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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

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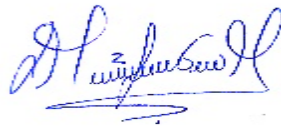
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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
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CARRERA DE IDIOMAS**

**TITLE OF THE RESEARCH WORK: “The English Sociocultural Influence on Teaching-Learning English as a Foreign Language, the case of Décimo Año de Educación General Básica “A” at Unidad Educativa Camilo Gallegos Toledo in Riobamba city, Chimborazo Province, in the academic period September 2021-February 2022”**

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## **DEDICATORY**

The present research is dedicated to my parents, siblings, husband, and my son, who have been a support in my personal and professional life and they always help me to accomplish my dreams and goals. Therefore, they and I are proud of who I am.

Lizbeth Magaly Guaman Jaya

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## RESUMEN

Esta investigación está enfocada en el estudio de los factores socioculturales del idioma Inglés dentro del aula tiene y su importancia en el proceso de enseñanza aprendizaje. A través de esta estrategia, los estudiantes conocen los rasgos culturales en los que se ve involucrado el idioma inglés. Previamente en la Unidad Educativa Camilo Gallegos Toledo, se desarrolló un estudio que determinó que la enseñanza de los factores socioculturales se enfoca de manera parcial en los libros de Gobierno. El docente tiene que adaptar y utilizar actividades interactivas para motivar a los estudiantes y captar su atención. El uso del lenguaje nativo de los estudiantes les ayuda a desarrollar su conocimiento sobre los factores culturales del idioma inglés, mejorando sus habilidades comunicativas. Así, los estudiantes identifican y analizan los factores culturales que el docente explica en el aula de clases y comprenden que el lenguaje y la cultura están relacionados entre sí. Esta investigación analiza la influencia de los factores socioculturales en la enseñanza aprendizaje del idioma Inglés como Lengua Extranjera. Por lo tanto, en la investigación se aplica un enfoque cualitativo y una modalidad de investigación descriptiva. Las técnicas de recolección de datos e información fueron: la entrevista, encuesta y observación las cuales se aplicaron con sus correspondientes instrumentos: entrevista etnográfica, cuestionario y guía de observación. La población considerada para la investigación estuvo compuesta por 33 estudiantes y un docente de Inglés de Décimo año de Educación General Básica “A” de la Unidad Educativa Camilo Gallegos Toledo. Los resultados de esta investigación se describieron por medio de un análisis descriptivo sobre la importancia de la influencia de los factores socioculturales en la Enseñanza-Aprendizaje del Inglés como Lengua Extranjera.

**Palabras clave:** lengua extranjera, factores socioculturales, investigación cualitativa, adquisición del lenguaje.

## ABSTRACT

This research is focused on the study of English sociocultural factors in the classroom, and its importance in the teaching-learning process. Through this strategy, students know about the cultural facts in which the English language is involved. Previously, a study had been developed at Unidad Educativa Camilo Gallegos Toledo, and it determined that the teaching of sociocultural factors is partially focused on government books. The teacher has to adapt and to use interactive activities to motivate students and catch their attention. The usage of the students' native language helps them to develop their knowledge about the English sociocultural factors, improving their communicative skills. Thus, students identify and analyze the cultural aspects that the teacher explains in the class, and they understand that language and culture are related. This research analyzes the influence of sociocultural aspects in the teaching-learning English as a Foreign Language. Therefore, in this investigation, a qualitative approach and a descriptive research modality were applied. The techniques for collecting data and information were: interview, survey, and observation which were applied with their corresponding instruments as the ethnographic interview, survey, and observation guide. The population were composed by 33 students and an English teacher of Décimo año de Educación General Básica “A” at Unidad Educativa Camilo Gallegos Toledo. The results of this research were described through a descriptive analysis of the importance of the influence of sociocultural factors on Teaching-Learning English as a Foreign Language.

**Keywords:** foreign language, sociocultural factors, qualitative research, language acquisition.

Reviewed by:



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## CHAPTER I

### 1. INTRODUCTION

English has been considered the most widely used language in the world; so many educational institutions integrated it into the curriculum. The Ministry of Education has included English as a compulsory subject. This foreign language is related to western culture; in this way, students have challenges to accomplish in the teaching and learning process. For instance, Ecuador is considered a multicultural and multinational country, in which each culture has different mother tongues, that is why English is not used in the daily life of the student and the environment in which the student develops his activities. Robles (2017) claims that the process of teaching and learning English as a foreign language usually takes place inside the classroom where different kinds of activities are developed. It should be noted that this process occurs mainly in educational institutions.

In this regard, students do not have the opportunity to learn the language efficiently because they only practice it in the classroom, it means that the students do not learn English and its culture, so on certain occasions, students may not be able to communicate their thoughts, opinions and ideas since they are not exposed with real activities that help them to practice the language and outside the classroom the possibilities are reduced.

Considering this aspect, it has been interpreted that cultural influence is a determining aspect in learning a foreign language since the context where students develop the main process have an opportunity for expressing through cultural aspects, music, and sports which stimulate student motivation and learning a foreign language.

For this reason, this research looks for identify from the perspective of the students socio-cultural aspects of the foreign culture have motivated them to learn English. It helps to establish which of these factors can be strengthened in the educational context to improve the English learning levels using sociocultural factors like: music, sports, traditions, and customs, which so necessary for the appropriation of another language and that in many cases the teacher does not reinforce within the daily planning.

## 1.1. PROBLEM STATEMENT

Culture is an important part of society. This aspect had been closely related with language. Thus, it is important that students who are learning English, as a foreign language should immerse in activities that promote sociocultural settings. Furthermore, there has been an emphasis on a reconsideration of the culture's role in the English classroom. Language is an important symbol of English culture (Hernández Castro & Samacá Bohórquez, 2006).

By the time, different strategies, methods and techniques for teaching and learning English as a foreign language have changed. Therefore, teachers have to adapt to those strategies in some cases, but the results are not the expected ones. The education system is different, some important English cultural aspects are not considered at the moment to teach this subject. People have to notice that the perception of the world is marked by the language and therefore, for the culture. So cultural aspects of a language are fundamental and must be integrated into the teaching a foreign language, so that the cultural heritage has a large part of society. Thus, the learning of sociocultural English factors is the central factor of language acquisition (Sagredo , 2007).

Some studies developed in our country had shown the National Government had attempted to foster a new structure in the teaching of the English language. The last changes implemented are relatively new. Lesson plans had been evaluated based on the learning results. Despite this, the system has been used to train teachers to improve language learning using cultural aspects is undoubtedly a great advance and can be useful in improving the process of teaching English (Peña Ledesma , 2019).

English culture investigations determine the impact of teachers' and students' participation in all classroom activities that involve sociocultural factors related to English language, mastering a language not only consists in learning grammatical rules but also developing the capacity to use the language in context, it means that learning another language also implies learning more about culture (Ruiz, 2018).

The facts before mentioned could be evidenced in the Décimo "A" at Unidad Educativa the Camilo Gallegos Toledo. For example, in classrooms there are not cultural elements to support the teaching-learning process and teachers use the traditional way to teach.

