



ABSTRACT

The book *Our World Through English* for ninth level does not contain target cultural information. Students stated their preference for learning cultural contents. Therefore, the purpose of this research was to investigate whether cultural topics could motivate students when learning English. Another aim was to find out if students like to work using extra material in their English classes. A survey which helped researches to know about the preferences of the participants in terms of contents was conducted, two lessons plans were prepared and applied based on the information from the survey; finally, another survey was applied after the lessons. It showed positive opinions of students regarding cultural issues and extra material.

Key Words: Language and Culture, extra materials, Halloween lessons, Cultural Competence.



TABLE OF CONTENTS

<u>INTRODUCTION</u>	13
<u>CHAPTER I</u>	14
<u>THE PROBLEM</u>	14
<u>1.1 TOPIC</u>	14
<u>1.4 OBJECTIVES</u>	17
<u>CHAPTER II</u>	18
<u>LITERATURE REVIEW</u>	18
<u>2.1 RELATIONSHIP BETWEEN LANGUAGE AND CULTURE</u>	18
<u>2.2 OUR WORLD THROUGH ENGLISH AND ADDITIONAL MATERIALS</u>	21
<u>CHAPTER III</u>	26
<u>METHODOLOGY</u>	26
<u>3.1 BASIC METHODOLOGY</u>	26
<u>CHAPTER IV</u>	29
<u>RESULTS: ANALYSIS AND INTERPRETATION</u>	29
<u>4.1 SURVEY A</u>	29
<u>4.2 SURVEY B</u>	34



<u>CHAPTER V</u>	40
<u>CONCLUSIONS AND RECOMMENDATIONS</u>	40
<u>5.1 CONCLUSIONS</u>	40
<u>5.2 RECOMMENDATIONS</u>	41
<u>APPENDIXES</u>	45



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CARRERA DE LENGUA Y LITERATURA INGLESA

“Incorporating Target Culture Content to Teach English in Public High Schools”

Tesina previa a la obtención del Título de
Licenciada en Ciencias de la Educación
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Literatura Inglesa.

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INCORPORATING TARGET CULTURE CONTENT TO TEACH ENGLISH IN PUBLIC HIGH SCHOOLS



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&

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Dedication

The present project is dedicated to our parents who have supported us all the way since the beginning of our studies.



Acknowledgement

First of all, we would like to thank God for all these years of life, for our families and friends, and for giving us the opportunity to write this investigation.

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We want to thank the advice and guidance of Magister Ana Maria Calle, our monograph tutor.

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Special thanks go to Professor Clara Clavijo, without her help this research would not have been successful.

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Finally, it is an honor to express our thanks to our parents for their love which was essential for our professional career, the best heritage that they have given us.



Introduction

Even though a language belongs to a culture, the high school students of ninth year, who are studying English as a foreign language, are not provided with contents about the target culture. Once Brown said “A language is a part of a culture, and a culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (qtd. in Saluveer 11). An analysis of this lack of cultural topics in an English class reveals that students will really feel motivated to learn if teachers present a class related to the target culture.

This research is divided into five chapters. The first one covers a background of the problem, the justification, and the objectives of this project.

The second chapter summarizes some of the most significant extant literature. It discusses the close relationship between language and culture, the way to motivate students, and the importance of using extra material in English classes.

In the third chapter, this study focuses on specific research methods used to gather data. It reports about the participants and the procedure used regarding the application of two lessons.

The fourth chapter informs about the analysis and interpretations of the collected data, and finally, the fifth chapter provides the conclusions and recommendations of this research.



CHAPTER I

The Problem

1.1 Topic

Incorporating target culture to teach English in public high schools

1.2 Description of the problem

According to our previous experience and previous investigations, we realize that the students do not feel really motivated in their English classes. This especially occurs in the public high schools. The reasons of this lack of attention from students could be because of many reasons such as: traditional methodology, obsolete material, lack of motivation, among others. This study attempts to analyze the problem in terms of motivation. As we have taught in different high schools, we have realized that the themes that are proposed to teach are not interesting for students. The books used in public high schools in Ecuador are focused on Ecuadorian culture, but we think that the use of foreign culture topics could improve the teaching-learning process because they would make students feel motivated to learn the target language.

1.2 Justification

The present project discusses about the necessity of incorporating culture into the foreign language classroom in order to increase students' motivation, and to develop their curiosity towards the target culture.



Previous investigations as well as previous experiences made us think in the necessity of improving English teaching process in public high schools through motivating learners. This can be reached by giving students lessons within cultural contents. By revising specifically *Our World Through English Book* for second level in the national curriculum, it is clear that this textbook does not contain any information from the target culture; it just contains information from our country.

Moreover, expert Clavijo¹ explained that language cannot be taught alone because it is part of a culture, so it is difficult to teach English alone; it should always be linked to the target culture. Also, a survey applied to students of Carlos CuevaTamariz High School showed that pupils feel attracted to the target culture; at first, students did not know exactly what aspects were involved in culture, but when they were told that culture involved themes such as music, food, traditions, holidays, etc., they consequently began to be interested and expressed what they liked about target culture. Thus, if students feel motivated to learn about the target culture, it is important to take advantage of this situation and give students the opportunity to learn the language using topics they like.

Other aspects that made us think in the developing of this topic are different experiences that one of the researchers faced some time ago. One of these experiences occurred when Karina, one of the researchers of this study, went to

¹Clara Clavijo is an experienced English teacher. She is pursuing a Master's Program in English and Applied Linguistics.



high school; she had the opportunity to study in both public and private high schools. First, she went three years to the private one; there she studied using books written by foreign authors which contained aspects of the target culture in an authentic way. In her experience, it was a good way to learn English because it was interesting to know what to say or what to do in specific situations that occur in the United States. Then when she continued her studies in a public high school, she studied using *Our World Through English* in which most of the contents are about Ecuadorian culture. So she felt that she would not learn anything else from the target culture and it did not motivate her enough to study English. The second experience occurred when Karina did her practices in Turi High School. As in most of public high schools, she had to teach using *Our World Through English Book*, but she noticed that students did not enjoy English classes. Students were asked why they did not like the subject, and they answered that it was boring, so she asked the teacher if she could prepare a class a little bit different. Thus, a class, using target culture content was prepared. Explanations about Halloween and American food, were provided to students, consequently they felt motivated to learn and asked her to do this more frequently.

Analyzing both experiences, it can be seen that teachers should trust in the fact that target culture content will help to maintain students motivated which, at the same time will improve the teaching learning process. In addition, this



incorporation will help students make comparisons between cultures and expand their knowledge to understand and respect cultural diversity.

