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**MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
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TEACHING**

“Learning English through Cultural Identity”

Thesis submitted in partial fulfillment of the requirements for the master's degree in
Pedagogy of National and Foreign Languages, with a specialization in English
Language Teaching.

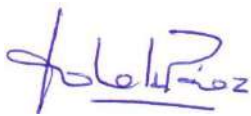
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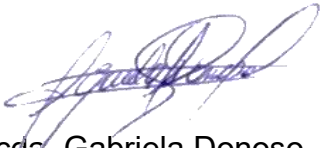
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BETTY GABRIELA DONOSO PAILLACHO

DEDICATION

To my children and husband, for their unconditional love and constant support. Thank you for teaching me the value of effort and perseverance. Without your encouragement and sacrifices, this achievement would not have been possible.

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INDEX

ABSTRACT.....	xiv
1 CHAPTER I	9
1.1 PROBLEM	9
1.1. Problem Statement	9
1.2 Research objectives	11
1.2.1 General Objective	12
1.2.2 Specific Objectives	12
1.3 Research questions or hypotheses	11
1.4. Justification	12
2 THEORETICAL FRAMEWORK	13
2.1 Research Background	13
2.2 2.2. Theoretical Framework	20
2.2.1 English Language Learning	21
2.2.2 English Language Skills	21
2.2.3 Learning Process	22
2.2.4 Communication and Cultural Awareness	22
2.2.5 Motivation	24
2.2.6 Culture Identity	25
2.2.7 Recognition of Identity	29
2.2.8 English Language Learning in a Globalized World.....	30
2.2.9 Interrelation between Variables.....	31
2.3 Legal Framework	34
2.3.1 Constitution of the Republic of Ecuador	34
2.3.2 Organic Law of Intercultural Education.	36

2.3.3	United Nations Organization (UNO).....	37
2.3.4	Convention Against Discrimination in Education	37
2.3.5	Convention on the Rights of the Child (UNICEF)	37
3	CHAPTER III.....	39
3.1	METHODOLOGY	39
3.2	Description of the Study Area / Study Group.....	39
3.2.1	Population	39
3.3	Research Approach	40
3.3.1	Methodological Coherence of the Study	41
3.4	Definition and Operationalization of Variables.....	42
3.4.1	Information Collection Instruments.....	42
3.4.2	Procedures	45
3.5	Bioethical Considerations	46
4	CHAPTER IV	47
4.1	RESULTS AND DISCUSSION.....	47
4.1.1	Overall Perceptions of English Learning and Cultural Identity.....	66
4.1.2	Regarding the research questions:	67
4.2	Discussion	67
5	CHAPTER V	71
5.1	PROPOSAL.....	71
5.2	Informative Data	71
5.3	Background of the Proposal.....	71
5.4	Justification of the Proposal	71
5.5	Feasibility.....	72
5.6	Objectives of the Proposal	72
5.7	Theoretical Framework of the Proposal	73
5.8	Methodology.....	73

5.9	Proposal Development.....	73
5.10	Strategies to Strengthen Intercultural Learning	76
5.11	Implementation Schedule and Tasks	77
5.12	Implementation Schedule and Tasks	77
5.13	Planned Activities	78
5.14	Analysis of Current and Proposed Practices	80
5.15	Final Considerations	80
6	CONCLUSIONS AND RECOMMENDATIONS	81
	Conclusions.....	81
	Recommendations	82
7	REFERENCIAS	83
8	ANNEXES	86

TABLE OF CONTENTS

Tabla 1. Operacionalización.....	44
Table 2. Methodological Procedure Linked to the Research Objectives	45
Table 3. Interview Results	48
Table 4. Implementation Phases.....	75
Table 5. Schedule.....	77
Table 6. Proposed Activities.....	79
Table 7. Comparison and Identification of Gaps	80

INDEX OF FIGURES

Figure 1. English Learning and Culture	53
Figure 2. Possibility of Learning English Without Losing Identity	54
Figure 3. Appreciation of Culture	54
Figure 4. Respect for Cultural Identity in Classes	55
Figure 5. Understanding Cultures Through English Learning	56
Figure 6. Promoting Respect Between Cultures	57
Figure 7. Influence of Culture	58
Figure 8. Understanding Anglo-Saxon Culture	59
Figure 9. Motivation to Learn English	60
Figure 10. Group Activities	61
Figure 11. Improvement in Skills	62
Figure 12. Strategies Used by Teachers	63
Figure 13. Creation of Identity Conflicts	63
Figure 14. English as a Tool to Preserve and Share Culture	64
Figure 15. Incorporation of Positive Elements from Other Cultures	65
Figure 16. Benefits of Intercultural Teaching in English Language Learning	75
Figure 17. “Strategies to Strengthen Intercultural Learning”	77

INDEX OF ANNEXES

Appendix. A	86
Appendix. B	89
Appendix. C	91
Appendix. D	92
Appendix. E	100
Appendix. F	105
Appendix. G	109
Appendix. H	113

RESUMEN

El presente trabajo de investigación aborda la enseñanza del inglés en el contexto ecuatoriano, enfatizando la importancia de integrar la identidad cultural de los estudiantes en el proceso de aprendizaje. Se plantean como objetivos identificar estrategias efectivas que respondan a las necesidades culturales de los alumnos, investigar cómo sus valores y creencias influyen en su actitud hacia el aprendizaje del idioma, y explorar los desafíos que enfrentan los educadores al considerar la interculturalidad. La metodología empleada es cualitativa, utilizando encuestas, entrevistas y grupos focales con estudiantes de bachillerato en el Colegio Fiscomisional Sagrado Corazón de Jesús en Tulcán. Los resultados revelan que la integración de elementos culturales en la enseñanza del inglés no solo mejora la motivación y el sentido de pertenencia de los estudiantes, sino que también fomenta un aprendizaje más significativo y respetuoso de la diversidad cultural. Se concluye que es fundamental formar docentes con competencias interculturales que diseñen estrategias pedagógicas inclusivas, permitiendo que el aprendizaje del inglés se convierta en un puente para la comunicación global sin sacrificar las identidades culturales locales. Este enfoque no solo contribuye al desarrollo lingüístico, sino que también refuerza la cohesión social y promueve valores de tolerancia y respeto entre culturas.

Palabras clave: Enseñanza del Inglés, Identidad cultural, interculturalidad, Estrategias pedagógicas, Educación inclusiva.

ABSTRACT

This research work addresses the teaching of English in the Ecuadorian context, emphasizing the importance of integrating students' cultural identity into the learning process. The objectives are to identify effective strategies that respond to the cultural needs of students, research how their values and beliefs influence their attitude toward language learning, and explore the challenges educators face when considering interculturality. The methodology employed is qualitative, using surveys, interviews, and focus groups with high school students at the Colegio Fiscomisional Sagrado Corazón de Jesús in Tulcán. The results reveal that integrating cultural elements into English teaching not only enhances students' motivation and sense of belonging but also fosters a more meaningful and respectful learning of cultural diversity. It is concluded that it is essential to train teachers with intercultural competencies who can design inclusive pedagogical strategies, allowing English learning to become a bridge for global communication without sacrificing local cultural identities. This approach not only contributes to linguistic development but also reinforces social cohesion and promotes values of tolerance and respect among cultures.

Key words: English teaching, cultural identity, Interculturality, Pedagogical Strategies, Inclusive Education

CHAPTER I

1. PROBLEM

1.1. Problem Statement

Globalization has had a significant impact on educational systems, where learning English is often seen as a means to access better academic and job opportunities. However, this emphasis on global advantages can overshadow the cultural challenges students face when learning a foreign language. Therefore, it is crucial to promote an educational approach that prioritizes linguistic skills while allowing students to maintain and value their cultural roots. This is particularly important in multicultural communities like those in Ecuador, where English teaching can serve as a bridge for global communication without compromising local traditions.

The English language has consolidated its position as a key tool for international communication in academic, technological, and professional settings; however, in Ecuador, English teaching cannot be approached only as the development of grammar, pronunciation, or general communicative skills, because learning also occurs within culturally diverse school environments where identity, community values, and local traditions shape students' engagement. The Common European Framework of Reference for Languages highlights that language education should contribute to intercultural dialogue and protect linguistic and cultural diversity, reinforcing the need to connect classroom practices with the learner's social and cultural reality (Council of Europe, 2020, p. 77). In addition, Ecuador continues to show challenges in English proficiency, which strengthens the need to improve teaching approaches that respond to local contexts rather than relying only on standardized models (EF Education First, 2023, p. 1).

Successful English learning requires guidance from a teacher who provides the necessary tools to master linguistic competencies. However, the globalized nature of the language has often led to the omission of essential aspects, such as local cultures. This creates a gap in the educational process, as distinctive cultural traits of each community are ignored (Fuentes et al., 2023). According to Garcia (2020), traditional methodologies focused solely on grammar and pronunciation do not consider the importance of integrating students' cultural diversity into the learning process. In this context, education needs to adopt a new approach that recognizes cultural diversity

and respects each community's worldview. This approach not only strengthens English teaching but also contributes to building intercultural awareness in students.

The Ecuadorian context, characterized by its cultural richness and linguistic diversity, faces the challenge of implementing educational strategies that balance English teaching with the preservation of local cultural identities. Although educational policies have established interculturality as a guiding principle of the education system, gaps remain in pedagogical practice, particularly in English teaching. This highlights the need to train teachers capable of designing inclusive teaching strategies that respond to students' cultural realities. According to Fuentes et al. (2023), integrating local cultural values in foreign language teaching not only enhances student motivation but also strengthens their sense of belonging and cultural pride.

Furthermore, English teaching must integrate emotional and social aspects that directly influence the learning process. Recent research indicates that students who feel their culture is valued and respected in the classroom are more willing to learn the language and overcome the psychological barriers associated with foreign language acquisition (Samayoa, 2021). This emphasizes the importance of training teachers with intercultural competencies, who can design pedagogical activities connecting English content with students' cultural experiences, making learning more meaningful.

The Common European Framework of Reference for Languages (CEFR) establishes international standards for measuring linguistic competencies, but its application in local contexts, such as Ecuador, requires adaptation to include cultural elements. For instance, when designing an English curriculum, teaching grammar or communication skills alone is insufficient; it is essential to include activities that encourage students to reflect on their own cultures in comparison with Anglo-Saxon cultures. This approach enriches the learning experience and fosters mutual respect between cultures, a key goal of intercultural education (Common European Framework of Reference for Languages: Learning, 2021).

In developing this research topic, it was identified that English teaching as a foreign language did not sufficiently consider the cultural identity of high school students. This omission reduced the effectiveness of methodological strategies, affecting motivation and meaningful language acquisition. Despite the existence of curricula with an intercultural approach, their practical application was limited, generating a disconnect between the content delivered and the students' cultural

reality. It is necessary to recognize that learning a language is not only an academic process but also a personal and community experience.