In this context, the objective is to observe how students use the history and culture of the society in which English language is spoken, and increase the learners' desire to learn the English language and, finally, if English sociocultural factors promote understanding this language.

## **1.2. PROBLEM FORMULATION**

How is the English sociocultural influence on teaching-learning English as a foreign language, in Décimo Año de Educación General Básica "A" at Unidad Educativa Camilo Gallegos Toledo in Riobamba city, Chimborazo Province, in the academic period September 2021- February 2022?

## **1.3. JUSTIFICATION**

Nobody questions the effect of using the cultural element to study a new foreign language. The study of a language is inseparable from its cultural context because it understands and encompasses all of reality. People have reasons to learn another language some of these are the sociocultural factors of the foreign language so they have the opportunity to learn more about the English culture. The foreign language allows students to provide communication skills using the written and spoken language by summarizing and restating what students listen in their own words in order to confirm their comprehension. So, it opens the way for them to understand other ways of life (Manga, 2008).

It is people's responsibility to eliminate some prejudices that exist about each culture and to collaborate in the acceptance and positive assessment of sociocultural features. Likewise, educators must teach characteristics of the other culture, and try to get students to reflect critically on the foreign language and culture that they are learning. As teachers of foreign language must notice that successful communication is not enough just to recognize the words, but rather it is the understanding of the cultural context. The traditional premise of culture teaches that language and cultural factors are not separable, English have not been taught only as a foreign language but also as an international language. In recent years, foreign language teaching and learning process has gotten more consideration than in the past. English teachers are conscious that second language acquisition is usually known as culture learning, and cultural factors are fundamental parts of the language ability.



Therefore, it has a relevant importance to give students' cultural learning of the English language (Baohe , 2011).

This research analyzes the importance of cultural factors in learning a foreign language. At present, competence in languages, besides knowledge of the cultural aspects have a vital importance in education. The introduction of cultural factors in the teaching learning process has a great number of advantages. In this sense, the study of the cultural elements of the English language gives people the opportunity to increase their knowledge and these sociocultural factors can be used as a teaching resource.

#### **1.4. OBJECTIVES**

##### **1.4.1 General Objective**

To know the English sociocultural influence developed on teaching-learning English as a foreign language, the case of Décimo Año de Educación General Básica "A" at Unidad Educativa Camilo Gallegos Toledo in Riobamba city, Chimborazo Province, in the academic period September 2021- February 2022.

##### **1.4.2 Specific Objectives**

- To analyze the English sociocultural factors used on teaching learning English as a foreign language.
- To describe the students' viewpoints on the teaching sociocultural aspects in the English classroom of Décimo "A" at Unidad Educativa Camilo Gallegos Toledo.
- To observe how the English sociocultural aspects of the language are used in the teaching and learning process.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1.BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

English is a universal language and it has an important meaning in the students' development. Their knowledge depends on the study of English culture. Some investigations are related to this research project. For example, in UNACH database there is a thesis titled "Analysis of the incidence of teaching English in students of Second year of High School at Unidad Educativa "San Vicente de Paul" Riobamba City, Chimborazo Province in the academic year 2016-2017" developed by Martínez Chávez Alfonso Fabian. The purpose of this paper was to describe the incidence of teaching English in students. In addition, the author identified some factors which influence the learning English process. The author noticed that English teaching has a relevant importance in learners, the English language is a subject in which teachers have to teach properly. So, the most important aspect is that students can expand their ability using different skills and methods relate to English cultural factors. Finally, the author suggested that, teachers should use extracurricular activities which help students develop their abilities outside the classroom to improve their learning ( Martínez Chávez, 2017).

Another relevant investigation titled: "The impact of culture on English language learning" is a research developed by Mohammed AbdAlla Abdalgane. In which the main purpose was to discuss the close relation between English and its culture to know the impact of cultural factors on teaching and learning process. Moreover, it clarified that for the development of English abilities is important to interact with English speakers. This research exposes that the English language's functions can be divided in 7 areas and these are used to connect and transmit cultural facts. As a result, it exposes that, the English language requires students' knowledge about its culture to use it in different contexts. It means, while students learn more cultural factors, they will improve their language abilities to have an effective learning process (Mohammed , 2020).

The English study allows people to communicate effectively, creatively and to participate in real-life situations through the language culture. The study of a foreign language provides the students' chances to learn about diverse cultural factors. So, the learning and teaching process is based on how students learn and acquire the English language. Teaching and learning a foreign language is not about repeating new information or memorizing grammatical rules or achieving a perfect pronunciation, it is about transmitting and bringing together the cultures of both, the origin and the target language. Cultural factors are fundamental in the teaching of a foreign language. It is not learned by studying only linguistic skills such as listening, reading, speaking and writing, but also by knowing its culture and society. Students need to interact with English sociocultural aspects and know them in a practical and fun way (Moeller & Catalano, 2015).

According to Naibei (2014), English anthropologist named Tylor (1871) wrote a book called *Primitive Culture* where he explains that the definition of culture is divided into 3 phases: savagery, barbarism and civilization. That is why he said that culture is united with humanity. In addition, Naibei describes in his concept of culture that: it is very important to use cultural elements to study a new language because language is inseparable from its cultural context so that people can understand the whole reality of different aspects at the time of learning.

Teaching and learning a foreign language means knowing a big part of the culture in which English is involved. Thus, the cultural environment of the language demands to link its teaching to its cultural context. For this reason, students need to know the meaning of cultural signs to prevent them from conflicting in communication (Agudelo, 2007).

The best place to start the teaching learning process is in the language class since teachers can teach both language and culture. So the role that English culture plays in learning in the foreign language process is essential. Good knowledge of this will help to cope with a large number of situations that will arise daily (Cifuentes Rojas, et al 2018).

Ballestero (2018) refers to the elements and factors of the environment that surround the school and that intervene in the teaching and learning process of the student. Teachers must know and use the English context in which their students are immersed in the classroom, previous knowledge, society, culture, and history. So, the fund refers to contacts

with English and American cultures and is one of the reasons why reflection on this fund is very important to make sense of these cultures.

## **2.2.THEORETICAL FOUNDATIONS /BASIS**

The theoretical framework is constructed with scientific information that helps the researcher to understand the main factors involved in the research: teaching and learning the English language, and its relationship in the process of sociocultural teaching.

### **2.2.1. The cultural component and the teaching English process.**

From the moment people needed to learn English as a foreign language, for cultural, social, and scientific reasons. During this time researchers have developed studies about methods, processes, or methodologies that should be implemented for their learning development (Dinamika , 2015). Thus, two methods have been identified which explain how a student learns English as a foreign language and one of them is the culture of the society where English is spoken and in which the student develops, so it is vital to determine what aspects of English culture motivate them to learn English so that these can be reinforced within the educational system.