1.4 Objectives

➤ General objective

To motivate students to learn English by using topics related to the target culture.

➤ Specific objectives

To emphasize how important it is to design additional material based on students' interests.

To point out the importance of teachers being involved with foreign culture.



CHAPTER II

Literature Review

2.1 Relationship between Language and Culture

Once we know the problem and the importance of including target culture into the English classes, it is essential to know the irrefutable association between language and culture, and the importance to incorporate additional materials in foreign language classrooms.

According to Clavijo and the reports of our previous investigation, language is definitely understood as cultural practice, so there is an inseparable association between language and culture. To emphasize this, Brown states, “A language is a part of a culture, and a culture is part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (qtd. in Saluveer 11).

Moreover, National Standards of the United States report that when learners study foreign languages, they acquire information of the culture involved. If students do not master the cultural context, they will not master the language (qtd. in Peterson and Coltrane 1).

There is a necessity for students to understand what a culture really means. Therefore, it is worth incorporating foreign culture contents into their learning. Teachers should start explaining to students what it means to be part of a



culture; they should instruct pupils on the cultural background of foreign language.

If one teaches language without teaching about the culture in which it operates, the students are learning meaningless symbols or they may attach the incorrect meaning to what is being taught (Leveridge). In other words, the learners, when using the target language, could use the language inappropriately or within the wrong cultural context, thus canceling the real purpose of learning the foreign language.

Educators may themselves possess enough knowledge about cultures to be able to help students relate their own culture to foreign one. In order to do so, teachers need to be familiarized with the foreign culture. In other words, teachers should know cultural aspects about traditions, beliefs, religion, customs, and others. If educators are teaching a foreign language, it is necessary to know sufficient information about the culture involved. If teachers have enough information of the target culture, it will be easy to transmit it to their students. The lack of information about foreign culture depends on the educators' interest. Maybe it is a new challenge for teachers, but it is necessary in order to motivate students in class. As Sercu and Ryan state, teachers can be involved with the foreign culture through some ways: visiting a foreign country, watching international programs, searching on the internet, or being in contact with a foreign person (43-44). It is clear that the first option is not easy to get



especialmente porque de restricciones económicas financieras, pero las otras opciones son posibles de lograr porque estas solo dependen del interés de los docentes.

Los docentes deben definir los objetivos de la educación en idioma extranjero tanto en términos de aprendizaje del idioma como de adquisición de competencia intercultural. Según Thanasoulas, “El conocimiento cultural no solo es un aspecto de la competencia comunicativa, sino un objetivo educativo en sí mismo” (3). La competencia comunicativa debe ser una adquisición para los docentes en el idioma extranjero, pero no deben olvidar lo esencial que es ayudar a los estudiantes a familiarizarse con la cultura extranjera, teniendo en cuenta su motivación para aprender un idioma extranjero. Durante años, la enseñanza de un idioma extranjero ha estado centrada principalmente en enseñar las habilidades del idioma, como la gramática, el vocabulario y la pronunciación. Sin embargo, como el idioma y la cultura están estrechamente relacionados, también es importante enfatizar la competencia sociocultural. En otras palabras, es necesario referirse a las normas y reglas de comportamiento verbal y no verbal en la cultura objetivo (Thanasoulas 3).

En estos días muchos docentes de inglés no son conscientes del importante objetivo de ampliar la educación en idioma extranjero. Los educadores deben expandir sus conocimientos para avanzar hacia la enseñanza de la competencia intercultural. Como la enseñanza y el aprendizaje de un idioma extranjero se consideran como un proceso intercultural, los docentes deben crear una base para remodelar su práctica de enseñanza para preparar a los aprendices para un mundo intercultural (Sercu y Ryan 180).



Educators should incorporate the goal of teaching culture into the foreign language curriculum because Ecuadorian students already have enough information from their environment in the book *Our World Through English*, so the target culture could be useful to complement the learning process.

Therefore, it is important for teachers to be acquainted with the target culture because this is one way in which they can transmit the information to learners. English teachers can assist the students to make them comprehend socially correct communication, like showing respect. In their example, Peterson and Coltrane explain that, “Hey you, come here” may be a linguistically correct request, but it is not a culturally appropriate way for a student to address a teacher. Students will master a language only when they learn both its linguistic and cultural norms” (1). Moreover the authors mention that students who are learning a second language need to be prepared in terms of the cultural correct forms of expressing to someone, for instance, requests, agreements, and disagreements (1).

2.2 *Our World Through English* and additional materials

As we have taught in different high schools, we have realized that the topics are not very interesting for students. The books used in public high schools are focused on Ecuadorian Culture; however the use of the target culture content could contribute in the teaching-learning process because it appeals to students’



interests. For instance, the survey applied to students of Carlos CuevaTamariz High School reported that learners want to focus on themes related to American singers, tourist places in the United States, holidays, etc. So it is important to prepare extra material based on the target culture content in order to motivate students to learn English.

By revising the book *Our World Through English* for ninth level, it is easy to see that it does not contain any information related to American culture; so if we want to teach about it, it is necessary to bring extra material related to the target culture content. According to the authors of the book *Foreign Language Teachers and Intercultural Competence*, there are four reasons to use additional materials; they are: variety, motivation, updating and authenticity and reality. First of all, some teachers report that variety allows more dynamic and memorable classes, and expansion of the knowledge of the target country provides opportunities for more cultural activities. Now if we know the importance of teaching target culture through variety, it is also important to know how teachers could motivate their learners. Sercu and Davcheva refer to motivation in the following terms: "Motivation is perceived as a complex construct and teachers break it down into components like creating expectation, giving students additional practice and enabling autonomous learning" (104). In addition to variety and motivation, in Sercu's investigation, teachers point out the importance of enabling students to learn with up-to-date materials because they permit students to be involved with the latest news which result more stimulant



in the learning process. Finally, about authentic and real materials, the authors explain that these kinds of tools help students to feel closer to the target country because they could understand realistic examples about real language, real people, and real perspective (103-105).

