recommend visual aids, hands on activities (kinesthetic) and music to make learning English easier and fun, teachers can use platforms such as: Kahoot, Wordwall, etc.
 - As a teacher, my recommendation is using a vary of didactic resources that reflect different learning styles keeping to students actively engaged. I always use visual aids, posters, infographics, multimedia
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tools, videos and songs according to the topic taught.

- I recommend using varied and interactive resources, such as: Digital tools (Kahoot, Quizizz, Wordwall), videos and short films, songs and podcasts, flashcards and visual materials, project presentations and role plays. These resources appeal to different learning styles and keep students active, motivated, and curious.

Note: Didactic resources.