### **2.2.2. Relationship between culture and language**

Language is a part of culture. Therefore, the words of the language, expressions, phrases, structures, grammar, phonetics, pronunciation, and writing reflect the cultural factors, in the same way, the cultural products and practices illustrate the English language. In this sense, language is a window into a culture. Therefore, the relationship between culture and language has been established since time immemorial, making room for the promotion of a global language. In addition, the influence of culture on learning English is a physical area or environment in which individuals find themselves, as well as the social historical situation in which people have been interacting. It is essential to understand as teachers and students of a foreign language that English is the language that allows students to comprehend the culture. Thus, when people can assimilate the language or be in contact with the culture, they have direct access to recognize beliefs, values and other practices. In this way, language and culture factors have been learned together. People communicate through cultural factors which help to understand the English culture that improve the

quality of communication process into a cultural background. People in the society need to interact to understand the cultural aspects of the English language (Elmes, 2013).

### **2.2.3. The language as a cultural aspect**

There are as many cultures as there are places in the world and all of them have been created by man. The goal of its creation is to define ourselves, that is, each culture is the reflection of those who live it. Culture is not invented, it arises and it is changing, just like people. When people are born, they are not allowed to choose one, it is simply the one that touches them, it is the one that their family transmits, and the society in this way, language becomes a fundamental aspect of culture since without it people would lose a great cultural heritage. In the past, the spoken language was the only way to transmit the customs and traditions of each person. These sociocultural aspects are transferred from families to their kids. Because of this, many cultures have been lost. Now that people have the world readily available and can get to know all cultures, the only barrier that remains is language. Language enriches every culture and allows people to say some things that are not possible in other languages (Villapampa, 2017).

### **2.2.4. The usage of the English culture in the teaching of the English language.**

The usage of a foreign language is based on several factors, one of them is knowledge of the cultural and historical factors of the language. These factors are fundamental advances of science since knowledge of the culture and history of a language are necessary to know the formation, evolution, and modern features of English language. Mastery of foreign languages is a great element for personal enrichment, as it opens the door to new knowledge. Language learning provides linguistic abilities which help to increase cognitive abilities. Thus, it improves the students' knowledge about the foreign language developing communication skills. Moreover, there are many advantages for learning and teaching a foreign language. At educational institutions, culture is necessary and useful as it facilitates connection and communication with people who do not speak the same language (García, et al 2018).

### **2.2.5. Technology as a teaching resource to teach culture in the classroom**

Nowadays the didactic resources are several and specific. This is due to the presence of ICTS, which facilitate the learning process of students, showing the knowledge they must learn in an interactive way. Thanks to tools and technologies, subjects such as English Language and other subjects have changed and innovated their methodology to bring new opportunities to students and teachers. Nowadays, higher education institutions, which focus on modernity, internationalization have chosen technologies as an advantage. So, the main aim is to improve quality in the teaching learning process using ICTS. For example, the curricular adaptations adopted by universities provide students meaningful education based on autonomous learning. It had been accomplished with the usage of different methodological practices, innovation, initiatives, and projects which are developed in classes. Digital technologies help teachers should learn how to use ICTS, so that they can use it in the teaching learning process (Arruda, et al 2017). Aspects that were not previously taken into account in the teaching of a language, would now be essential for them. The socio-cultural aspect has acquired some importance in education and for it to function well, a series of teaching resources are needed to help and facilitate understanding. From the content written in some research projects, they are necessary for the student to interact with the culture of the language they are learning ( Tejada Cerda & Niebles Gutiérrez, 2016).

### **2.2.6. English teaching and cultural dialogue.**

This century is marked by the profound socio-economic change that has been facilitated by the development of the media and transport. People from the most remote places on the planet interact in various ways, resulting in a cultural dialogue. The education system must investigate ways or techniques to access them. English classes help the incorporation of access to information, as well as reflection on cultural interaction. Thus, the usage of content and materials from different places into the classroom facilitate the English learning and its culture (Arana Ruiz, 2013).

### **2.2.7. Cultural notion in the teaching learning English as a foreign language.**

According to Soran (2017) English culture has become the object of research studies in different fields such as sociology, anthropology, and linguistics and it is bounded up with issues of identity of the English culture. It means people need to incorporate cultural factors

in language lessons that focus on English culture. Thus, it is important that students know all about the subject that they are learning. The universal world has been determined by language and culture. Therefore, it is essential to take into account the intellectual aspects, as well as the structure and factors of English culture. If teachers limit the definition of the term culture in classrooms, students do not know the real meaning about it. It is clear that learning a new language implies learning relevant sociocultural aspects of that culture.

#### **2.2.8. Teachers' perceptions of teaching English culture in the classroom.**

The author Rets (2016) mentions that to be able to use a foreign language in English learning effectively, it is necessary to analyze its sociocultural aspects and conceptual features. Researchers that debate and analyze the teaching and learning culture agree that sociocultural aspects will develop a positive attitude towards other cultures. Cultural learning helps learners improve their knowledge and it allows them to have a cultural awareness which is essential to English learners. Students need to develop their capacities and skills to improve their knowledge about English culture.

When learners know cultural features the communication with other people will be easier and comfortable. Once people learn aspects of foreign culture, the learners will be engaged in the communicative interaction with people of English culture. Culture is a vital factor to study, and learners that benefit from culture teaching interact positively in English classrooms with foreign people using language (Cândido Batista, 2018).

Teachers perceive the teaching of culture as the transmission of information on customs and aspects of daily life. Language and culture are inseparable. Some English teachers mention that there is a relationship between language and cultural components of the foreign language that they are teaching. Therefore, it is necessary to have the correct distribution of time to teach and learn English and its cultural aspects. This indicates that teachers have a pragmatic view of the teaching culture. The role of the teacher is not only to transmit linguistic information to students. English learning is the study of the linguistics systems and language culture which help to familiarize learners with English sociocultural factors. Teachers try to adopt the language and culture teaching in their classes integrating elements related to English culture. The usage of innovative methods, methodologies, and an atmosphere motivate learners and facilitate the inclusion of the term culture in the teaching-learning process (Yeşil & Demiröz, 2017).

These are some arguments of researchers that have explored these issues, and there is a relation with this investigation.

### **2.2.9. The culture teaching in a foreign language classroom.**

As people have already seen, there is a clear relationship between cultural factors and language. Cultural knowledge is essential to understanding the different nations, customs, cultures and societies in the world. As people all know, the learning of foreign languages has changed a great deal in recent years. Since the beginning of the 20th century, new methods and models for teaching foreign languages have been implemented. However, not all learning methods have the same intention, as each of them focuses on developing different skills in learning a foreign language. In addition, there is no perfect method for teaching foreign languages, so each method is adapted according to changes and interactions with other cultures and other people (Barquin Rey, 2013).

### **2.2.10. Culture and ICT as a didactic resource to learn English**

Information and Communication Technology (ICT), makes learning English very productive, not only for teaching the English language but for teaching and learning process in principles and culture. Teachers tend to propose the enforcement of new methodologies and strategies in the classroom which could help students to learn effectively and efficiently a foreign language. The adapted usage of different resources, methodologies and the context, facilitate linguistic competence in all its extension, to speak, write, read and listen. Teachers have to analyze the English culture and ICT, as a motivated and attractive didactic resource in the teaching of the English language. It uses important elements of English culture in the teaching learning process (Rivera Barreto, 2018).



## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1. RESEARCH APPROACH

This research is focused on the interpretative model. This research explained the importance of the influence of English culture in the teaching-learning process to know and understand it in the classroom. So, this model helped to have real interaction between the English knowledge through teaching learning English culture factors by students Décimo Año de Educación General Básica "A" at Unidad Educativa Camilo Gallegos Toledo

This research design was qualitative. It was focused on analyzing the form and contents that emerged from the object of study (teacher and students). Also, this investigation helped to explain some good reasons to include the usage of English culture in the teaching learning process. This information had been useful to analyze if teachers teach part of the English culture in the classroom (Aguirre, 2016, p. 4).

#### 3.2. RESEARCH MODALITY

**Descriptive research.** – It is the analysis, and explanation of the present actions. The emphasis is on the group of people, students, activities, and things, that are carried out in the present. In another aspect, it should be appreciated that this concept refers to the use or selection of groups, which is common when the study is carried out in different areas where the phenomenon is evaluated in its context (Tamayo, 2016).

#### 3.3. RESEARCH LEVEL

**Ethnographic method.** It is a qualitative research method used for describing and interpreting the culture of various human groups or communities. The ethnographic methodology gives importance to observation as its source for collecting information and data. It aims to be able to decipher behaviors in terms of its system of values, experiences, and beliefs, of the observed culture, and capture the gaze from the social subjects themselves. It helps to acquire relevant information in the context in which this happens. Most of the time it is used in the educational field as it is more appropriate. In addition, it

helps to explore the problem directly and naturally to access the real information and understand the problem (Mohajan, 2018).

### **3.4. POPULATION**

**Population:** The proposed research was developed at Unidad Educativa Camilo Gallegos Toledo located in the city of Riobamba, province of Chimborazo with 33 students and 1 teacher of Décimo Año de Educación General Básica "A". Therefore, the population was small, so it was not necessary to take a sample. Therefore, the study had considered the entire population, in this case all students in this classroom.

### **3.5. SAMPLE SIZE:**

The population was small and it was not necessary to use a sample.

### **3.6. DATA COLLECTION TECHNIQUES AND INSTRUMENTS**

#### **TECHNIQUES:**

##### **Direct observation**

Observation is a technique to describe the behavior of study participants; it has been used for collecting information and data that are relevant during this process. It is also known as a participatory study since the researcher has to link with the participant and for this; he has to participate in the same scenario (Zurita, 2020).

In this study, the observation technique had been used. It allowed the researcher to observe how the teacher of Décimo Año de Educación General Básica "A" at Unidad Educativa Camilo Gallegos Toledo developed the English class, the researcher observed how the teacher included English sociocultural aspects in lesson plans and which of them used and applied with frequency.

##### **Interview**

The interview is a qualitative research technique that refers to the execution of individual interviews with a person or a small group of people to explore and learn their perspectives on a particular idea, situation, or problem. An interview is a research

method during which a researcher asks one person questions about a topic investigated to collect data. The interview is described as a form of investigation where the researcher seeks to know more information by people's opinions or experiences in an interactive process to important data collection and factors (Adhabi & Anozie, 2017).

This technique had been applied to obtain information from the English teacher criteria of Décimo Año de Educación General Básica "A" at Unidad Educativa Camilo Gallegos Toledo about how he implemented the English cultural factors on each lesson plan.

### **Survey**

A survey aims to make an analysis about a population examining a sample from that population. Its aim is to make observations. It was used to answer questions that have been raised about a previously established problem, which helped assess and describe the factors investigated. A population is the group of people in which the researcher is interested and it is used to investigate, the population might include children, students in a class, and people who share the same nationality, background, or cultural factors. It is commonly conducted using some questionnaires which help researchers to access relevant data which can be analyzed by even very inexperienced researchers ( Young, 2015).

This technique was applied to obtain information from the viewpoints of students of Décimo Año de Educación General Básica "A" at Unidad Educativa Camilo Gallegos Toledo about socio-cultural factors in English classes.

### **INSTRUMENTS**

**The observation guide.** - It provides the researcher a relevant and understandable information of how the class is developed. Observations help the researcher to identify how people interact in a determinate place to answer the research questions. It is used in circumstances where a researcher wants to observe a group to which they do not belong without altering the behavior of the group because of their involvement and the observer must immerse themselves in the class. An observation guide is a tool used to collect relevant and important information about people, processes, and culture factors to include components that contribute to the achievement of the main aim. So, observation is used to

collect facts about people, processes, and cultures by researchers in their environment in this case (Kawulich, 2012).

### **3.7. TECHNIQUES' ANALYSIS AND INTERPRETATION OF THE INFORMATION.**

Information categorizing is the way to organize and classify the information into different factors or aspects. Information categorizing of qualitative data allowed to divide and group information according to the similarities of individuals' answers. In addition, it permitted to examine and identify relevant information. Based on the data collection obtained by interviews, surveys and observational data, researcher can classify the necessary information, and then, it had been described and summarized making critical analysis ( Lacey & Luff, 2009).

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### TEACHER'S INTERVIEW RESULTS

This was data collected through Qualitative Analysis. This interview was applied face to face to the English teacher. It was used to interpret the teacher's points of views and analyze the socio-cultural factors which were used in the teaching-learning process into the English classroom focused on the first objective of the research.

#### Objective N.- 1

To analyze the different English sociocultural factors used on teaching learning English as a foreign language.

**Table 1.** *According to your criteria, is it necessary to teach the culture of societies where the English language is spoken?*

<b>CATEGORY</b>	<b>SUBCATEGORIES</b>	<b>ENGLISH TEACHER ANSWERS</b> <b>KEY WORDS</b>
Culture of English societies	Importance of teaching English culture	Culture is an important fact to learn.

*Done by: Lizbeth Guaman*

#### Analysis

Teacher said, "I think that the culture is very important that our students know and learn it".

According to the teacher's answer, it is essential that students learn and know the English culture. Therefore, they can relate different festivities like Halloween, it is practiced in Ecuador and its origin is from English culture. The writer Tran (2019) mentions that, culture is considered a fifth language skill because it is a key to learn a foreign language. In

addition, teaching and learning culture play an important role in the English classroom. People have to take into account that there are resources and tools that teachers can use to incorporate cultural factors into English language classrooms.

**Table 2.** *Do you think that the didactic resource as English sociocultural facts that you use as a tool for teaching English, stimulate the learning of your students? Why?*

<b>CATEGORY</b>	<b>SUBCATEGORIES</b>	<b>ENGLISH TEACHER ANSWERS</b>  <b>KEY WORDS</b>
Didactic resources	Didactic resources for teaching English	Digital modules in virtual classrooms are not efficient.  The government book is a didactic tool that all students have.

*Done by: Lizbeth Guaman*

### **Analysis**

Teacher said, “I think that the usage of digital modules is not so good because the majority of students do not have a printer for getting sheets, however the government book is an important didactic tool that all students have”

The usage of didactic resources as English sociocultural facts are important, so that it attracts the students’ attention. However, students do not have digital material to print and it is difficult for teacher, to work with all of them. The usage of flashcards, photos, technological devices, online activities, readings, songs, in addition to the government books make the classes more interesting and they can improve and assimilate the content of the books. On the other hand, students can relate their previous knowledge with their daily learning to improve their comprehension. Therefore, the teacher tries to make the best usage

of the textbooks to transmit the knowledge about the English subject (Jimenez Gaona & Peñaloza Apolo, 2011).