Ecuadorian English teaching should be designed to boost students' cultural self-esteem while developing communication skills in a foreign language. Incorporating cultural elements into English instruction not only enhances linguistic growth but also builds social cohesion and encourages deeper intercultural understanding, fostering values such as tolerance, respect, and empathy. These elements are vital for shaping global citizens who can interact in a diverse world without losing their sense of identity and roots.

However, these activities do not explicitly incorporate elements related to students' cultural identity, which limits motivation, weakens the sense of belonging, and reduces students' ability to connect linguistic content with their local environment. Although English is included in the institutional planning, the absence of culturally contextualized practices restricts the development of meaningful learning experiences. As a result, English teaching risks becoming disconnected from students' social and cultural reality. The problem addressed in this study lies in the limited integration of students' cultural identity into English language teaching at *Sagrado Corazón de Jesús* school in Tulcán, which may negatively affect motivation, engagement, and the effectiveness of the learning process.

1.2. Research questions or hypotheses

- How do students' cultural values and beliefs affect their attitude toward learning English?
- What are the main challenges educators face when considering cultural identity in English teaching?
- How can cultural differences be leveraged to enrich teaching methodologies in English learning?

1.3. Research objectives

General Objective

- To identify effective strategies for English language learning based on students' cultural needs.

Specific Objectives

- To investigate how students' cultural values and beliefs affect their attitude toward learning English.
- To recognize situations in which students' cultural beliefs and values conflict with those promoted in the English learning context.
- To explore how cultural differences can be used as resources in English teaching to enrich instructional methodologies.

1.4. Justification

This research addresses English learning from the perspective of cultural identity within real educational contexts, which is relevant for Ecuador's culturally diverse education system. The analysis provides a detailed view of how cultural identity impacts English learning in classrooms, offering a clearer understanding of the interaction between culture and language. It examines various learning models based on cultural identity as well as social aspects considered in language acquisition.

The importance of this study lies in its exploration of English learning strategies in a globalized world, where the interconnection between cultures is constant. It highlights the need to understand the identity of communities through their students while learning a language such as English, which encompasses not only grammar and skill-oriented vocabulary but also cultural awareness, reflecting history, customs, and traditions.

The research is supported by a wide range of documentary sources, including previous studies, theses, academic articles, and other relevant materials on cultural identity and English learning. This evidence-based approach provides a solid foundation for the analysis and interpretation of findings.

The main beneficiaries of this study are the students, who can use the results as a theoretical basis for future educational projects focused on English learning from the perspective of cultural identity and awareness. This will enable them to develop more inclusive and effective pedagogical practices that recognize and value cultural diversity in the classroom.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Research Background

In a world characterized by significant transformations in economic, political, cultural, and social spheres, it is essential to investigate the factors influencing the formation and evolution of cultural identity. This is justified by the growing global interconnection, which has led to increased interaction between different cultures and posed new challenges in understanding and preserving cultural identity.

The study conducted by Cordero (2020) aimed to analyze the implementation of the intercultural approach in English language teaching. This approach seeks to integrate cultural and pedagogical aspects that promote understanding between cultures while respecting the worldview and traditions of each community. At the international level, it focuses on how cultural exchange processes enrich English learning, while at the regional level in Latin America, it explores the adaptation of this approach to address the specific needs of the region. In the Ecuadorian context, its implementation is still incipient and requires further efforts for consolidation in educational settings.

The methodology used is qualitative, with a documentary focus employing bibliographic analysis through documentary, bibliographic, and electronic sources. This method allowed the synthesis of contributions from various academic and scientific studies related to the topic. Throughout the analysis, the author highlights that intercultural education is essential for promoting learning that respects cultural diversity and enhances students' communicative competencies in English.

The results show that the intercultural approach greatly helps improve students' communication skills while encouraging respect for different cultures. However, it also highlights the need for schools to create spaces that support intercultural interaction, as these are key to strengthening learning in a globalized world. The study stresses the importance of valuing cultural diversity as a core element in English teaching in Ecuador, proposing an inclusive model that honors diversity.

According to Cordero (2020), the importance of including the intercultural approach as a key element in English teaching was reaffirmed because it helps integrate pedagogical and cultural content that promotes a wider understanding of

communication processes. This was essential for recognizing that language learning cannot be separated from the student's worldview and traditions, and it provided a foundation for developing strategies tailored to Ecuadorian diversity.

The article by Murillo (2024) analyzes current challenges and trends in integrating intercultural competence in English as a foreign language teaching. This approach emphasizes the development of both cognitive and attitudinal competencies in students, promoting cultural sensitivity and respect for diversity.

The research is based on a documentary analysis of academic literature, examining concepts such as communicative competence, interculturality, diversity, and inclusion. The findings indicate that incorporating cultural elements into the classroom enriches language learning and fosters essential values for students' holistic development. The study also highlights that intercultural competence not only improves linguistic skills but also strengthens critical and social abilities necessary for interaction in a globalized world.

Murillo concludes that intercultural competence must be a fundamental pillar in English teaching, encouraging educators to design pedagogical strategies that effectively incorporate cultural diversity. This approach contributes not only to students' individual development but also promotes more equitable and inclusive societies.

Investigation by Murillo (2024) guided the theoretical construction on intercultural competence, demonstrating that its development strengthens both critical skills and attitudes of respect toward diversity. Indicators related to cultural sensitivity and inclusion were incorporated as relevant dimensions within the cultural identity variable, adjusting the instruments to this comprehensive perspective.

The study conducted by Grande (2023) carried out a content analysis of ten educational research articles from nine Latin American countries. Its main objective was to identify pedagogical proposals that include the development of intercultural competencies through English as a foreign language teaching. The results emphasize that English functions not only as a communication medium but also as a bearer of meanings and connections between language, culture, and identity. This fosters in students a greater appreciation for cultural diversity, strengthening their role as global citizens or intercultural speakers.

The methodology consisted of documentary analysis through coding and categorization, employing technological tools such as QDA Miner software to process

the data. This approach allowed the identification of four key categories: cultural mediation, identity, formation of global citizens, and appreciation of diversity. The analysis revealed that integrating the cultural dimension into English teaching can transform educational practices toward a more inclusive and critical perspective.

The article concludes that intercultural competence is essential for promoting respect, effective communication, and mutual understanding in a globalized world. It calls for the redesign of educational curricula to include a culturally sensitive approach, highlighting English as a bridge between cultures. Grande's (2023) work helped identify fundamental categories such as cultural mediation and identity, which were incorporated when establishing indicators and questionnaire items. Its comparative analysis across Latin American countries validated the relevance of embedding interculturality in English classrooms as a strategy to strengthen global citizenship.

Patiño (2020) The study analyzes the relationship between English language learning achievement and the development of an intercultural approach in secondary students. This approach is based on values such as respect for cultural identity, justice, and intercultural dialogue, seeking to develop global awareness and communicative skills that transcend cultural differences. The research involved 73 fourth-year secondary students at a school in Lima, Peru, using a quantitative, correlational, and cross-sectional design.

The methodology employed involved data collection through surveys and questionnaires, which allowed for the assessment of the level of development of intercultural competencies and English learning achievements. Although the results did not show a statistically significant relationship between the two variables ($p > 0.05$), high levels of development were observed in each, indicating that the students possess advanced skills both in intercultural competencies and in English proficiency.

In his conclusions, the author underscores the necessity of fostering the development of intercultural competencies to prevent educational stagnation and cultivate a globally informed mindset among students. Furthermore, he advocates for the implementation of meaningful pedagogical strategies that promote holistic learning, in alignment with the demands of an increasingly interconnected and complex world.

The study highlights the importance of continuing in-depth research on the relationship between English language learning and interculturality, in order to develop more effective educational models. Patiño (2020) It provided a quantitative framework

that allowed for the examination of the relationship between English learning achievements and the development of intercultural competencies. Although the results did not show a statistically significant correlation, they supported the notion that both factors can develop in parallel. This finding motivated the inclusion of items measuring students' perceptions regarding the cultural value of the language.

The research focuses on the importance of cultural identity as a central axis in the educational context. The study examines how cultural heritage can be utilized in primary and secondary education to strengthen students' sense of belonging to their community. The main objective is to provide a conceptual approach to cultural identity, exploring how teachers can play a crucial role in transmitting this heritage in an effective and meaningful manner.

The methodology employed is qualitative in nature and is based on case analysis and a review of academic literature, allowing for an in-depth reflection on pedagogical strategies that promote the preservation of cultural heritage. Cepeda emphasizes that classrooms should become spaces where students not only learn about their culture but also internalize it as an integral part of their identity. This approach encourages the development of educational programs that connect young people with their immediate cultural environment. In his conclusions, the author stresses that intercultural education should prioritize the transmission of cultural heritage as an essential resource for building a collective identity.

Likewise, he highlights that teachers have the responsibility to design educational experiences that enable students to understand and appreciate cultural diversity, providing a comprehensive perspective on how education can serve as a bridge to preserve and strengthen cultural identity in an increasingly globalized world. The approach proposed by Valente (2023) It reinforced the idea that education should serve as a channel to preserve and project cultural identity. His qualitative approach served as a basis for structuring the teacher interviews, taking into account their key role as cultural mediators within the classroom.

The study conducted by Patiño (2020) focuses on the relationship between the development of an intercultural approach and meaningful learning experiences among secondary school students in the context of English as a foreign language. The research responds to the growing need to integrate intercultural competencies into teaching and learning processes, particularly in contexts where cultural diversity is a predominant characteristic. The approach aims to promote essential values such as

respect for cultural identity, justice, and intercultural dialogue, which are fundamental for harmonious coexistence in multicultural societies.

The research adopted a quantitative, correlational, and cross-sectional design, using a sample of 73 secondary school students in Lima, Peru. Validated surveys and questionnaires were employed to assess the study variables and identify levels of development in intercultural competencies and meaningful learning achievement. The results revealed that there is no statistically significant relationship between the two main variables; however, both were found to exhibit high levels of development independently. This suggests that, although students demonstrate advanced competencies, it is necessary to strengthen the links between English language instruction and intercultural development.

In his conclusions, Patiño (2020) emphasizes the importance of implementing innovative pedagogical strategies that connect English language learning with a deeper understanding of cultural diversity. He underscores that the development of intercultural competencies should not be limited to the academic sphere but also extend to broader social contexts, representing a significant contribution to understanding the complexities of meaningful learning within an intercultural framework.

Similarly, he highlights the need for more in-depth research to optimize these processes within the educational context. Patiño (2020) focuses on meaningful learning experiences, which helped to understand that it is not sufficient to measure only cognitive outcomes, but also the emotions and cultural recognition generated by English language learning. This contribution supported the need to incorporate indicators of cultural appropriation and motivation.