One way to provide extra materials to maintain students' motivation is by asking pupils what they like to know about the target culture, or what topics they are interested in. Sercu and Davcheva also claim that it is important to supplement the book with mass media sources, such as, internet, videos, and records. Regarding materials, in her article "Strategies to Motivate in the Language Classroom", Labrador states:

Another thing that we must try to do is making the teaching materials attractive for the learners. It is not difficult to know which our students' interest, needs, and goals are, and we should include them in our curriculum as much as possible. When we relate the topics to the experiences and environments ... assignments are more attractive if we adapt them to students' interest and if we include original, intriguing, exotic, funny, competitive or fantasy elements. (60)

Peterson and Coltrane argue: "Culture must be fully incorporated as a vital component of language learning ... students can be successful in speaking [English] only if cultural issues are an inherent part of curriculum" (2). The idea of teaching culture is not something new for teachers, but educators should



have in mind that teaching not only means giving students a few lessons on holidays, food, and customs. Teaching culture involves making students understand the cultural context of day to day, the beliefs and values represented by various forms and usages of the language. However, it is obvious that students from the ninth level of Ecuadorian high schools are not been prepared to assume these cultural aspects as advanced students are. It is necessary then to incorporate cultural content into students' learning process having in mind their language level (beginners).

Advanced students, who are more proficient with the target language, are more capable of using the language to communicate about values of the target culture as well as about the different usages of the language. For this current study, which focuses on beginner students, the researchers consider that a starting point is providing pupils with general cultural elements of the target culture in order to motivate them to learn English.

It has been discussed why teachers should use target culture content in order to motivate students to learn English. One of the main reasons to use target culture information is the irrefutable association between language and culture. The other is that students like to know about other culture and also that they like to work with extra material. The challenge for teachers who are working in public high schools is to make a difference and to adapt cultural topics to their classes using extra material because students would really enjoy it. Also, these



materials and concepts will help them to expand their knowledge and their sociocultural view.



CHAPTER III

Methodology

3.1 Basic Methodology

3.1.1 Participants

There were 32 students (17 males and 15 females) participating in this study. Their ages range from 13 to 15 years old. They were 9th year students of a public high school in Cuenca.

3.1.2 Materials

- Two surveys (See appendixes 1 and 2)
- Two lesson plans (See appendixes 3 and 4)

Flashcards (See appendixes 5 and 6)

Worksheets (See appendixes 7, 8, 9 and 10)

Lyrics of a song (See appendix 11)

Video

Song

3.1.3 Procedure and data-gathering techniques

Two surveys were conducted in order to collect data regarding students' preferences, likes, and opinions about the target culture. Also, two lessons were developed with the above participants.

Preferences of students in terms of material and contents were measured using a first survey that consisted of 5 questions (see appendix 1). Participants



were asked to answer the survey guided by the researchers. They used ten minutes to complete their surveys.

Using the results from the first survey, two lessons on culture were prepared to be used with the same participants. The lessons applied were about a cultural topic, such as, Halloween in the United States. These two lessons were presented in three sessions of 40 minutes each one.

At the beginning of the first lesson, the researchers made students guess the answers of a set of questions in order to elicit general information about Halloween. The questions were in English. Due to the lack of knowledge, some questions were translated into Spanish, and also, it is important to mention that participants answered most of the questions in their mother tongue. However, the purpose of brainstorming ideas about Halloween was achieved. After a little discussion, the researchers presented the vocabulary related to Halloween using flashcards and made students get acquainted with the topic. Students were asked to repeat the words in order to practice the pronunciation. Then pupils were told to do a matching exercise. When students finished the activity, answers were checked. Students read their answers aloud. In the next activity, yes/no questions were used to practice vocabulary with the whole class. The purpose of this activity was to make students aware of the yes/no question structure. Next, yes/no questions, a chart and a set of pictures were used to model a pair work activity. Then, students were divided in pairs, STUDENT A and STUDENT B to do the activity that they had seen. In the last 5 minutes



students watch a video about Halloween which helped them reinforce the vocabulary. Before continuing with the second lesson plan, researchers gave students a little break of 5 minutes.

In the second lesson, flashcards were used to explain to students about how people celebrate Halloween in the United States. Pupils received a worksheet to match pictures with sentences. Researches modeled the activity by matching one picture with the appropriate caption. To give feedback, the researchers asked pupils to read the sentences with answers.

On the third day, flashcards were put on the board to make student remember the activities that people do in Halloween, and then students receive a worksheet to complete a filling exercise. When the exercise was finished, it was checked with the whole class. In the last activity, copies with the lyrics of a song were given, and students were asked to sing.

Finally, a survey (see appendix 2) that contained five questions was applied in order to know how comfortable students felt with the cultural lessons that they experienced with the researchers.

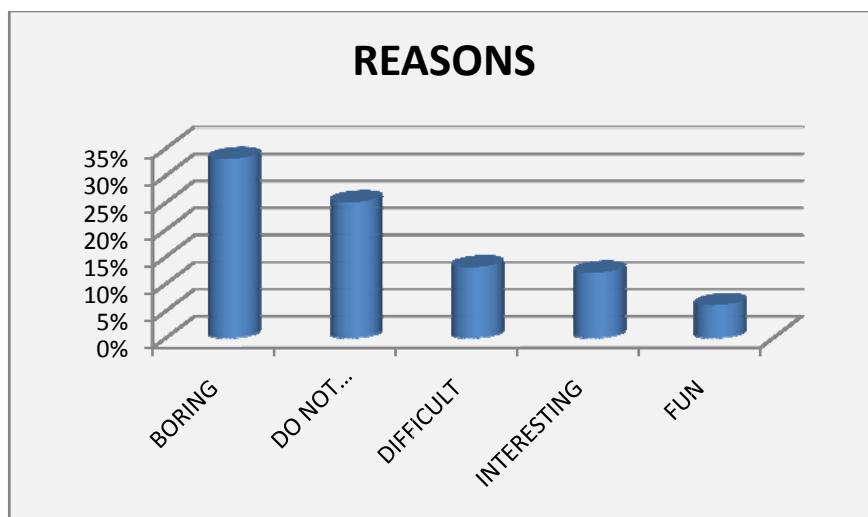
Now it is important to analyze the results of the surveys mentioned at the beginning of this chapter.

CHAPTER IV

Results: Analysis and Interpretation

4.1 Survey A

- How do you feel in your English class?