**Table 3.** *What are the reasons that you would consider socio-cultural resources as a dynamic tool for students?*

<b>CATEGORY</b>	<b>SUBCATEGORIES</b>	<b>TEACHER ANSWER</b> <b>KEY WORDS</b>
Socio-cultural resources as a dynamic tool	Reasons about sociocultural resources as a tool to teach English	Knowledge development. Students' engagement Improve students' English skills

*Done by: Lizbeth Guaman*

### **Analysis**

Teacher said, “There are lot of reasons to use sociocultural resources as a didactic tool for example it helps to the students’ development and students’ engagement which improve the students’ abilities and skills”

One of the most important aspects to learn English as foreign language is to explain the sociocultural factors that this language possesses such as its origin, history, social context, music, sports and festivities. Therefore, students will have critical points to develop their awareness about English culture, so that it is important to know the real meaning of culture. In addition, teacher has to adapt activities to provide students communicative

opportunities and understand the learning facts about the culture that they are studying ( Arshavskaya, 2020).

**Table 4.** *Do you think students have their cultural motivations for learning English?*

<b>CATEGORIES</b>	<b>SUBCATEGORIES</b>	<b>TEACHER ANSWER KEY WORDS</b>
Students 'cultural motivations for learning English	Cultural Motivation	According to the topic.

*Done by: Lizbeth Guaman*

### **Analysis**

Teacher said, “Students have cultural motivations depending on the topic.”

According to the teacher’s answer, the student’s motivation depends on the theme that they will talk. For example, they are interested in some topics like Christmas and Halloween. Teacher has to notice that students have to be motivated frequently using different strategies to catch the students’ attention. It permits the students to talk about something that they like about the English culture. The role of learning motivation in the acquisition of English language helps students to work in an autonomous way. Teacher has to work on the students’ weaknesses and strengths, these guide and help them to identify the factors of the foreign culture (Saheb, 2015).

**Table 5.** *If the answer above is affirmative, what would be those motivations?*

<b>CATEGORY</b>	<b>SUBCATEGORIES</b>	<b>TEACHER ANSWER KEY WORDS</b>
Cultural motivations	Motivation	Motivational topics to learn.

*Done by: Lizbeth Guaman*



## Analysis

Teacher said, “Students like to learn about interesting topics like: Halloween and Christmas.”

In the classroom, students need a reason to learn another language. Teacher mentioned that they are motivated when they talk about topics they like as Halloween and Christmas. Learning motivations refers to the desire and willingness to learn English as a foreign language. The author Saheb (2015) mentions that there are intrinsic and extrinsic motivation. The first means that it is directly joined to the students’ desires and gratification when they perform an activity. On the other hand, extrinsic motivation is related to external factors, which are related to rewards or threats. So, in a classroom environment the teacher has to maintain the students’ interest involving cultural aspects of English.

**Table 6.** *What method do you use as a teacher to teach English as a foreign language?*

<b>CATEGORY</b>	<b>SUBCATEGORIES</b>	<b>TEACHER ANSWER</b> <b>KEY WORDS</b>
Methods to teach English as a foreign language.	Methods	Interactive activities Worksheets Audios Role plays Reading

*Done by: Lizbeth Guaman*

## Analysis

Teacher said, “I use different activities and try to engage students with interactive activities like: worksheets, audios, readings and some role plays.”

According to the teacher's answer, for teaching English as a foreign language she has to use interactive activities to engage students. In the English teaching learning process, there are a variety of methods, approaches and techniques. The author Sultan Shaikh (2013) considers to teach and learn English is a great challenge so that there are methods that educators can use such as: The Grammar-Translation Method, the Communicative Approach and the Participatory Approach, which bring out the desire to improve their grammar, vocabulary, fluency and pronunciation. Thus, the usage of different methods and techniques help students to understand more clearly, then they can participate in the learning process more actively.

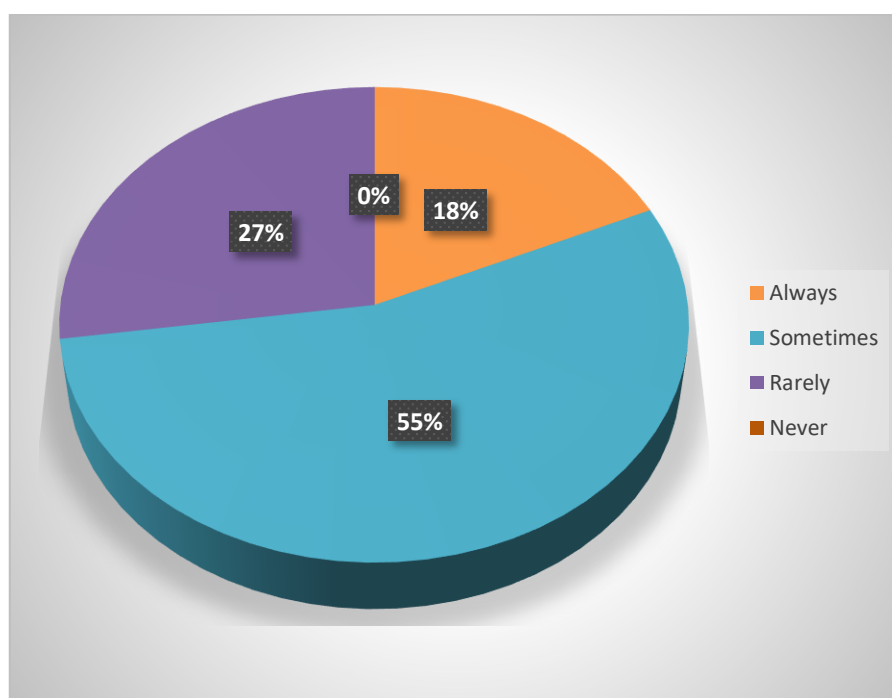
### **STUDENTS' ANSWERS ANALYSIS**

It was a survey applied to students in the classroom of Décimo Año de Educación General Básica "A" at Unidad Educativa Camilo Gallegos Toledo. The data collected in this part is numerical because it allowed to determine exact statistics about the students' answers. This kind of analysis was used since there are 33 students surveyed. It was useful to analyze and interpret the statistics of the students' responses.

#### **Objective N.- 2**

To describe the students' viewpoints on the teaching of sociocultural aspects in the English classroom of Décimo "A" at Unidad Educativa Camilo Gallegos Toledo.