The study conducted by Arán et al., (2023) explores the narratives of indigenous students from a rural school in Mexico, focusing on their English learning experiences and their relationship with indigenous languages and Spanish. This work aims to understand how these students experience processes of acculturation and learning, shaped by the imposition of Spanish as the predominant language and the late, formalized instruction of English at higher levels of education. Through this analysis, the study examines how English teaching can act as a cultural bridge, but also as a tool that perpetuates the marginalization of indigenous languages.

The research is framed within a constructivist paradigm with an interpretative approach, employing a biographical-narrative method to collect data through in-depth

interviews with six indigenous students. These participants provided accounts of their experiences with English, which, in most cases, occurs late and superficially at basic education levels. The results indicate that students face tensions between preserving their cultural identity and adapting to the demands of the educational system, where Spanish and English are predominant.

The study concludes by highlighting that English language learning can serve as a tool for accessing better educational and employment opportunities. However, for indigenous students, this process is fraught with sociocultural challenges, as it often involves the abandonment of their native languages and adaptation to a system that prioritizes dominant languages.

The authors emphasize the need to design educational strategies that promote intercultural learning without uprooting students' cultural identities, which proved essential for understanding the tensions experienced by indigenous students in relation to the learning of dominant languages. This perspective was taken into account when designing open-ended questions aimed at capturing potential identity conflicts and eliciting students' in-depth reflections.

The work of Noreña & Cano (2020) reflects on the role of the teacher in English as a foreign language instruction from an intercultural perspective. This approach aims to promote intercultural competencies, such as the ability to relate native and foreign cultures, cultural sensitivity, and mediation between cultural differences. The research is based on Rebecca Oxford's strategic self-regulation model, which includes social, cognitive, and affective strategies to enhance language learning and foster an intercultural personality in students.

The methodology employs the analysis of strategies implemented by teachers and students within a monocultural educational setting. Preliminary findings indicate that the social strategies adopted focus more on sociolinguistic aspects than on intercultural development. This underscores the importance of teachers actively intervening to facilitate meaningful interactions with diverse cultures, helping to overcome stereotypical relationships and promoting intercultural understanding and empathy.

The article concludes that English language teaching should integrate social and cultural dimensions to foster plurilingual and pluricultural competencies, highlighting the crucial role of the teacher in guiding students to develop self-regulation strategies that enable them to adapt and thrive in multicultural contexts. Noreña and

Cano's (2020) reflection on the teacher's role underscored the urgency of training professionals capable of fostering intercultural environments, an idea that was incorporated into the study's final recommendations. Their findings also allowed for the refinement of the analytical categories applied in the interviews.

The research conducted by Villegas et al. (2023) analyzes the relationship between the methodology used for teaching English as a foreign language at the School of Languages of the Pontificia Universidad Católica del Ecuador and its impact on the development of linguistic competencies in sixth-level students. This study aims to determine whether the applied pedagogical strategies effectively develop adequate language skills that meet international standards, in a context where English learning faces challenges in both implementation and efficacy.

The methodology employed included teacher interviews, classroom observations, and surveys administered to 87 students. The results of this analysis indicate a direct relationship between the teaching-learning process and the development of linguistic competencies. The participating students demonstrated satisfactory development of basic language skills (speaking, listening, reading, and writing), reflecting the effectiveness of the applied methodology. However, the study also highlights the need to incorporate more innovative and contextualized pedagogical approaches to further strengthen learning.

The study concludes that the pedagogical approach applied at the School of Languages of PUCE contributes positively to English language learning. However, it is recommended to make adjustments to the strategies in order to address students' individual differences and promote a more comprehensive approach that considers both cultural and intercultural aspects of the language.

This article analyzes the benefits of learning a second language, specifically English, in the development of intercultural skills. The research focuses on how knowledge of a foreign language facilitates interaction between cultures, promoting empathy, respect, and understanding of cultural differences. It highlights the positive impact of bilingualism on the formation of an intercultural identity, enabling learners to act as cultural mediators in various social contexts.

The methodology employed is based on a qualitative approach, drawing on previous studies and theoretical analyses regarding the benefits of language learning for intercultural communication. The results reveal that learning a new language not only expands linguistic competencies but also fosters tolerance toward cultural

diversity and enhances the ability to resolve cultural conflicts. The article emphasizes the importance of implementing educational approaches that integrate intercultural components into language learning, thereby promoting more harmonious relationships in a globalized world.

Learning English as a foreign language not only provides academic and professional benefits but also transforms learners' cultural perceptions, encouraging them to adopt more inclusive attitudes toward other cultures. The study highlights the need to promote educational policies that prioritize the development of intercultural competencies through language learning, validates the importance of innovating English teaching methodologies, and inspires the proposal of pedagogical activities adapted to students' realities. Its focus on the relationship between teaching strategies and language performance served as a basis for justifying the intervention.

2.2. Theoretical Framework

In a globalized world, English has become a fundamental tool for communication in education, technology, business, and international relations. Crystal (2003) emphasizes that the global spread of English is directly linked to economic, political, and cultural globalization, making it a strategic asset for academic and professional development. Learning English goes beyond the acquisition of grammatical rules or vocabulary; it involves developing communicative and sociocultural competencies, which allow learners to interact effectively in diverse cultural contexts.

According to Vygotsky's Sociocultural Theory (1978), language learning is a socially mediated process that occurs through interaction within a cultural context, highlighting that students learn more effectively when instruction integrates meaningful, context-based activities connected to their lived experiences. Oxford (2017) further notes that the use of communicative and interactive pedagogical strategies enhances engagement and enables learners to apply language skills in real-life situations, fostering critical thinking, intercultural competence, and authentic communication.

English learning is not merely a cognitive process but a socially and culturally situated practice. Meaningful learning occurs when students' cultural identity is recognized and integrated into instruction, enhancing motivation, self-esteem, and

engagement. This framework suggests that English teaching should balance linguistic development with the incorporation of students' cultural backgrounds, allowing learners to connect content with their traditions and values. Such an approach promotes intercultural communication while preserving personal and community identity, effectively linking English learning and cultural identity.

2.2.1. English Language Learning

English language learning is a complex and dynamic process that involves the development of linguistic skills, communicative competence, and sociocultural awareness. It goes beyond the mechanical acquisition of grammar and vocabulary, as it requires learners to use the language meaningfully in real and contextualized situations. Current perspectives in language education emphasize that effective English learning occurs when instruction is connected to learners' lived experiences, cultural background, and social environment, allowing language to function as a tool for communication and identity construction (Crystal, 2003; Villegas et al., 2023; Pennycook, 2020).

2.2.2. English Language Skills

The development of the four fundamental language skills—listening, speaking, reading, and writing—is central to English language learning. These skills enable learners to comprehend, produce, and interpret meaning in diverse communicative contexts. According to the Common European Framework of Reference for Languages (CEFR), language proficiency should be developed in a balanced manner by integrating receptive skills (listening and reading) with productive skills (speaking and writing), ensuring effective and functional communication (Council of Europe, 2018).

Listening, as a receptive skill, allows learners to understand spoken language in authentic contexts. Brown (2007) and Gilakjani & Sabouri (2016) emphasize that exposure to meaningful and culturally relevant audio input facilitates comprehension and supports language acquisition.

Speaking, as a productive skill, enables learners to express ideas, opinions, and cultural perspectives through interaction. Oral communication plays a crucial role in developing fluency, confidence, and communicative competence, particularly when learners engage in socially meaningful exchanges (Vygotsky, 1978; Richards, 2015).

Reading contributes to vocabulary development and comprehension skills, especially when texts are connected to learners' prior knowledge and cultural experiences. Grabe and Stoller (2011) argue that reading comprehension improves when learners can relate textual content to their own social and cultural contexts.

Writing, in turn, allows learners to organize ideas, develop linguistic accuracy, and communicate effectively in written form. Hyland (2003) highlights that writing is a social practice influenced by context, audience, and purpose, reinforcing both cognitive and linguistic development.

These skills should not be taught in isolation but as interconnected components of communication. Integrated-skills instruction promotes deeper learning and enables students to apply English effectively in real-life situations, fostering communicative competence and learner autonomy (Richards & Rodgers, 2014).

2.2.3. Learning Process

Learning English as a foreign language involves not only the acquisition of linguistic skills but also the implementation of pedagogical strategies that promote comprehensive student development. According to Vygotsky's Sociocultural Theory (1978), learning is a socially mediated process that occurs through interaction within a cultural context. From this perspective, language learning is enhanced when students engage in collaborative activities, dialogue, and meaningful communication that reflect their social realities.

Oxford (2017) emphasizes that the use of communicative and interactive pedagogical strategies increases student engagement and facilitates the transfer of language skills to authentic contexts. Strategies such as group work, role-playing, project-based learning, and the integration of technological tools encourage active participation, autonomy, and collaborative knowledge construction. These approaches support not only linguistic development but also critical thinking, problem-solving, and social interaction (Richards, 2015; Samayoa Monroy, 2021).

2.2.4. Communication and Cultural Awareness

Communication and cultural awareness are essential components of English language learning in a globalized context. Language functions not only as a system of communication but also as a vehicle for expressing cultural values, beliefs, and social practices. Consequently, learning English implies developing the ability to communicate effectively while understanding and respecting cultural diversity,

highlighting that successful communication requires awareness of both linguistic forms and cultural meanings (Kramersch, 1998; Canagarajah, 2017).

In the Ecuadorian educational context, the Ministry of Education (MEC) incorporates Communication and Cultural Awareness as a transversal axis in the English as a Foreign Language Curriculum (2016). This curricular orientation promotes the integration of students' cultural identity into the learning process, encouraging learners to reflect on their own culture while engaging with foreign cultural perspectives. Through this approach, students are guided to value cultural diversity and develop respectful attitudes toward different ways of life.

The development of communication and cultural awareness in the English classroom fosters intercultural communicative competence. According to Byram (1997) and Kramersch (1998), intercultural competence involves the ability to interact appropriately and effectively with people from different cultural backgrounds while maintaining one's own cultural identity. Therefore, English instruction should include activities that link linguistic content with cultural themes, allowing students to relate their traditions, values, and social experiences to the language being learned.

This approach strengthens students' motivation, participation, and sense of identity, as learners perceive English learning as meaningful and respectful of their cultural background. As a result, communication and cultural awareness serve as a bridge between English language learning and cultural identity, supporting the development of learners who are not only linguistically competent but also culturally aware and socially responsible.