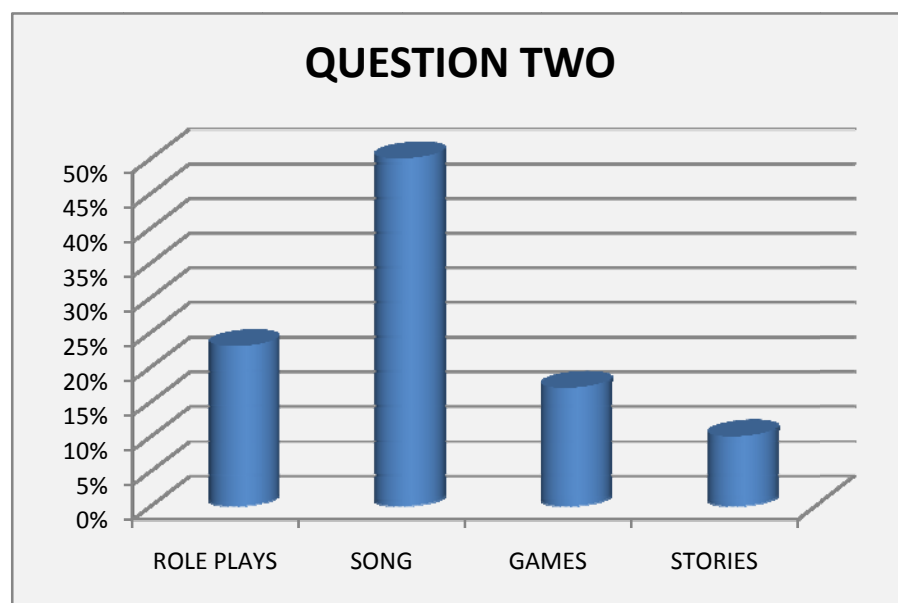


Graph. 1 and 2 Survey A: Question 1
Source: Authors



In the first question, the results reported that, 72% of students felt bad in their English classes and only 28% answered that they felt good. When giving reasons why they felt bad in their English class, 33% said because it was boring, 25% answered that they did not understand, and 13% said English was difficult. Explaining reasons of why they felt good in their classes, 12% said that English was interesting and 6% answered that it was fun.

- What kind of material/activities would you like to use in your English class?



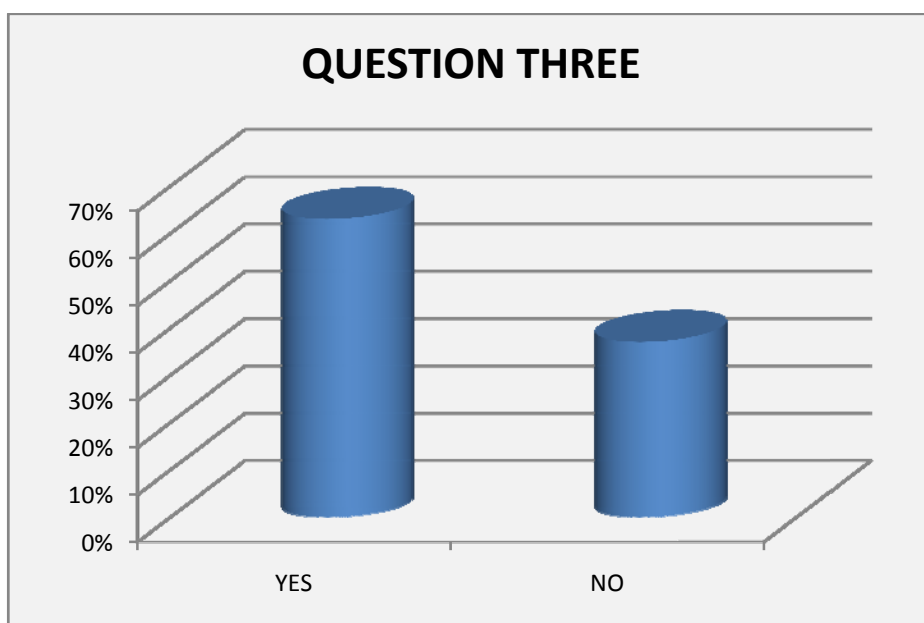
Graph.3 Survey A: Question 2
Source: Authors

About the material and activities that students would like to use during their English classes, 50% of them said that they would like to use song, 23%



answered that they would like to do role plays, 17% of students showed their preferences to games, and 10% indicated that they would like to use stories.

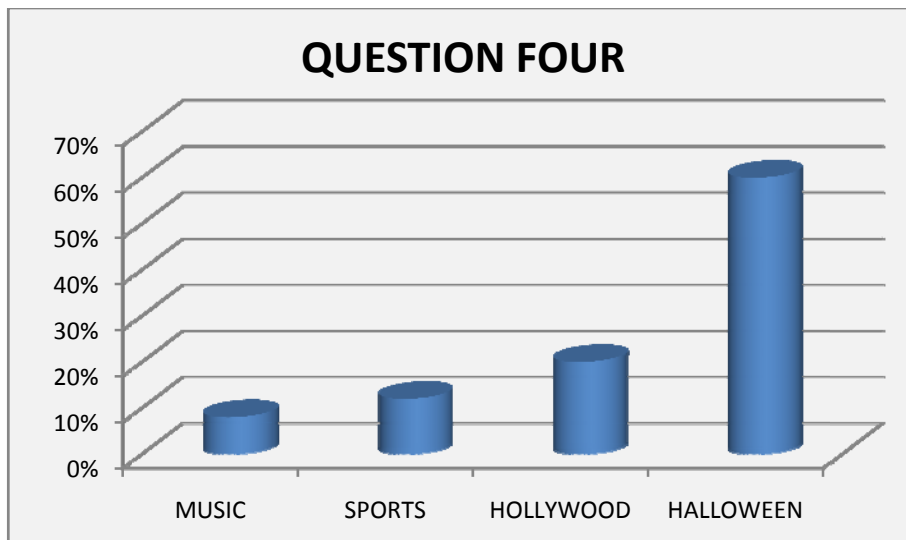
- Do you think it is important to know about United States Culture in your English class?



Graph.4 Survey A: Question 3
Source: Authors

When students were asked about the importance of using target culture during their English classes, 63% gave a positive answer but only 37% said no.

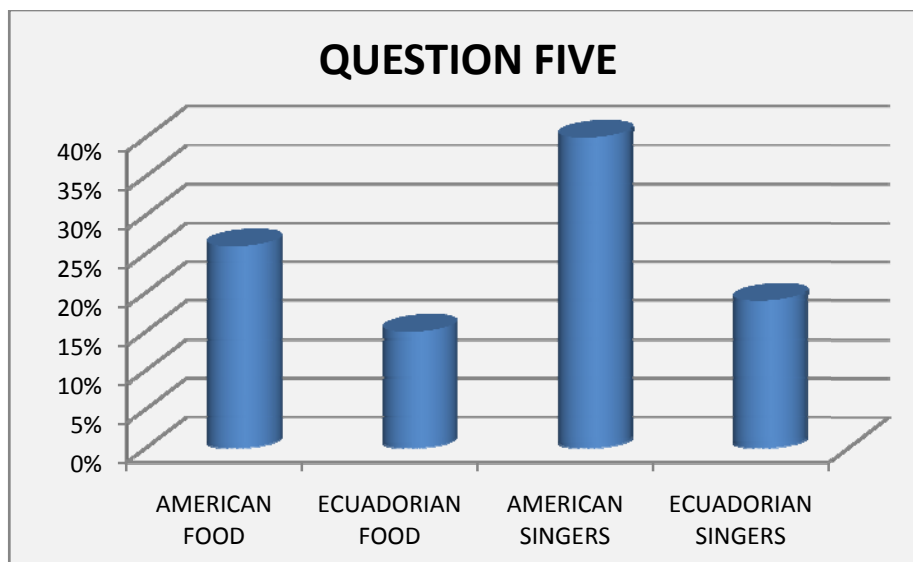
- Which of these topics would you like to talk about?