**Figure 1.** *How often does your teacher include socio-cultural aspects in their English classes?*



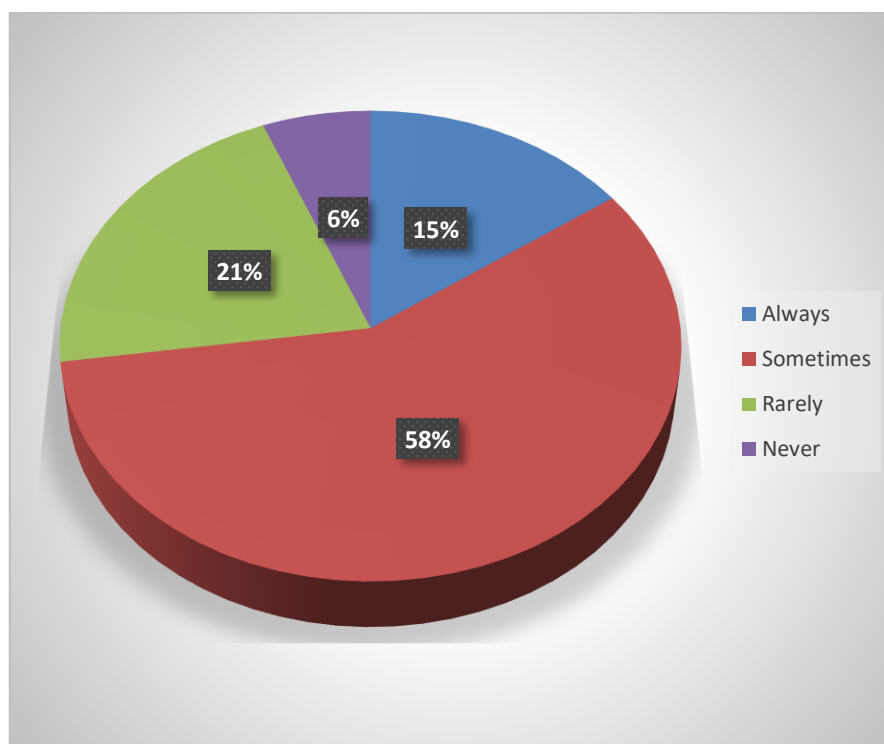
*Done by: Lizbeth Guaman*

### **Analysis**

Based on the data, it is shown that 6 students said that the teacher always includes sociocultural aspects in their English classes which represents 18%. 18 students mentioned that the teacher sometimes includes sociocultural aspects in their English classes which represents 55%. 9 students said that the teacher rarely includes sociocultural aspects in their English classes, which represents 27%.

According to the students' answers, a huge percentage of them mentioned that the teacher sometimes teaches sociocultural aspects in their English classes. As Aldawood & Almeshari (2019) defines the learning culture is important to accomplish a successful English learning. It means that culture and language are related simultaneously, so these cannot be separated. Language exists when it is immersed in its culture and culture exists when it is focused in its language. Thus, in English classrooms, teachers have the responsibility that the students acquire the foreign language with cultural background.

**Figure 2.** *How often do you study the cultural aspects of the foreign language?*



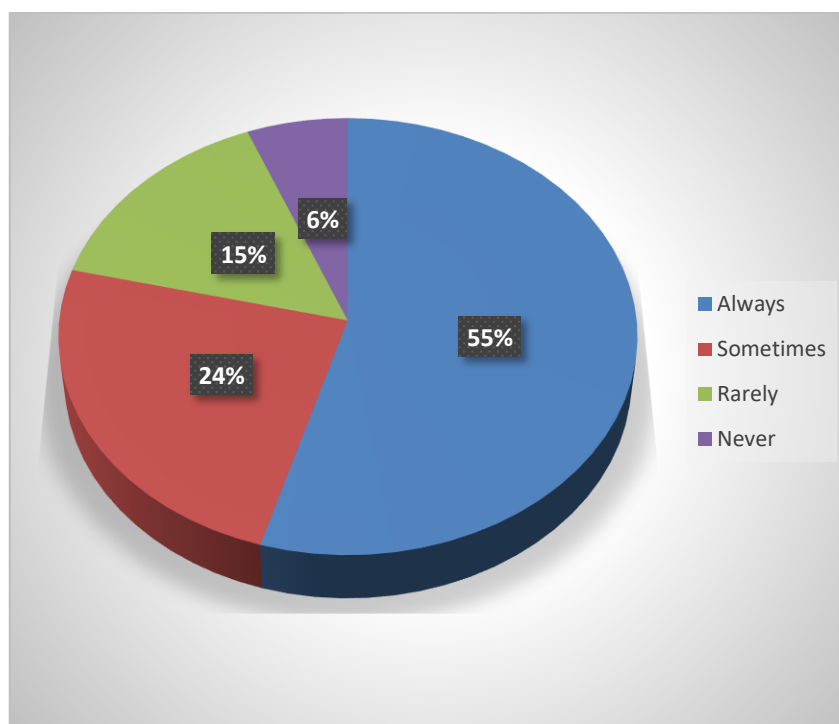
*Done by: Lizbeth Guaman*

### **Analysis**

In the previous figure, it can be noticed that 5 students said that they always study the cultural aspects of the foreign language which represents 15%. 19 students mentioned that they sometimes study the cultural aspects of the foreign language, it represents 58%. 7 students replied that they rarely study the cultural aspects of the foreign language which represents 21%. And, the last 2 students said that they never study the cultural aspects of the foreign language which represents

Most of the students mentioned that they sometimes study the cultural aspects of the foreign language because in the government book there are topics that are not related with English culture. Ecuadorian English teachers should help students understand and use the English language using the appropriate learning strategies, methods and activities to relate their native and foreign culture. So, Teacher can help students to improve their English skills and they will use it as a universal language (Cifuentes Rojas, et al 2019) .

**Figure 3.** *How often does your teacher use cultural aspects when teaching grammar?*



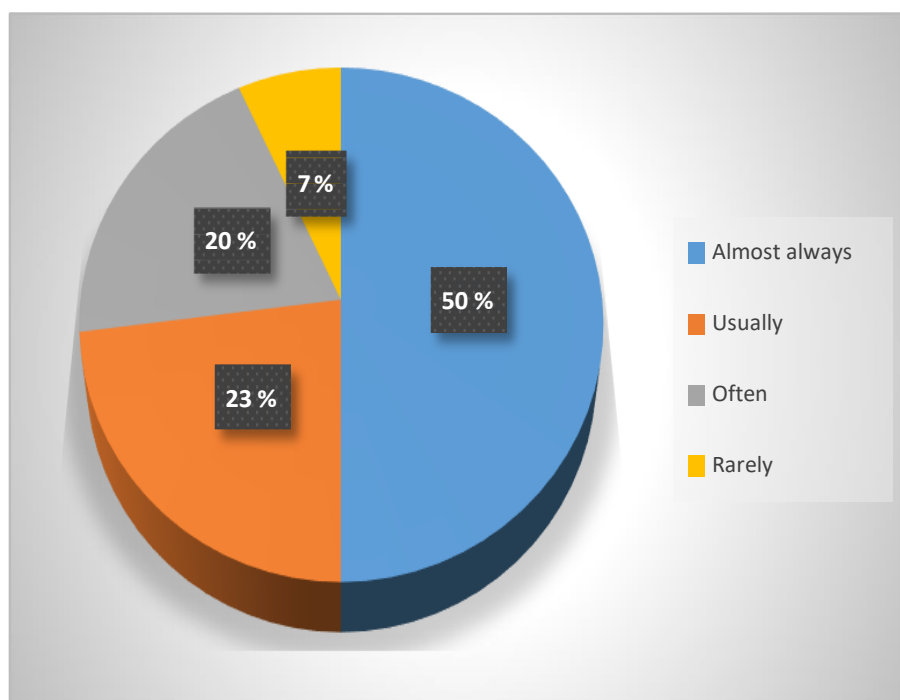
*Done by: Lizbeth Guaman*

### **Analysis**

Based on the figure 3, it is shown that 18 students said that the teacher always uses cultural aspects when teaching grammar which represents 55%. 8 students answered that the teacher sometimes uses cultural aspects when teaching grammar, it represents 24%. 5 students replied that the teacher rarely uses cultural aspects when teaching grammar which represents 15%. And, 2 students said that the teacher never uses cultural aspects when teaching grammar, which represents 6%.