From a theoretical standpoint, English language learning is conceptualized as a socially mediated and culturally embedded process in which communication and cultural awareness play a central role (Vygotsky, 1978; Kramersch, 1998; Canagarajah, 2017). The integration of students' cultural identity into English instruction, as promoted by the Ecuadorian EFL curriculum (MEC, 2016), underscores the need for pedagogical approaches that connect linguistic development with intercultural understanding and meaningful social interaction (Byram, 1997).

In this context, the pedagogical strategies addressed in this study are introduced at a conceptual level within the theoretical framework as approaches grounded in the literature. These strategies—such as culturally responsive teaching, intercultural project-based learning, identity-based storytelling, guided intercultural comparison, and the teacher's role as an intercultural mediator—are theoretically

justified as they align with sociocultural learning principles and support the development of communicative competence, cultural awareness, and the strengthening of students' cultural identity. This theoretical foundation provides the basis for the subsequent methodological and pedagogical considerations of the study.

2.2.5. Motivation

Motivation is a fundamental factor in foreign language learning, as it directly influences learners' effort, persistence, and achievement. In the context of English as a Foreign Language (EFL), motivation determines not only the willingness to engage in learning activities but also the capacity to sustain learning over time. Dörnyei (2020) argues that motivated learners are more likely to invest effort in language learning, set personal goals, and actively participate in communicative tasks, which significantly enhances learning outcomes.

Motivation is closely related to learners' personal, social, and cultural identities. According to Samayoa Monroy (2021), students who establish a personal or cultural connection with the language they are learning demonstrate higher levels of commitment and engagement. This connection strengthens intrinsic motivation, which Deci and Ryan (2000) define as the internal desire to learn driven by interest, self-fulfillment, and personal relevance. Intrinsic motivation has been shown to have a lasting and positive impact on language learning success, particularly when learners perceive the language as meaningful for intercultural communication and social participation.

From a sociocultural perspective, motivation is not solely an individual trait but a socially constructed process. Vygotsky's Sociocultural Theory (1978) posits that learning occurs through social interaction within a cultural context. Therefore, learners are more motivated when English instruction incorporates meaningful, context-based activities that reflect their lived experiences and cultural backgrounds. In this sense, classroom interaction, collaboration, and dialogue play a crucial role in sustaining motivation and promoting deeper learning.

Pedagogical strategies also significantly influence learner motivation. Oxford (2017) highlights that communicative and interactive strategies, such as cooperative learning, task-based activities, and project-based learning, increase student engagement and facilitate the practical use of language in authentic situations. Similarly, Richards (2015) emphasizes that learner-centered instruction fosters

autonomy and motivation by allowing students to take an active role in their learning process.

Furthermore, the recognition of cultural identity within the English classroom contributes positively to learner motivation. Kramsch (1998) asserts that language learning involves identity negotiation, and learners are more motivated when their cultural values and perspectives are acknowledged and respected. Integrating cultural identity into English instruction not only prevents identity conflict but also enhances learners' confidence and sense of belonging, which are essential conditions for effective language learning.

In conclusion, motivation in English language learning emerges from the interaction between individual goals, social context, pedagogical practices, and cultural identity. When English instruction is culturally responsive, communicative, and meaningful, learners develop sustained motivation that supports both linguistic development and intercultural competence. This perspective justifies the inclusion of motivation as a key dimension in the analysis of English language learning and its relationship with cultural identity.

2.2.6. Culture Identity

2.2.6.1. Culture

Adam Kuper (2001) provides an insightful account of the evolution of the concept of culture, explaining that the term originated from intellectual debates. Cultural identity is therefore in a constant process of development, growth, and evolution, largely dependent on societal advances. Its roots trace back to the 18th century in Europe. In France and Great Britain, the concept was preceded by the term civilization, which denoted political order (qualities such as civic-mindedness, courtesy, and administrative wisdom). Its opposite was considered barbarism and savagery. This concept gradually became linked to the idea of the superiority of civilization, and thus to the histories of nations considered civilized. Over time, the concept evolved to include levels and phases of civilization, and its meaning became associated with material progress. (Molano, 2007).

Initially, in Germany, the concept of culture was similar to that of civilization as used in France. However, over time, nuances emerged (derived from years of philosophical debates) that ultimately differentiated the meanings of the two terms.

This differentiation was related to the perceived threat that Germans saw to local cultures, stemming from the French conceptualization of transnational civilization.

“For the Germans, civilization was considered external, rational, universal, and progressive, whereas culture referred to the spirit, local traditions, and territory. It is said that the term was derived from Cicero, who metaphorically wrote *cultura animi* (cultivation of the soul). *Kultur* implied a personal progression toward spiritual perfection. Anthropologically, culture was primarily associated with the arts and religion, and by 1766, in the context of civilization, the term had also acquired a legalistic technical meaning, referring to the conversion of a criminal process into a civil case”. (Molano, 2007, p.43).

Civilité, politeness, and police originally shared the same meaning: respectful of the law. Over time, the word *civilisé* replaced police. In 1954, the linguist Émile Benveniste conducted a study that traced the first use of the term civilization to around 1757, in the sense of political order. It was not until the mid-20th century that the concept of culture expanded to a more humanistic perspective, associated with the intellectual or spiritual development of an individual, encompassing all the activities, characteristics, and interests of a people.

To understand the diversity of concepts of culture, between 1920 and 1950, North American social scientists produced no fewer than 157 definitions of culture. In the 19th century, numerous intellectuals recognized the plural nature of the concept of culture, which implies acknowledging the nonexistence of a universal culture and the differing ways in which people around the world perceive and experience life. (Molano, 2007).

For centuries, and even today, this advancement in human knowledge has not been sufficient, and there have been attempts to impose the belief in the existence of a superior culture, associated with the terms civilization and progress, which is deemed to be imposed by duty upon other cultures considered inferior. Already in the 19th century, T.S. Eliot wrote:

“The deliberate destruction of another culture as a whole constitutes irreparable damage; such an action is as evil as treating human beings like animals. A world culture that was uniform would not be culture at all, as it would result in a dehumanized humanity” (Molano, 2007, p. 57).

From the evolution of the concept of culture—linked not only to the internal aspects of the human being but also to more than political and administrative organization, and from the pluralization of the term as applied to a people, nation, or territory—discussions continued to grow richer over the years. The definition progressed from an anthropological perspective to a transversal concept related to development: by the 1950s, development was primarily an economic concept; in the 1980s, the notion of human development was introduced; and by the 1990s, especially after the Rio Summit, it evolved into the concept of sustainability, in which culture plays a fundamental role.

In the 1950s, the term culture could be seen as an obstacle to progress and material development. This is expressed in a document prepared by United Nations experts in 1951:

“There is a sense in which rapid economic progress is impossible without painful adjustments. Ancestral philosophies must be eradicated; old social institutions must disintegrate; ties of caste, creed, and race must be broken; and large masses of people unable to keep pace with progress will see their expectations of a comfortable life frustrated. Very few communities are willing to pay the price of economic progress.” (UNESCO, 2025, párr. 3).

The change and evolution of thought is reflected in this statement made by experts from the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the 1990s:

UNESCO advocates for the inseparability of culture and development, understood not only in terms of economic growth but also as a means of achieving a fulfilling intellectual, emotional, moral, and spiritual existence. This form of development can be defined as a set of capacities that enables groups, communities, and nations to plan and shape their future in an integrated manner. (UNESCO, 2025).

Culture transcends to become something fundamental, encompassing every aspect and characteristic of society, as Intriago mentions:

Culture is not merely a valuable accessory; the exquisite corpse added to the hard issues of development, such as per capita income, employment, or

productivity and competitiveness indices. Rather, it is a dimension that plays a decisive role in every development process, as much as institutional strengthening, the existence of social networks and social capital, and the mobilization of citizens (Intriago et al., 2024)

Although there are various definitions, they generally agree that culture is what gives life to human beings: their traditions, customs, festivals, knowledge, beliefs, and morality. It can be said that culture has multiple dimensions and social functions, which generate ways of living, social cohesion, wealth and employment creation, and territorial balance.:

Culture is a living entity, composed both of elements inherited from the past and of external influences adopted, as well as innovations created locally. Culture has social functions, one of which is to provide a sense of self-worth, an indispensable condition for any form of development, whether personal or collective. (Verhelst, 1994, p.42)

2.2.6.2. *Identity*

It is not a fixed concept; rather, it is continuously recreated both individually and collectively, constantly shaped by external influences. According to anthropological and sociological studies, identity emerges through differentiation and as a reaffirmation in relation to others.

Although the concept of identity transcends borders (as in the case of migrants), its origins are often closely linked to a specific territory:

“The cultural identity of a people is historically defined through multiple aspects in which their culture is expressed, such as language, a tool of communication among community members; social relationships; unique rites and ceremonies; or collective behaviors, that is, systems of values and beliefs. A defining feature of these elements of identity is their intangible and anonymous nature, as they are the product of the collective” (Suárez et al., 2023, p.47).

Identity entails a sense of belonging to a community, a social sector, or a specific reference group. This community is generally geographically located, but not necessarily (for example, in the cases of refugees, displaced persons, or migrants). There are various manifestations of identity, such as festivals, ritual processions,

music, and dance. The UNESCO has recognized these highly visible cultural representations under the concept of “intangible cultural heritage.”

Identity is only possible and can be manifested through cultural heritage, which exists beforehand and independently of its recognition. The concept of identity comes from the Latin *identitas*, derived from the word *idem* (the same). (Mendieta et al., 2021, p. 62).

It is society that, as an active agent, shapes its cultural heritage by establishing and identifying those elements it values and assumes as its own, which naturally become reference points for identity. This identity implies, therefore, that individuals or groups historically recognize themselves within their own physical and social environment, and it is this constant recognition that gives cultural identity its active character.

Identity is closely linked to history and cultural heritage. Cultural identity cannot exist without memory, without the capacity to recognize the past, and without symbolic elements or reference points that are intrinsic to it and help in shaping the future.

2.2.6.3. Recognition of Identity

Cultural identity refers to the values, traditions, and customs that distinguish a community. In the educational context, the recognition of cultural identity helps students maintain a sense of belonging while developing competencies in a foreign language. According to García et al. (2021), integrating cultural identity into the classroom fosters greater student confidence and motivation, as learners perceive the learning process as one that respects their cultural heritage.

Moreover, the perception of cultural impact is crucial to prevent identity loss in globalized educational contexts. Murillo (2024) emphasizes that students may experience cultural tensions if the relationship between their local culture and the foreign language they are learning is not properly addressed. Therefore, it is essential for teachers to promote activities that value and strengthen students' cultural heritage while exploring new cultural perspectives.

2.2.6.3.1. Interculturality

Interculturality involves respect and appreciation of cultural differences in a globalized environment. In the context of English language learning, it refers to the interaction between local and foreign cultures, allowing students to understand and appreciate other cultures without compromising their own identity. According to

Grande, (2023), English teaching should include materials and practices that promote intercultural dialogue, helping students develop the skills needed to navigate multicultural contexts.