Graph.5 Survey A: Question 4
Source: Authors

In the fourth question, when they were asked to choose a topic that they would like to know, 60% liked Halloween, 20% reported that they would like to know about Hollywood, 12% of students chose sports, and 8% selected music.

- Which of these topics are you interesting in?



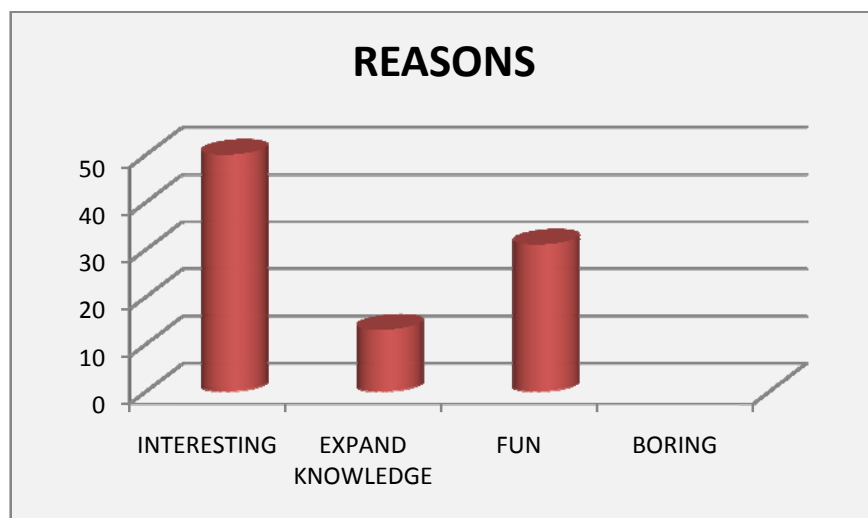
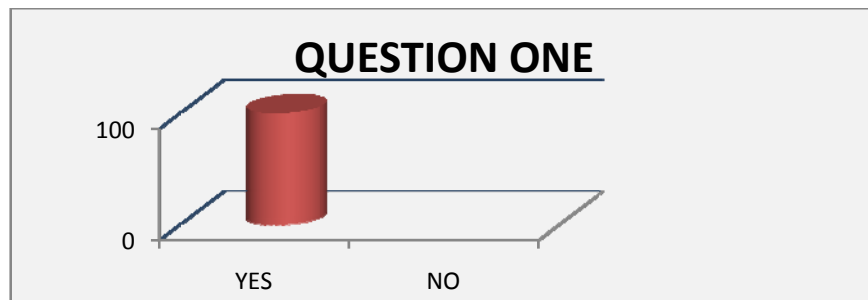
Graph.5 Survey A: Question 4
Source: Authors

In the fifth question, students were asked to show their preferences about the topics that they prefer for their English class. Forty percent of them indicated that they were interested in American singers versus 19% of pupils who were interested in Ecuadorian singers. Also, 26% of students chose American food instead of Ecuadorian (15%).

4.2 Survey B

This survey was conducted after the lessons were applied.

➤ Did you like to know about Halloween?

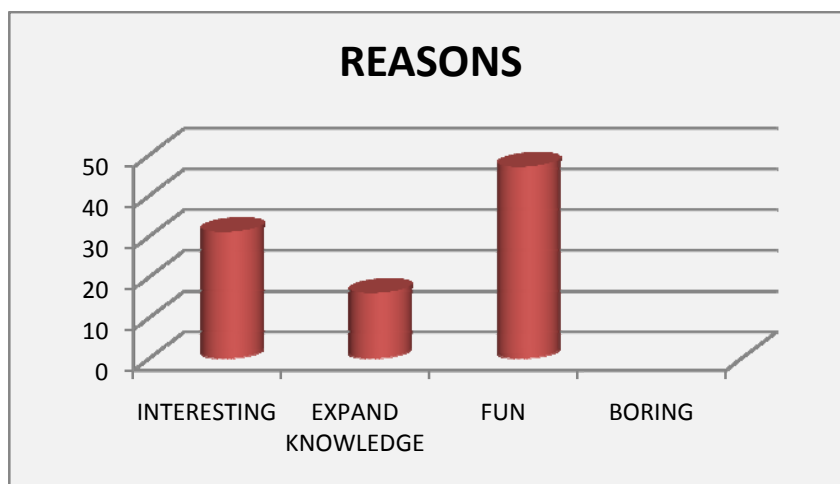
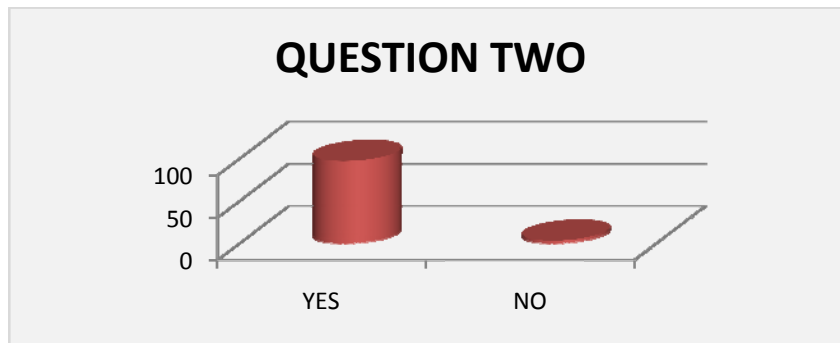


Graphs.6 and 7 Survey B: Question 1
Source: Authors

Answering the first question, regarding opinions about Halloween, 100% of students said that they liked to know about this celebration. When students gave reasons about this opinion, 50% of them said that they liked to know about Halloween because it was interesting; 13% said that it was important to expand

their knowledge; and 31% said that it was important to know about Halloween because it was fun.

➤ Did you like to work with extra material?