Combining grammatical and cultural features is difficult. This integration improves students' understanding of how the several factors of a language are like an ability to communicate meaningfully in the target language. In this case the teacher uses English to explain the class ( Hunter , 2004).

**Figure 4.** *How often would you like to know the socio-cultural aspects of the society where the foreign language is spoken?*



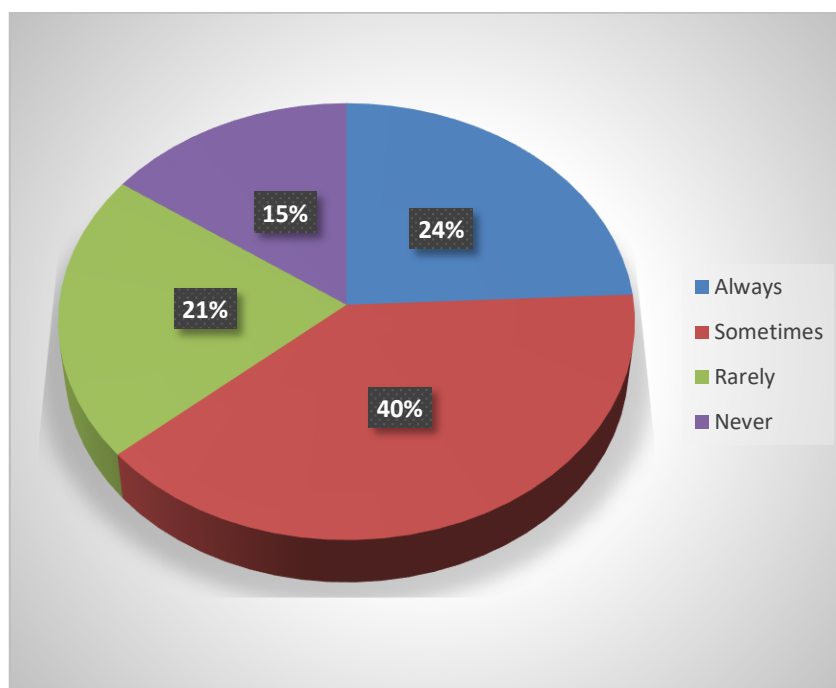
*Done by: Lizbeth Guaman*

### **Analysis**

Based on the data obtained, 19 students said that they always like to know the socio-cultural aspects of the society where the foreign language is spoken which represents 58%. 12 students answered that they sometimes like to know the socio-cultural aspects of the society where the foreign language is spoken, it represents 36%. 2 students replied that they rarely like to know the socio-cultural aspects of the society where the foreign language is spoken which represents 6%, and nobody said never.

It is one of the most important factors of motivation to start to identify some aspects of a foreign language. However, in the English book there is a lack of topics that include English sociocultural factors. Students may experience intercultural learning using their motivation and experiences. Students benefit from intercultural English learning while studying in classrooms which is beneficial for English acquisition, so students become more motivated to acquire English as a foreign language (TSAI, 2012).

**Figure 5.** *How often does your teacher master idioms or jargon about English culture?*



*Done by: Lizbeth Guaman*

### **Analysis**

Based on the figure 5, 8 students said that the teacher always masters idioms or jargon about English culture which represents 24%. 13 students answered that teacher sometimes master idioms or jargon about English culture, it represents 39%. 7 students replied that teacher rarely masters idioms or jargon about English culture which represents 21%. And 5 students answered that teacher never masters idioms or jargon about English culture, it represents 15%.

In this case, the majority of students mentioned that the teacher masters idioms or jargon about English culture. Language transfers culture. Varieties in language like idioms or jargon within culture create different points of view. English teachers should know everything related to the second culture to facilitate the teaching learning process. So, idioms do not only make the speech language productive and enriched, idioms in culture can integrate previous knowledge and new interpretations (Yağiz & Izadpanah, 2013).

## **ANALYSIS OF THE OBSERVATION GUIDE RESULTS**

This observation guide was used to interpret and analyze the results based on the observation of teaching and learning process into the English classroom of Décimo Año de Educación General Básica “A” at Unidad Educativa Camilo Gallegos Toledo. In this case, qualitative data analysis had been used as a process of obtaining relevant information that is not expressed in a numerical way.

**Objective N. - 3** To observe how the socio-cultural aspects of the language are taught in the teaching and learning process

### **1. Teacher compares some English cultural aspects with Ecuadorian culture.**

#### **Analysis**

According to the observation guide, the teacher usually compares some English cultural aspects with Ecuadorian culture. In English classes teacher engage students' attention using the comparison between both cultures. For example, in Christmas celebration, the teacher mentions activities that people do in the English culture and students have to say activities that they do in Ecuador, then teacher and students analyze and compare both cultures.

English teachers promote intercultural interaction between the foreign and native language into the classroom to satisfy needs during the students' learning process. So, teacher can improve language learners' using socio cultural aspects or both languages (Fernández-Agüero & Chancay Cedeño, 2018).

### **2. Teacher explains the historical and cultural aspects using both languages**

#### **Analysis**

According to the observation guide, it is shown that the teacher always explains the historical and cultural aspects using both languages. When teacher develops a cultural activity, she explains the class first in English then in Spanish. Thus, students can improve their cultural comprehension.



The usage of mother tongue and the foreign language make the teaching has positive effects and advantages on students' learning. So, students can perform their capacity to learn another language in an understandable way. Also teacher can encourage students to learn English using gestures while giving instructions, speaking clearly and giving a lot of examples using English and if they do not understand, teacher has the responsibility to explain the class using their native language for a better comprehension (Yadav, 2014).

### **3. Students can identify cultural factors that teacher explains**

#### **Analysis**

Based on classroom observation, it is shown that students often can identify cultural factors that the teacher explains. For example, the teacher explains the meaning of the new vocabulary or phrases about festivities, students have to use these words according to the cultural background and the theme that they are studying.

Students have to adapt to the English environment to feel safe and comfortable and teacher has to include different activities to satisfy the cultural necessities in the classroom to accomplish the teaching learning process. The development of students is closely related with culture learning, and the understanding of the sociocultural aspects depend on the integration of culture explanation in English classrooms. In this way, students are conscious of what they are learning. Thus, culture can be considered as a background in which the new knowledge is learned (Biswas, 2013).

### **4. Teacher engages students incorporating activities related to the foreign language.**

#### **Analysis**

According to the observation sheet, teacher usually engages students by incorporating activities related to the foreign language. For example, in festivities, teacher and students organize an open house to present the posters, collages or projects involving cultural factors that they developed during their English classes.