Language learning is deeply intertwined with culture and identity. Language is not merely a system of grammatical rules; it is also a vehicle for social interaction and cultural expression. Kramersch (1998) asserts that language and culture are inseparable, and learners construct meaning through communication situated within cultural contexts. Therefore, integrating cultural identity into English language instruction promotes meaningful learning and enhances student engagement.

2.2.6.4. English Language Learning in a Globalized World

The importance of English has grown substantially in a globalized world, where it serves as a key medium for communication in education, technology, business, and international relations. Globalization has intensified cross-cultural interactions, creating increasing demand for English proficiency as a tool for accessing academic, professional, and social opportunities. Crystal (2003) links the global spread of English to economic, political, and cultural globalization, highlighting its strategic significance.

Despite the world's linguistic diversity, English has achieved a unique global status. Yama (2024) notes that there are approximately 6,528 living languages, reflecting significant cultural and linguistic variety. Many individuals are bilingual or multilingual, yet English stands out due to its widespread use as a common language of international communication. In Europe, English is the primary language of both the European Union and its foreign language instruction, making it a lingua franca for professional and academic exchange (Noreña & Cano, 2020).

Learning English enables individuals to interact with diverse communities, access vast digital information, and enhance academic and professional opportunities. However, proficiency requires more than superficial knowledge; learners must be able to use English effectively and meaningfully in real contexts (Villegas et al., 2023). As a result, English learning has evolved from a supplementary school subject to a core component of education. Mastery of English equips learners with the communicative and cognitive skills necessary to participate in an increasingly interconnected and competitive world.

2.2.6.5. *Interrelation between Variables*

2.2.6.5.1. *Cultural Appropriation*

Cultural appropriation in English language teaching refers to the pedagogical integration of students' cultural values, beliefs, and social practices into the language learning process, allowing learners to connect linguistic content with their social reality. This perspective aligns with sociocultural approaches to language learning, which emphasize that language is inseparable from culture and identity.

According to Intriago et al. (2024), incorporating learners' cultural references into English instruction enriches language learning and promotes empathy, intercultural awareness, and respect for diversity. When students perceive their culture as valued in the classroom, English learning becomes meaningful and contextually grounded.

From an intercultural perspective, Byram (1997) argues that effective language learning requires the development of intercultural communicative competence, which includes not only linguistic knowledge but also attitudes, skills, and awareness related to cultural interaction. In this sense, cultural appropriation serves as a bridge between English language learning and cultural identity, enabling learners to negotiate meaning without abandoning their cultural roots. Similarly, Kramsch (1998) highlights that language is a symbolic system through which cultural meanings are constructed and shared; therefore, excluding culture from language instruction limits learners' communicative potential.

Furthermore, García et al. (2021) emphasize that the integration of cultural identity into English instruction helps reduce identity conflicts, particularly in educational contexts where English may be perceived as a symbol of cultural dominance or globalization. By validating local traditions and knowledge, cultural appropriation contributes to a more equitable and inclusive learning environment. This approach aligns with Norton's (2013) concept of identity in language learning, which suggests that learners' investment in a language increases when their identities are recognized and respected within the learning process.

The theoretical contributions of González and Varas (2000), Romero and Cevallos (2005), and Molano (2007) provide a foundational understanding of cultural identity as a dynamic and socially constructed phenomenon. These authors argue that identity is continuously reshaped through social interaction and cultural practices. From this perspective, each student enters the English classroom with a unique

symbolic universe influenced by family values, community traditions, and historical experiences. Recognizing this diversity allows English learning to be understood as a culturally situated process rather than a neutral or purely cognitive activity.

Additionally, recent studies in applied linguistics support the integration of local culture into foreign language teaching. According to Alptekin (2002) and Risager (2011), the use of culturally relevant content enhances learners' motivation and facilitates deeper comprehension, as students are able to relate new linguistic input to familiar cultural frameworks. This connection strengthens engagement and promotes meaningful learning, particularly in multicultural and multilingual contexts.

Based on these theoretical foundations, this study proposes a pedagogical approach that integrates linguistic development with cultural awareness, positioning the classroom as an intercultural space for dialogue and reflection. This approach challenges traditional views that present English as a culturally neutral language and instead recognizes it as a medium for expressing identity and social meaning. Consequently, English instruction should include activities that link linguistic content with culturally significant symbols, narratives, and experiences relevant to students' lives.

Finally, this theoretical framework informs the design and validation of data collection instruments used in the study. These instruments aim to identify students' perceptions of the relationship between English learning and their cultural identity, ensuring coherence between theory, methodology, and assessment. By incorporating cultural appropriation as a transversal dimension, the research supports an educational model that values diversity, legitimizes prior knowledge, and promotes ethical, inclusive, and culturally situated English language learning.

2.2.6.5.2. Community impact

The learning of English extends beyond the classroom and generates significant effects within the community, influencing social perceptions, cultural practices, and educational aspirations. Language learning, particularly English, plays a transformative role in communities by facilitating access to global communication, academic opportunities, and intercultural exchange.

However, its impact depends largely on how the language is taught and contextualized. When English learning is disconnected from local culture, it may

generate resistance or perceptions of cultural displacement; conversely, when it integrates cultural identity, it can strengthen community cohesion and empowerment.

According to García and Wei (2014), language education that values local cultural knowledge contributes to social inclusion and reinforces learners' sense of belonging within their communities. In this sense, English learning becomes a tool for community development rather than a symbol of cultural homogenization.

Similarly, Freire (2005) emphasizes that education should be grounded in learners' social realities, enabling individuals to critically engage with their context and actively participate in social transformation. From this perspective, English education can foster critical awareness and community participation when it respects and incorporates local identities.

In multicultural contexts, English learning can promote intercultural dialogue within the community. Byram (1997) asserts that intercultural communicative competence enables learners to act as mediators between cultures, facilitating understanding and cooperation.

When students transfer this competence to their community interactions, they contribute to reducing cultural stereotypes and promoting mutual respect. This impact is particularly relevant in contexts where communities seek to preserve their cultural heritage while engaging with global processes.

In the Ecuadorian context, the Ministry of Education (MEC) recognizes the social role of language education through the inclusion of Communication and Cultural Awareness as a transversal axis in the English as a Foreign Language Curriculum (2016).

This curricular orientation encourages schools to involve families and communities in the learning process, promoting the appreciation of cultural diversity and collective identity. As a result, English learning is perceived not as an imposition but as an opportunity to strengthen cultural expression and social interaction.

Moreover, recent studies highlight that community perceptions of English learning improve when students demonstrate that the language can be used to communicate local knowledge, traditions, and values (Intriago et al., 2024; García et al., 2021). This positive perception reinforces community support for English education and motivates learners to continue their academic development. Thus, the community impact of English learning is closely linked to the extent to which cultural identity is respected and integrated into pedagogical practices.

Ultimately, the interrelation between English language learning and cultural identity generates a reciprocal impact: while the community shapes learners' attitudes and motivations, English learning also influences how communities perceive themselves within a globalized world. By adopting a culturally responsive approach, English education can contribute to the formation of socially responsible learners who value their cultural heritage and actively participate in their communities, promoting sustainable educational and social development.

2.2.7. Legal Framework

2.2.7.1. Constitution of the Republic of Ecuador

Article 3. – The primary duties of the State are:

To guarantee, without any discrimination, the effective enjoyment of the rights established in the Constitution and in international instruments, particularly in the areas of education, health, nutrition, social security, and access to water for its inhabitants. (Constituent National Assembly, 2008)

This article establishes that it is a primary duty of the State to guarantee access to fundamental rights, including education, in an inclusive and non-discriminatory manner. This is crucial to ensure that the educational system takes into account Ecuador's cultural diversity, integrating an intercultural approach in the teaching of languages such as English. The explicit mention of education as a universal right highlights the State's obligation to implement policies that respect and promote local cultural identities.

Article 26. – Education is a lifelong right of individuals and an unavoidable and inescapable duty of the State. It constitutes a priority area of public policy and state investment, serving as a guarantee of equality and social inclusion, and as an indispensable condition for well-being. Individuals, families, and society have both the right and the responsibility to participate in the educational process. (Constituent National Assembly, 2008)

Article 27. – Education shall focus on the human being and ensure their holistic development, within the framework of respect for human rights, sustainable environmental practices, and democracy. It shall be participatory, compulsory, intercultural, democratic, inclusive, diverse, and of high quality and warmth. Education shall promote gender equity, justice, solidarity, and peace; stimulate critical thinking, the arts, physical culture, individual and community initiative; and foster the

development of skills and competencies for creation and work. Education is indispensable for knowledge, the exercise of rights, and the construction of a sovereign nation, constituting a strategic axis for national development. (Constituent National Assembly, 2008)

These articles reinforce that education is both a right and an unavoidable duty of the State, ensuring its inclusive, intercultural, and participatory nature. In the context of English language teaching, these provisions require that language learning extend beyond linguistic skills to also integrate respect for students' cultural traditions and values. This approach promotes holistic, human-centered education, as mandated by Article 27.

Article 29. – The State shall guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their own language and cultural context. Mothers, fathers, or their representatives shall have the freedom to choose an education for their children that aligns with their principles, beliefs, and pedagogical preferences. (Constituent National Assembly, 2008)

Article 57. – The following collective rights shall be recognized and guaranteed to communes, communities, indigenous peoples, and nationalities, in accordance with the Constitution and with the treaties, conventions, declarations, and other international human rights instruments:

1. To freely maintain, develop, and strengthen their identity, sense of belonging, ancestral traditions, and forms of social organization.

2. Not to be subjected to racism or any form of discrimination based on their origin, ethnic identity, or culture. (Constituent National Assembly, 2008)

This article guarantees indigenous communities the right to maintain and strengthen their cultural identity and traditions. In the educational context, this translates into the need to include specific cultural elements of these communities in the English language curriculum, promoting respect for and appreciation of ethnic and cultural diversity. Furthermore, it emphasizes protection against any form of discrimination, a crucial aspect in diverse educational settings.

Article 343. – The national education system shall aim at developing the individual and collective capacities and potential of the population, enabling learning as well as the generation and use of knowledge, techniques, skills, arts, and culture. The system shall be learner-centered and operate in a flexible, dynamic, inclusive, effective, and efficient manner. The national education system shall integrate an

intercultural perspective in accordance with the country's geographical, cultural, and linguistic diversity, and with respect for the rights of communities, peoples, and nationalities. (Constituent National Assembly, 2008)

This article establishes the purpose of the national education system, emphasizing its intercultural vision and respect for geographical, cultural, and linguistic diversity. For the subject of study, this article provides a regulatory framework that requires English language learning to be designed in a way that reflects and respects Ecuador's cultural richness, allowing students to learn without compromising their identity.