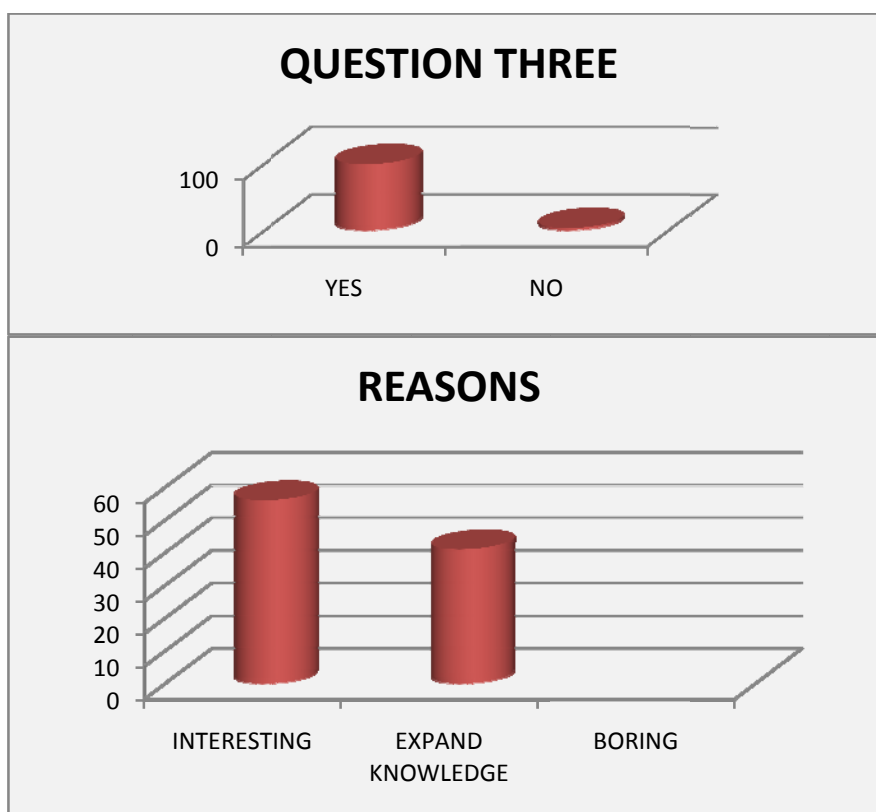
Graphs. 8 and 9 Survey B: Question 2
Source: Authors

Responding the second question connected with extra material, 97% of students said that they liked to work with additional material. Explaining why students liked supplementary material, 31% of them said that they liked extra material because it was interesting; 16% said that it was important to expand



their knowledge, and 47% said it was fun. Just one student, who represents 3% of the total number, said that he did not like to work with extra material.

➤ Was it fun to know about other culture?

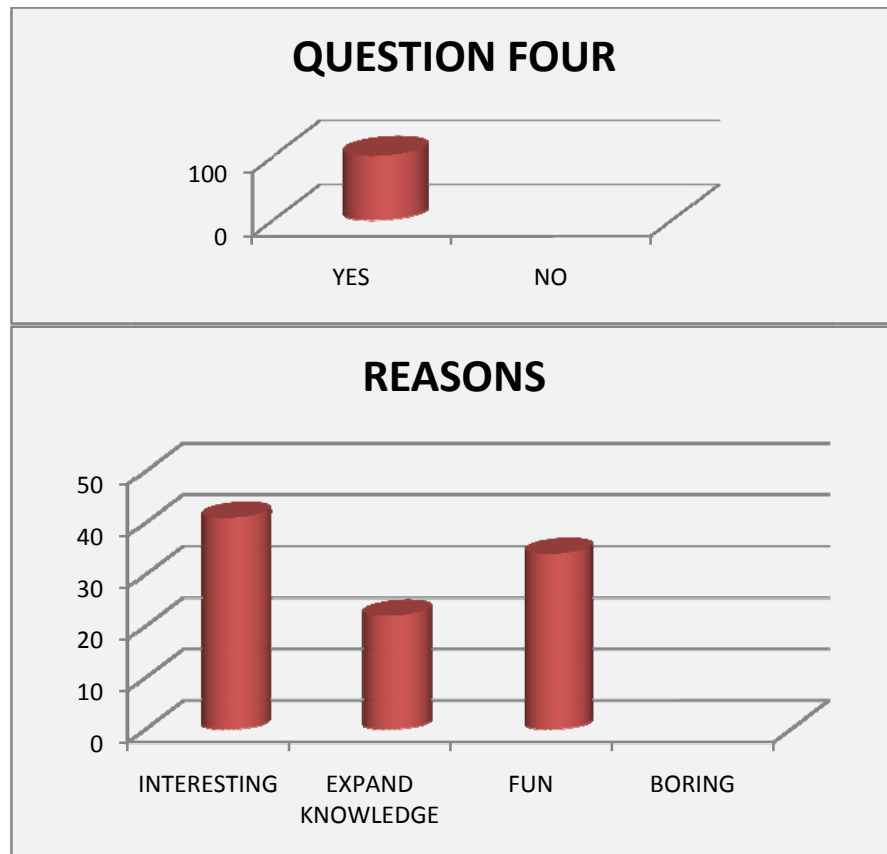


Graphs.10 and 11 Survey B: Question 3
Source: Authors

In the third question 97% said that it was fun to know about other culture. When giving reasons about this opinion, 56% said that it was interesting to know about other culture; 41% said that it was important to expand their knowledge. Just one student, who represents 3%, said that it was not fun to know about other culture.