To teach English as a foreign language, the teacher includes activities like: open house, flashcards, role plays and songs about different topics such as Halloween, Christmas, sports and others. Also, teacher has to support it using other interesting activities like:

interviews with native speakers, online activities which help students to be more independent and improve their communicative skills in English language (Öztürk, 2020).

#### **5. Students reflect on what they are learning and they can identify facts about the English culture.**

##### **Analysis**

Based on the observation guide, students often reflect on what they are learning and they can identify factors about the English culture. English teacher always tries to develop different tasks for students, so that they can analyze and reflect on what they are studying. But, in some cases the teacher has to help them to notice the English sociocultural factors that they are analyzing during the class.

When teachers teach English, they have to focus on the learners to master the language, helping them to develop a good understanding of the target culture to improve their knowledge of language and culture. However, in books there are not sufficient topics related to English culture, so teachers have to adapt new topics about culture to their classes. Teacher tries to add topics about culture, history, idioms using the language in different contexts. The Cultural understanding is an important step of learning a language ( Lies & Lestari, 2010).

#### **6. The teacher uses or expresses idioms or jargon about English culture**

##### **Analysis**

Based on the observation guide, teacher rarely uses or expresses idioms including English sociocultural factors in their classes. However based on the student's survey, most students mentioned that teacher uses idioms in their English classes. To conclude, it cannot be verified in the observation class.

In the classroom teacher rarely uses idioms about English culture. Knowing idioms not only makes the knowledge productive and enriched but also helps students to learn and understand the English culture. Therefore, there is a big importance in the teaching and learning of idiomatic expressions. It helps to enhance the student's communicative ability to understand cultural factors. Moreover, idioms or expressions have to be understood and

interpreted by the learners, although it is thought that the only way to learn idiomatic expressions is by memorizing but in some cases students can remember idioms when they are connected with their literal meaning (Yağiz & Izadpanah, 2013).

## **7. Teacher explains topics based on the national curricula (book) and it includes socio-cultural aspects of the language**

### **Analysis**

Based on the observation sheet, the teacher always makes their lesson plans based on the English students' books. Thus, the teacher develops the class using topics and activities based on the national curriculum (book) and it includes some socio-cultural aspects of the foreign language.

Some authors consider that English books can be an invaluable resource in the teaching-learning process. Teachers develop the critical skills of students using themes about sociocultural factors of the government book for testing the intercultural potential of these books. In consequence, teachers have the responsibility to analyze their textbooks, and choose cultural activities with a clear learning that engages students with an intercultural reflection and not by memorization or traditional teaching. It will give students a meaningful learning (Fernández-Agüero & Chancay Cedeño, 2018).

The English sociocultural factors have a relevant role in the teaching learning process. It had been evidenced in thirty-three students' answers, the observation guide, and the teacher's responses which were used to analyze the influence of sociocultural factors and obtain results of their viewpoints based on their experiences in the English classes. Thus, this analysis shows that cultural factors are taught partially. Therefore, students and teacher had to adapt extracurricular activities to study topics related to English culture.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1.CONCLUSIONS

- In the process of learning English as a foreign language, the English sociocultural factors play an important role into the classrooms. However, this factor sometimes has not been taken into account because the English classes are based on the government book and the teacher has to adapt activities for English class. These cultural factors would be known by students.
- Language and culture are two inseparable factors of English. It means, when students are motivated to learn a foreign language, they can do different kinds of activities to know more about the English culture and what they are learning. However, in the students' book there are not enough topics about English sociocultural factors which cause the lack of motivation in students.
- This investigation identified that at Unidad Educativa "Camilo Gallegos Toledo" in Décimo año de E.G.B. "A", the learning English sociocultural factors are considered and studied but not in total way. Therefore, the teacher plays an important role to engage students with the usage of different methods and activities related with English culture based on the textbook, so that students have opportunities to understand, know and learn in an interactive way.

#### 5.2.RECOMMENDATIONS

- The English sociocultural factors should be included as a resource into the students' curricular activities. Therefore, teacher can motivate students to learn more about the English language inside and outside the classroom.
- English sociocultural factors should be taught with more frequency. Students must know important aspects of English language. It can be learned by the usage of different methods and activities for improving the students' development, skills and communicative abilities.
- The usage of interactive activities related with English culture like role plays, readings, writings, collages, posters, interviews to English native speakers, online activities, games, songs and projects should be included in students' tasks. These

kind of activities play an important role to improve the students' understanding and English learning.

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## ANEXXES

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y**  
**TECNOLOGÍAS**  
**CARRERA DE IDIOMAS**

### INTERVIEW

**Description:** The instrument developed by the theoretical background on the problem to be investigated consists in 6 questions that follow the specific objectives set for the research.

**Objective:** To analyze the different English sociocultural factors used on teaching learning English as a foreign language.

**Instruction:** Answer the following questions at your discretion.

#### Questions

1. **According to your criteria, is it necessary to teach the culture of societies where the English language is spoken?**

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2. **Do you think that the didactic resource as English sociocultural facts that you use as a tool for teaching English, stimulate the learning of your students?**

Why? \_\_\_\_\_

3. **What are the reasons that you would consider socio-cultural resources as a dynamic tool with students?**

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4. **Do you think students have their cultural motivations for learning English?**

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5. **If the answer above is affirmative, what would be those motivations?**

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6. **What method do you use as a teacher to teach English as a foreign language?**

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**SURVEY**

**Description:** The instrument was developed by the Theoretical Framework. It consists of 5 questions that depend on the specific objectives set for the research.

**Objective:** To describe the students' viewpoints on the teaching sociocultural aspects in the English classroom of Décimo "A" at Unidad Educativa Camilo Gallegos Toledo.

**Instruction:** Answer the following questions at your discretion.

**Questions**

1. **How often does your teacher include socio-cultural aspects in their English classes?**

Always  sometimes  rarely  never

2. **How often do you study the cultural aspects of the foreign language?**

Always  sometimes  rarely  never

3. **How often does your teacher use cultural aspects when teaching grammar?**

Always  sometimes  rarely  never

4. **How often would you like to know the socio-cultural aspects of the society where the foreign language is spoken?**

Always  sometimes  rarely  never

5. **How often does your teacher master idioms or jargon about English culture?**

Always  sometimes  rarely  never



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**OBSERVATION GUIDE**

**Description:** The instrument was developed in accordance with the Theoretical Framework. It is composed of 7 indicators that depend on the specific objectives established for the research.

**Objective:** To observe how the socio-cultural aspects of the language are teaching in the teaching and learning process.

<b>INDICATORS</b>	Always	Usually	Often	Rarely	Never	Observations
Teacher compares some English cultural aspects with Ecuadorian culture.						
Teacher explains the historical and cultural aspects using both languages						
Students can identify cultural factors that teacher explains						
Teacher engages students incorporating activities related to the foreign language.						

Students reflect on what they are learning and they can identify facts about the English culture.						
The teacher uses or expresses idioms or jargon about English culture						
Teacher explains topics based on the national curricula (book) and it includes socio-cultural aspects of the language						

*Done by: Lizbeth Guaman*