2.2.7.2. *Organic Law of Intercultural Education.*

Article 57, Sections 14 and 21 of the Constitution of the Republic, regarding the Rights of Communities, Peoples, and Nationalities, establishes: To develop, strengthen, and enhance the intercultural bilingual education system with quality standards, from early stimulation to higher education, in accordance with cultural diversity, for the care and preservation of identities in line with their teaching and learning methodologies. A dignified teaching career shall be guaranteed. The administration of this system shall be collective and participatory, with temporal and spatial alternation, based on community oversight and accountability. And that the dignity and diversity of their cultures, traditions, histories, and aspirations shall be reflected in public education. (LOEI, 2017).

This article reinforces the importance of intercultural bilingual education as a right and establishes quality criteria for its implementation. In the context of English language learning, it highlights the need to design strategies that respect and preserve cultural identities, adapting teaching methodologies to include indigenous languages and cultures. This approach ensures inclusive education that strengthens both linguistic skills and cultural pride.

Article 343 of the Constitution of the Republic establishes a national education system whose purpose is to develop the individual and collective capacities and potential of the population, enabling learning as well as the generation and use of knowledge, techniques, skills, arts, and culture. The system shall be learner-centered and operate in a flexible, dynamic, inclusive, effective, and efficient manner. The national education system shall integrate an intercultural perspective in accordance with the country's geographical, cultural, and linguistic diversity, and with respect for the rights of communities, peoples, and nationalities. (LOEI, 2017).

Similar to Article 343 of the Constitution, this article highlights the importance of a flexible and inclusive education system with an intercultural perspective for English language learning. This means that teachers should incorporate activities that not only teach the language but also promote intercultural understanding and respect for local traditions.

2.2.7.3. United Nations Organization (UNO)

Universal Declaration of Human Rights of the United Nations

Article 26, Paragraph 2.- Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance, and friendship among all nations and all ethnic or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (United Nations General Assembly, 1948)

This article emphasizes that education should promote the full development of the human personality and foster tolerance and friendship among nations. In the context of English language teaching, this implies that learning should go beyond linguistic competencies, encouraging cultural appreciation that enables students to interact respectfully and effectively in a globalized world.

2.2.7.4. Convention Against Discrimination in Education

Article 5 – The States Parties to this Convention agree:

Education should aim at the full development of the human personality and at strengthening respect for human rights and fundamental freedoms, and that it should promote understanding, tolerance, and friendship among all nations and all racial or religious groups, as well as the development of the activities of the United Nations for the maintenance of peace. (UNICEF, 2006).

This article establishes that education should strengthen respect for human rights and promote cultural tolerance. In the context of English language learning, it reinforces the need to include pedagogical activities that foster interculturality and use the language as a tool for peace and social inclusion.

2.2.7.5. Convention on the Rights of the Child (UNICEF)

Article 30 – In States in which ethnic, religious, or linguistic minorities exist, or where indigenous peoples are present, no child belonging to such minorities or

indigenous groups shall be denied the right, in common with the other members of their group, to enjoy their own cultural life, to profess and practice their own religion, or to use their own language. (UNICEF, 2006).

This article recognizes the right of children from ethnic or linguistic minorities to preserve their cultural life, practice their religion, and use their language. This requires that English language learning respect and value students' cultures and languages, integrating cultural elements into the curriculum to ensure that the educational process is inclusive and respectful.

CHAPTER III

3. METHODOLOGY

3.1.1. Description of the Study Area / Study Group

This chapter details, step by step, how the research was conducted. The study follows a mixed-methods research approach based on Creswell's framework (2021), integrating qualitative and quantitative techniques to address the research objectives.

A multiple-choice questionnaire and in-depth interviews were administered to a population of 300 students from the Sagrado Corazón de Jesús school - Tulcán.

3.1.1.1. *Population*

The population is finite, accessible, and selected through non-probabilistic quota sampling according to Haro et al. (2024) and consisted of 300 students enrolled in the Unified General Baccalaureate level. A sample of 100 students, from first to third year of high school, was selected using non-probabilistic quota sampling, as established by Simbaña & Gonzáles (2023) due to the lack of complete institutional lists. Inclusion criteria considered students of both sexes, with regular class attendance, and willingness to participate voluntarily. Exclusion criteria included those with reading comprehension difficulties or those who did not wish to participate.

The population and sample selection were determined through non-probabilistic criteria. Due to the non-probabilistic nature of the sampling method and the exploratory scope of the study, a statistical sample size calculation was not applied. Instead, the sample size was determined based on accessibility, participant availability, and methodological feasibility. As a result, the study involved the participation of 267 students and two English teachers.

Figure 1

Georeferenced of Sagrado Corazon de Jesus School



Note. The figure shows the location of Sagrado Corazón de Jesús school. Taken from Google Maps (2024).

Mission

We accompany our students in their integral educational process through an education oriented toward living in harmony with God, with themselves, with others, and with nature, ensuring their integration into society as proactive individuals with a vocation for social transformation.

Vision

Grounded in the Organic Law of Intercultural Education (LOEI), the Gospel, the Pedagogy of Love of our founders, and guided by the Bethlehemite Philosophy, by the year 2022 we aim to be a Catholic educational institution of historical significance and academic excellence, committed to the integral formation of individuals who embrace *Buen Vivir*, are capable of facing challenges, and lead processes toward the construction of a more just and fraternal world.

3.1.2. Research Approach

The mixed-methods approach adopted in this study is directly aligned with the research objectives, as it allows for a comprehensive analysis of English language learning and its relationship with cultural identity. The general objective, which seeks to analyze how cultural identity influences English language learning, requires both an

interpretative understanding of educational practices and measurable evidence of students' perceptions and experiences.

The qualitative component, implemented through semi-structured interviews with teachers, supports the specific objectives related to identifying pedagogical strategies and understanding how cultural elements are incorporated into English instruction. Teachers' perspectives provide contextualized insights into instructional decisions, classroom dynamics, and challenges faced when integrating cultural identity into language teaching.

Similarly, the quantitative component, based on surveys administered to students, responds to the objectives aimed at examining motivation, perceived development of language skills, and attitudes toward English learning. The numerical data obtained through surveys allow for identifying trends and patterns that reflect students' experiences and perceptions, thereby complementing the qualitative findings.

The descriptive scope of the study is consistent with the objective of characterizing the current state of English language learning within a culturally diverse educational context, while the exploratory nature supports the intention to generate new insights in an area that has been insufficiently studied in the Ecuadorian context. Furthermore, the documentary analysis contributes to grounding the objectives in established theories, educational policies, and previous research, ensuring conceptual clarity and methodological rigor.

3.1.2.1. Methodological Coherence of the Study

This research demonstrates strong methodological coherence, as all components of the study are systematically aligned. The research approach, type of study, data collection instruments, and objectives are logically interconnected and mutually reinforcing. The use of interviews with teachers and surveys with students is consistent with the mixed-methods design and ensures data triangulation, enhancing the credibility and validity of the findings.

The cross-sectional design is appropriate for the objectives of the study, as it allows for the analysis of English learning and cultural identity within a specific time frame, without altering the natural educational context. Additionally, the selection of a descriptive and exploratory approach aligns with the intention to observe and interpret existing educational practices rather than to test causal relationships.

Overall, the methodological structure supports the research purpose by integrating theory, practice, and empirical evidence. This coherence ensures that the findings meaningfully address the research questions and contribute to a deeper understanding of the relationship between English language learning and cultural identity in Unified General Baccalaureate education.

3.2 Definition and Operationalization of Variables

This study is based on two main variables that guide the research process. The first variable is Learning English, which refers to the process through which students acquire linguistic knowledge, communicative skills, and competencies in the English language within formal educational settings. This variable includes aspects related to the learning process, teaching strategies, and classroom practices that influence students' language development.

The second variable is Cultural Identity, understood as the set of values, beliefs, traditions, and social practices through which students construct a sense of belonging to their community. Cultural identity influences how learners perceive and engage with the English language, shaping motivation, participation, and the ability to connect new knowledge with their social and cultural environment.

These variables are operationalized through qualitative data collection techniques aligned with the research approach and objectives. Instruments such as interviews, questionnaires, and documentary analysis are used to explore students' perceptions and experiences related to English language learning and cultural identity, allowing for an in-depth interpretation of the phenomenon under study.

3.1.2.2. Information Collection Instruments

Two instruments were designed: a ten-question multiple-choice questionnaire directed at students and a ten-question semi-structured interview guide administered to English teachers. The questionnaire captured students' perceptions and beliefs regarding the relationship between culture and language. The interview allowed for a deeper exploration of the pedagogical practices implemented and their suitability for multicultural contexts.

Three expert teachers in the field validated both instruments. Before their application, the corresponding authorization was obtained from the Educational Unit. Additionally, a pilot test was conducted with 10 students, which allowed for the

verification of the clarity, relevance, and reliability of the instruments before their definitive application. The instruments are available in Appendices D and E, and can also be accessed via the following link: (appendices are referred to by letters, not numbers)

<https://docs.google.com/forms/d/e/1FAIpQLSeNVogYgtDletPuUxlvn2s5fO4y8M4er2FWW1O-OJDRbduweg/viewform?usp=header>

Tabla 1. Operacionalización

Variable	Dimensión	Indicators	Elements	Instruments
Learning English	Learning Process	Use of pedagogical strategies	What strategies do you use to learn English?	Student survey
		Developed language skills	What level of skills (reading, writing, listening, speaking) do you believe you have achieved?	Diagnostic test
Cultural Identity	Motivation	Factors that encourage learning	What factors motivate you to learn English?	Semi-structured interview
	Recognition of identity	Knowledge of own culture	What aspects of your culture do you consider relevant when learning English?	Questionnaire
		Perception of cultural impact on learning.	Do you think that learning English affects your perception of your culture?	Interview
	Interculturality	Relationships between local and foreign culture	How do you perceive the influence of Anglo-Saxon culture in your daily life?	Focus group
Interrelation between variables	Cultural appropriation	Incorporation of cultural values into learning.	How do you relate the values of your culture to the content learned in English?	Questionnaire with open-ended questions
		Cultural tensions and identity conflicts	Have you experienced any conflict between your cultural identity and what you have learned in English?	Semi-structured interview
	Community impact	Changes in community perception	How does your community perceive the learning of English?	Survey and participant observation

3.1.3. Procedures

The research procedure is organized into sequential stages, designed to ensure alignment with the specific objectives established. For each phase, the methods, techniques, and tools used to collect the required information are described in detail. This includes the selection of the sample design or study group, as well as the techniques for analyzing the collected data.