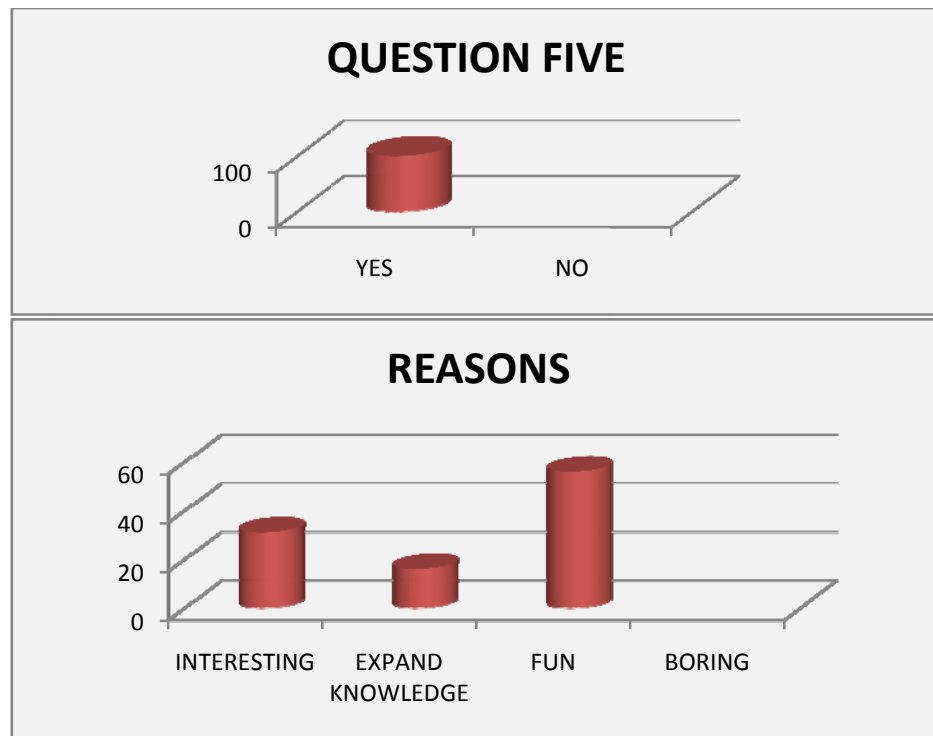
- Do you think it is necessary to add foreign culture in your English classes?



Graphs. 12 and 13 Survey B: Question 4
Source: Authors

In the fourth question, 100% of students said that it is necessary to add foreign culture in their English classes. When students provided reasons about this opinion, 41% said that it was necessary to add foreign culture in their English classes because it was interesting; 22% said that it was important to expand their knowledge, and 34% said that it was fun.

- Would you like to continue learning about the United States Culture?



Graphs. 14 and 15 Survey B: Question 5
Source: Authors.

In the last question, 100% said that they would like to continue learning about the United States Culture. When explaining about the importance of learning about American culture, 31% said that they would like to continue learning about United States Culture because it was interesting; 16% said that it was important to expand their knowledge, and 56% said they would like to continue learning about the United States Culture because it was fun.



The results showed a positive tendency when learning about Halloween because it was mainly interesting and fun. In addition, the least reason was to expand their knowledge. Students said that they enjoyed the class about the United States Culture, and they argued that it was important to add foreign culture in classes. Also, they would like to know more about the United States Culture.

According to the results it is clear that they liked to learn the target language through its culture because it made the class more interesting and fun than to learn English just from the book. Therefore, it is clear that students really enjoy learning about a United States topic. The lack of motivation makes students' classes boring, but the study has proved that incorporating target culture content using extra and adequate materials makes the learning process more appealing to students.



CHAPTER V

Conclusions and Recommendations

5.1 Conclusions

This research has argued that there is an irrefutable association between language and culture, and as we could see the book, Our World Through English used in public high school does not contain target cultural topics, so it is important that teachers could complement the book by using extra materials based on students' interests.

The above investigation has proved that target culture is a key component which can improve students' motivation.

The researchers applied two lessons which were based on target cultural topics, and as a result it can be concluded that the use of extra material based on this target cultural information is a good tool to improve students' motivation which will help pupils to enjoy the learning process.

It has proven that the objectives which were set at the beginning of this project were achieved successfully because students can be motivated through the incorporation of target cultural topics. Students felt motivated to learn English because additional materials were implemented according to their level. All of these results showed the importance of teachers being involved with the



foreign culture, keeping in mind the importance of including the cultural competence as an educational point.

5.2 Recommendations

In addition to the conclusion, the following recommendations can be suggested:

1. English teachers of public high schools should be aware of the close relationship between language and culture. In order to complement the book, teachers should use extra material with target cultural information.
2. Teachers should find the best way to incorporate the target cultural information; it will be good if they take into account students' interests and preferences.
3. Educators should understand that it is important to provide students with variety of topics because they make the classes more dynamic.
4. Teachers should consider the cultural competence as the fifth foreign language skill because it will help students to communicate in the target language successfully by using a correct cultural background.
5. Further research regarding the use of the target culture should be conducted in a longer period of time. In other words, Educators should apply longer action research processes to have concise results about the impact of using target culture in the English classroom. That is to say, it



will be necessary to explore how effective is to use the target culture in terms of learning outcomes.



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Appendixes

Appendix 1: SURVEY A

Class: _____

Age: _____

- How do you feel in your English class?

Good _____

Bad _____

Why?

Boring _____

Difficult _____

Interesting _____

Fun _____

Others _____

- What kind of material/activities do you like to use in your English class?

Role plays _____

Songs _____

Games _____

Stories _____

- Do you think it is important to know about United States Culture?

Yes _____

No _____

- Which of these topics would you prefer to talk about?

Music

Sports



Hollywood

Halloween

➤ Which of these topics are you interesting in?

American food _____

Ecuadorian food _____

American singers _____

Ecuadorian singers _____



Appendix 2: SURVEY B

Class: _____ Age: _____

1. Did you like to know about Halloween?

Yes _____ No _____

Why?

Interesting _____

It's important to expand knowledge _____

Fun _____

Boring _____

2. Did you like to work with extra material?

Yes _____ No _____

Why?

Interesting _____

It's important to expand knowledge _____

Fun _____

Boring _____

3. Was it fun to know about other culture?

Yes _____ No _____

Why?

Interesting _____

It's important to expand knowledge _____

Fun _____



Boring ____

4. Do you think is it necessary to add foreign culture in your English classes?

Yes ____

No ____

Why?

Interesting ____

It's important to expand knowledge ____

Fun ____

Boring ____

5. Would you like to continue learning about United States culture?

Yes ____

No ____

Why?

Interesting ____

It's important to expand knowledge ____

Fun ____

Boring ____



Appendix 3: LESSON 1

I Class: Ninth

II Topic: Halloween

III Objective(s):

- To recognize vocabulary related to Halloween.
- To ask questions in order to guess new words.

IV Skills:

- Listening
- Speaking

Structure:

Yes-no questions with the verb to be

V Vocabulary:

Skeleton, ghost, witch, pumpkin, trick or treat, spiders, black cat, jack O' lantern, monster, pirate.

VI Material:

- Flashcards of vocabulary
- Video
- Worksheets
- Cardboard
- Markers

VII Procedure:

A. Pre activity



- Teacher begins the class by asking students some questions about the topic.

What do you know about Halloween?

Where is it celebrated?

When is it celebrated'?

Do you like Halloween?

- Teacher presents flashcards to the class in order to teach vocabulary.

It is a ghost

It is a witch.

It is a pirate.

It is a pumpkin

It is a jack o' lantern

It is a skeleton

It is a monster

It is a spider

Some kids trick-or-treating.