Table 2. Methodological Procedure Linked to the Research Objectives

Specific Objective	Technique or Instrument Used	Associated Research Question	Applied Procedure
To research how students' cultural values and beliefs affect their attitude toward learning English.	Multiple-choice questionnaire and semi-structured interview	How do students' cultural values and beliefs affect their attitude toward learning English?	A questionnaire was administered to 267 students and 2 English teachers were interviewed to identify perceptions and experiences related to the influence of culture on language learning.
To recognize situations in which students' cultural values and beliefs conflict with the values promoted in the English learning context.	Questionnaire and semi-structured interview	What are the main challenges faced by educators when considering cultural identity in English teaching?	Conflicting or ambivalent responses were identified in the questionnaire and explored in depth through specific questions in teacher interviews to detect such conflicts and their pedagogical management.
To explore how cultural differences can be used as resources in English teaching to enrich teaching methodologies.	Questionnaire with open-ended questions and semi-structured interview	How can cultural differences be leveraged to enrich methodologies in the English learning process?	Ideas and proposals from students regarding cultural integration in the classroom were collected and contrasted with pedagogical practices reported by teachers in the interviews.

3.2. Bioethical Considerations

In research involving human participants, it is essential to ensure compliance with the fundamental principles of bioethics: beneficence, precaution, responsibility, justice, and autonomy. These principles guide the ethical conduct of any study, ensuring that the well-being and rights of participants are respected at all times.

Specifically, in this study, informed, free, and prior consent was obtained from the participants. This included a detailed explanation of the study's objectives, the methods employed, potential risks and benefits, as well as the right to withdraw at any time without negative consequences. The confidentiality of the information provided by the students was ensured at all times, and the data was used responsibly in accordance with the ethical principles established by national and international regulations for research involving human participants. The informed consent form and the corresponding authorization signatures can be found in Appendix.

In research related to cultural or linguistic knowledge, priority is given to respecting ancestral knowledge, ensuring that it is used responsibly and with the explicit authorization of the communities involved. This approach ensures that the study not only complies with ethical standards but also promotes equity and respect for cultural diversity.

CHAPTER IV

4. RESULTS AND DISCUSSION

The results of this study are presented and discussed in accordance with the specific objectives and the research questions formulated in previous chapters. The analysis seeks to provide clear and evidence-based responses to the issues identified in the methodological design, establishing connections between the data obtained through the applied instruments and the theoretical foundations that support the study.

To address the first objective—examining how students' cultural values and beliefs influence their attitudes toward learning English—a structured questionnaire was administered to 267 high school students. This instrument made it possible to identify perceptions related to motivation, interest, and disposition toward the language from a cultural perspective. In parallel, semi-structured interviews were conducted with English teachers in order to triangulate the data and enrich the analysis from a pedagogical standpoint.

The second objective, which focused on identifying situations in which students' cultural values and beliefs conflict with those promoted in the English learning context, was addressed through the analysis of questionnaire responses reflecting tension, ambivalence, or resistance. These findings were complemented by teachers' narratives, which provided insight into how such challenges are managed within classroom practice.

Finally, the third objective aimed to explore how cultural differences can be used as pedagogical resources in English teaching. For this purpose, open-ended questions were included in the student questionnaire, and teachers' interviews were analyzed to identify strategies, activities, and meaningful experiences that illustrate the integration of cultural diversity into instructional practices.

This methodological organization allowed for the verification that the decisions made during the research process faithfully responded to the intention of understanding how cultural identity influences English language learning. In this way, an explicit relationship was established between the results obtained and the theoretical approaches addressed in the conceptual framework. The methodology enabled interpretative triangulation, whereby students' and teachers' perceptions were contrasted with theoretical categories and findings from similar studies, thereby

strengthening the validity of the analysis. The systematic presentation of results was organized according to each objective, allowing for a comprehensive approach to the phenomenon under study. Thus, it is ensured that the subsequent conclusions emerge from a solid empirical basis and clearly address the initial questions posed in the development of the project

Table 3. Interview Results

No.	Question	Interview Response 1	Respuesta Entrevista 2
1	Do you incorporate elements of local culture in your English classes?	Yes, I integrate elements of local culture into my classes to connect English with the students' environment. For example, I use traditional festivals like Mama Negra or Inti Raymi as conversation topics, reading material, or projects, but in English. This helps students learn the language while reinforcing their knowledge and appreciation of their own culture.	Yes, local cultural elements are generally incorporated during national holidays, such as the Battle of Pichincha or provincial festivals. They are integrated through a reading activity or a video accompanied by comprehension questions.
2	What strategies do you use to teach intercultural aspects in your English classes, and how do you evaluate their effectiveness?	I use strategies such as debates, cultural comparisons, and the analysis of traditions, music, or foods from different countries. For example, we compare Día de los Difuntos with Halloween. I evaluate effectiveness by observing active student participation, the quality of their reflections, and their ability to relate cultures respectfully.	We use videos, readings, sometimes dramatizations, or experiential activities celebrating national or international holidays related to English-speaking countries, such as Thanksgiving or Christmas.
3	Do you think that learning a foreign language, such as English, can be a tool to strengthen students' local cultural identity? How do	Definitely. I show them how they can use English to share their culture with the world. For example, I ask them to create presentations in English about family traditions or Ecuadorian	Of course. Although English is not our native language, it opens communication with people from other nations whose second language is English. Students are always

<p>you promote this in your classes?</p>	<p>tourist sites. This fosters pride in their cultural heritage while practicing the language.</p>	<p>interested in national and international culture, and it is very effective to start discussing local culture in a second language, especially with upper elementary and high school students who have the vocabulary and grammar to develop these topics.</p>
<p>4 How do you consider that the intercultural approach and methodologies for teaching English facilitate this process?</p>	<p>The intercultural approach allows students to understand that all cultures have value, and learning English does not mean replacing their identity but expanding it. Active methodologies, such as project-based learning, facilitate critical analysis and respect for different cultures.</p>	<p>Considering that the intercultural approach recognizes and accepts the cultural diversity of English students, I believe it facilitates strengthening cultural identity by allowing students to develop awareness, sensitivity, and cultural competence.</p>
<p>5 Have you observed discrepancies between students' cultural identity and learning English?</p>	<p>Yes, sometimes students think that learning English implies abandoning or minimizing their culture. In such cases, I reinforce the idea that being bilingual allows them to represent their culture more effectively in a globalized world.</p>	<p>No, none. Students have developed a curiosity to learn more about other cultures.</p>
<p>6 Do you consider that students are willing to learn about Anglo-Saxon culture without this implying a rejection or conflict with their own cultural identity? How do you promote this balance in your classes?</p>	<p>Generally, yes. I promote this balance by emphasizing similarities between cultures and showing how learning other traditions enriches their perspective without threatening their identity. I use activities such as comparing proverbs or customs to highlight common points.</p>	<p>Of course. Anglo-Saxon culture refers to countries where English is the primary or secondary language. Learning about other cultures does not cause conflict. Today, there are many interactive texts and websites with information in English about other countries' cultures, which makes learning engaging for students.</p>

7	<p>What strategies do you employ to motivate students to learn English, ensuring they do not feel that they compromise their culture in the process?</p>	<p>I incorporate content relevant to them, such as songs, sports, and current topics. I also show how English can be a tool to share their culture on social media or with tourists.</p>	<p>I consider topics of student interest, sometimes allowing them to research cultural topics we will discuss. We sometimes dramatize or replicate activities from the culture. Learning must be updated and fun. We use ICTs to make classes interactive.</p>
8	<p>How do you evaluate English learning in the development of students' language skills? In which areas do you observe the greatest progress, and how do you adjust your teaching strategies based on these results?</p>	<p>I evaluate through oral and written tests and projects. The greatest progress is usually in listening comprehension and vocabulary, thanks to resources such as videos and songs. I adjust strategies by including more activities to strengthen oral and written expression when necessary.</p>	<p>All language skills are evaluated, but more progress is seen in writing and reading. Therefore, short presentations are used to help students improve speaking, vocabulary, grammar, and listening.</p>
9	<p>How do you perceive students' attitudes toward English in relation to its potential as a tool for personal and professional development?</p>	<p>Most recognize that learning English will open doors, especially in tourism, technology, and higher education. I reinforce this motivation with concrete examples of opportunities accessible through English.</p>	<p>Students enjoy learning a new language depending on classroom activities, which places greater responsibility on the teacher to plan and deliver interactive, innovative lessons rather than traditional, monotonous ones.</p>
10	<p>Have you noticed changes in students' behaviors regarding their own culture since they began learning English? If so, what kinds of changes have you observed?</p>	<p>I have noticed that some students are more interested in sharing aspects of their culture, such as family recipes or traditional dances, because they now feel they can explain them in English. This shows greater appreciation of their cultural identity.</p>	<p>Yes, changes are often observed, as students become curious to learn more about their culture. Although fully understanding English may be difficult, students find it interesting to learn facts or places they were unaware of in their country.</p>
11	<p>What recommendations would you offer to effectively integrate cultural identity into the English</p>	<p>I recommend using thematic projects on local culture in English, promoting cultural exchange through video calls</p>	<p>· Watch videos and plan related questions · Encourage students to research cultural topics of interest · Use articles</p>

	teaching process without interfering with students' language competency development?	with students from other countries, and selecting materials that highlight both local and Anglo-Saxon culture.	from websites such as Nat Geo or Live.
12	What role do you consider English teaching plays in building students' global cultural identity? Do you think mastering a foreign language can enrich or dilute their original cultural identity?	Teaching English enriches students' global cultural identity by providing tools to interact with different cultures without losing their roots. Bilingualism should complement, not replace, their cultural identity.	It plays a very important role. English is the second most spoken language worldwide, allowing communication and cultural exchange with people everywhere. Learning English enriches students' cultural identity by giving them opportunities to practice the language while learning about other cultures and traditions.
13	What is your perspective on the need to adapt the English curriculum to reflect greater cultural diversity, considering students' sociocultural context?	It is essential. The curriculum should include not only Anglo-Saxon culture but also local and other global cultures, so students see the language as a window to the world.	I consider it very important and interesting to adapt the curriculum so that students can access topics involving cultural diversity.
14	Based on your experience, how do students' reactions vary when comparisons are made between their local culture and Anglo-Saxon cultures? How do you manage these moments to promote critical and respectful reflection?	Reactions vary: some feel pride, while	

The interviews conducted with English teachers revealed a notable convergence regarding the importance of integrating local cultural elements into their pedagogical practices. Both teachers agreed that this strategy not only enriches the learning experience but also fosters greater appreciation for cultural diversity and strengthens students' identity. Among the most common practices are the use of local festivals as teaching resources, the implementation of interactive activities that

promote active participation, and the comparison of local culture with other cultures to encourage critical reflection.