It is a black cat

- Teacher asks students to repeat the pronunciation word by word.
- Teacher asks yes/ no questions with the verb to be by using the flashcards.

Is it a ghost?

Is it a black cat?



Is it a monster?

Is it a pumpkin?

Are they witches?

What is it?

B. Activity

- Teacher gives students a worksheet to match the pictures with the appropriate words.
- Teacher asks students to work in pairs. Student A receives a chart and Student B receives a set of pictures.
- Teachers model the activity.
- Students ask each other about the pictures their partners have by using yes/no questions.
- Students listen to their partners and check in their chart according to the answer. They have three options to check: yes, no, if not what is it?
- Students change roles.

C. Post-Activity

- Teacher presents a video about Halloween.
- Students reinforce the vocabulary by watching the video.



Appendix 4: LESSON 2

I Class: Ninth

II Topic: Halloween

III Objective(s):

- To describe Halloween tradition in the United States.
- To motivate students to learn English.
- To expand students' knowledge about the target culture.

IV Skills:

- Reading
- Listening
- Writing

V Language Structure/vocabulary:

- Simple present / affirmative sentences

VI Material:

- Flashcards
- Worksheets
- Song
- Lyrics of the song

VII Procedure:



A. Pre activity

Teacher talks about some activities that people do in the United States during the Halloween festivity. While teacher is speaking, she shows students some pictures about the traditions of Halloween.

- In the United States people celebrate Halloween amongst families and friends.
- On October 31, adults and children prepare events and parties to have fun.
- Adults watch horror films and make jack o' lanterns. It is very easy to make a jack o' lantern. To make a jack o' lantern, they need a pumpkin. They carve it. They draw scary faces and cut them out, and finally, they put a candle inside the pumpkin.
- To decorate their houses, they put many lights around the house.
- Children dress up in fancy costumes such as pirates, skeletons, witches, etc.
- They visit other homes, and they knock the doors at each house and ask for candies, chocolates, or cookies. This is known as 'trick –or– treat'.
- About food, people prepare some dishes such as pancakes, pumpkin cakes, cookies, etc.

B. Activity



- Teacher gives students a worksheet to choose the appropriate caption with a sentence from a box.
- After students finished activity one, teacher asks different students to read the correct sentences according to the picture.
- Teacher gives students a worksheet to complete a gap filling exercise using the verbs of the box.
- Teacher models the activity by doing the first exercise.
- After finishing, teacher checks the answers with the whole class.

C. Post-Activity

- Teacher gives students the lyrics of a song.
- Students listen to the song for two times.
- Teacher asks students to sing by reading the lyrics.

Appendix 5: FLASHCARDS LESSON 1



Fig.1



Fig.2



Fig. 3



Fig.4



Fig.5

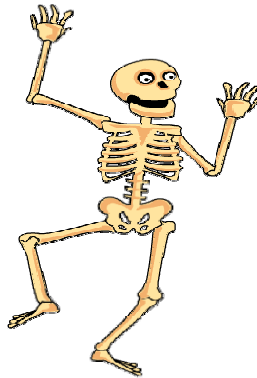


Fig.6



Fig.7



Fig.8



Fig.9



Fig.10

Figures taken from the website *Teach Children ESL*

Appendix 6:FLASHCARDS LESSON 2



Fig.11
Taken from the web
FreebirdgamesFreebirdgames



Fig.12
Taken from the web
FreebirdgamesFreebirdgames



Fig.13
Taken from the web



Fig.14

Taken from the web
Freebirdgames



Fig.15

Taken from the web
Fun piñata party



Fig.16

Taken from the web
Fun piñata party



Fig.17

Taken from the web
Fun piñata party



Fig.18

Taken from the web
Fun piñata party



Fig.19

Taken from the web
Lifestyle



Fig.21

Fig.22

Fig.20

Taken from the web
Lifestyle

Taken from the web
LifestyleHitechanology

Taken from the web



Appendix 7: LESSON 1 WORKSHEET

➤ Match the word with the correct picture



pirate

black cat



pumpkin

trick or treat



ghost

skeleton



witch

jack o' lantern



spider

monsters



Appendix. 8: LESSON 1 Pair- Work material



STUDENT A

Is it a?

	Yes	no	if no, what is it?
1. 			
2. 			
3. 			
4. 			
5. 			

STUDENT B

Set of pictures



STUDENT B

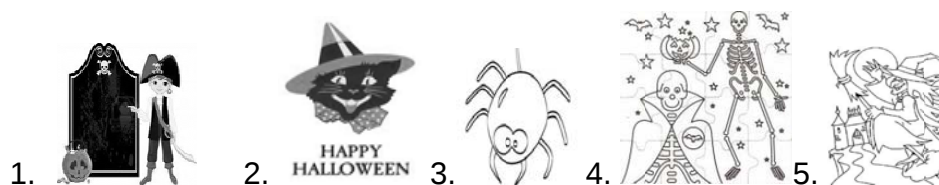


Is it a?

	Yes	no	if no, what is it?
1. 			
2. 			
3. 			
4. 			
5. 			

STUDENT A

Set of pictures



Appendix 9: LESSON 2 WORKSHEET 1

The followings are pictures related to Halloween. Choose the most suitable caption for each photo.



Fig. 23 Pictures taken from the web Seymourteens

1. Achild carves a pumpkin	2. Young girls dress up as witches and say trick or treating around the neighborhood on Halloween night.
3. A group of teens celebrate a Halloween party.	4. Little kids use Halloween costumes.
5. Some tomb stones decoratea delicious Halloween cake.	6. Jack-O-Lantern adorns a house in the United States.

Appendix 10: LESSON 2 WORKSHEET 2



HALLOWEEN VERBS



Fill in the following sentences with an appropriate verb. Use the verbs from the box.

- Carve
- Wear
- Watch
- Decorate
- Prepare
- Knock
- Draw
- Put
- Receive

Children _____ pumpkins. Then _____ scary faces in the pumpkins. And finally, they _____ a candle inside of it.

People _____ costumes.

Children _____ candies.

Adults _____ horror movies.

People _____ houses with jack o' lanterns.

Children _____ the doors and say "trick or treat".

People in the USA _____ Halloween cookies to eat.



Appendix 11: LYRICS OF THE SONG



HALLOWEEN NIGHT

Girls and boys
go out to play
the moon is bright
on Halloween night
Take your candle
Take your mask
The moon is bright
on Halloween night
look for witches
look for ghosts
The moon is bright
on Halloween night
Abracadabra wizzy woo!
I want to play with you!