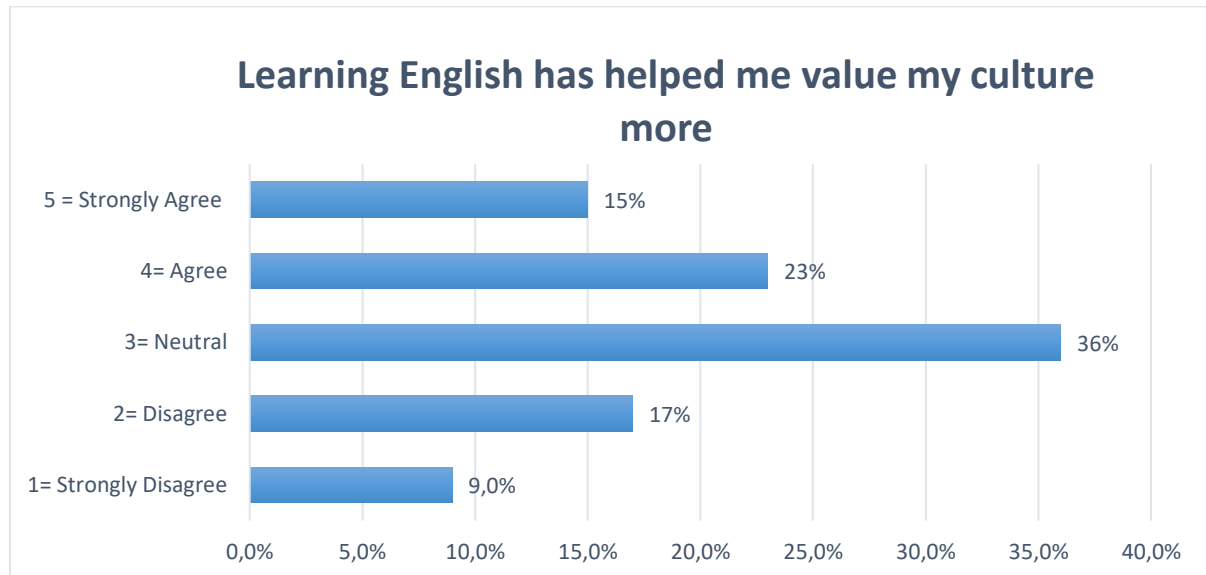
However, some differences were identified in the evaluation of the effectiveness of these strategies, with one teacher emphasizing students' active participation and the other placing greater emphasis on their ability to relate cultures respectfully.

The analysis revealed a common challenge: some students may show resistance to connecting English learning with their own cultural identity. This finding suggests the need to address potential biases or stereotypes related to language and culture, as well as to implement specific strategies to foster a more positive attitude toward learning English. In conclusion, the findings indicate that integrating local culture into English teaching can significantly enhance students' learning and promote intercultural understanding. However, it is necessary to continue researching and developing new strategies to address the identified challenges and ensure that all students benefit from a more inclusive and enriching learning experience.

Student Questionnaire Results

Figure 1

English Learning and Culture

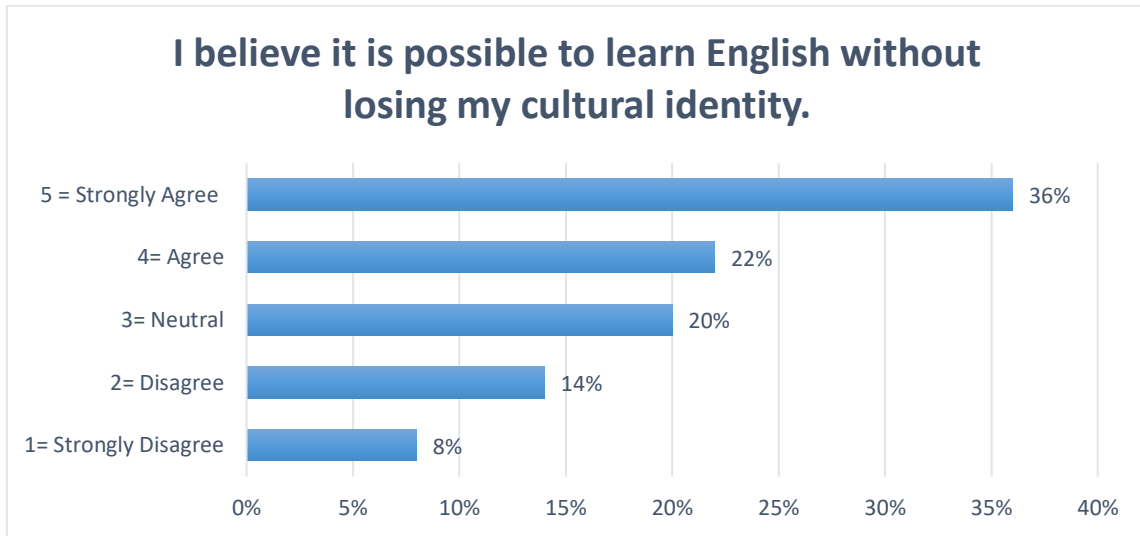


Source. Author

Figure 1 shows that the majority of students (36%) hold a neutral position regarding learning English as a means to value culture. This result suggests that students may not clearly perceive a strong relationship between English learning and cultural appreciation. The neutral stance may be related to instructional practices that prioritize linguistic content over culturally meaningful activities, leading students to view English mainly as an academic subject rather than a tool for cultural expression. Consequently, the absence of explicit cultural integration in classroom activities could limit students' awareness of the role English can play in valuing cultural identity.

Figure 2

Possibility of Learning English Without Losing Identity

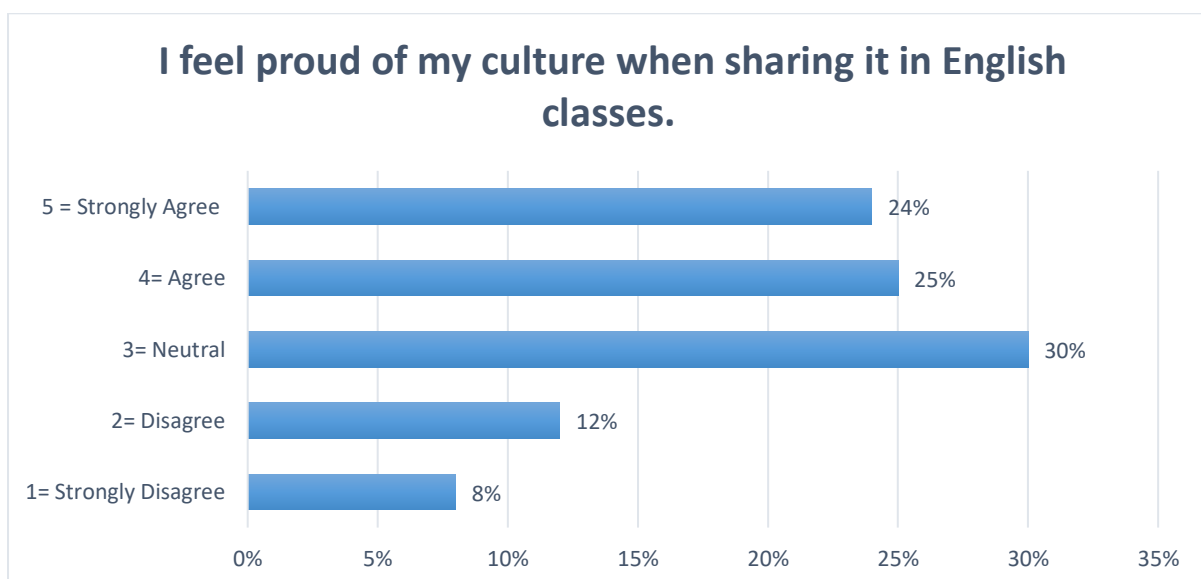


Source. Author

According to Murillo (2024), developing intercultural competencies in English teaching is key to comprehensive education. The survey reveals that 58% of participants believe it is possible to learn English without affecting their cultural identity, 14% have doubts, and 8% disagree. These data suggest the importance of methodologies that integrate local cultures into language learning.

Figure 3

Appreciation of Culture

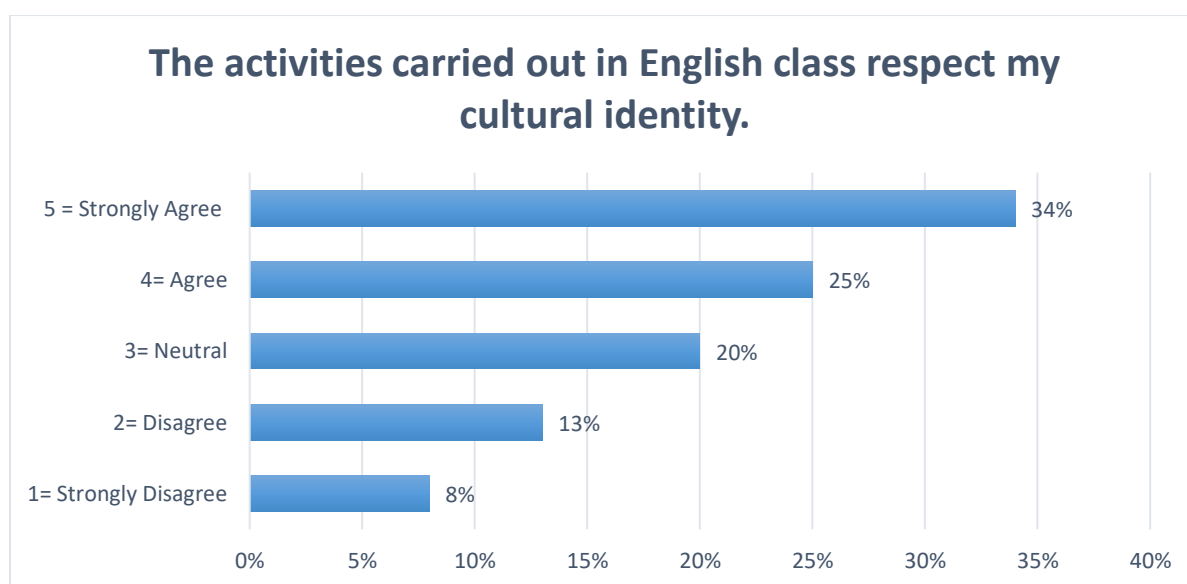


Source. Author

Grande (2023) argues that English not only facilitates communication but also reinforces cultural identity. Forty-nine percent of students feel proud when sharing their culture in class, 30% remain neutral, and 21% disagree. These results reflect the need to promote recognition and appreciation of one's own culture in foreign language learning.

Figure 4

Respect for Cultural Identity in Classes

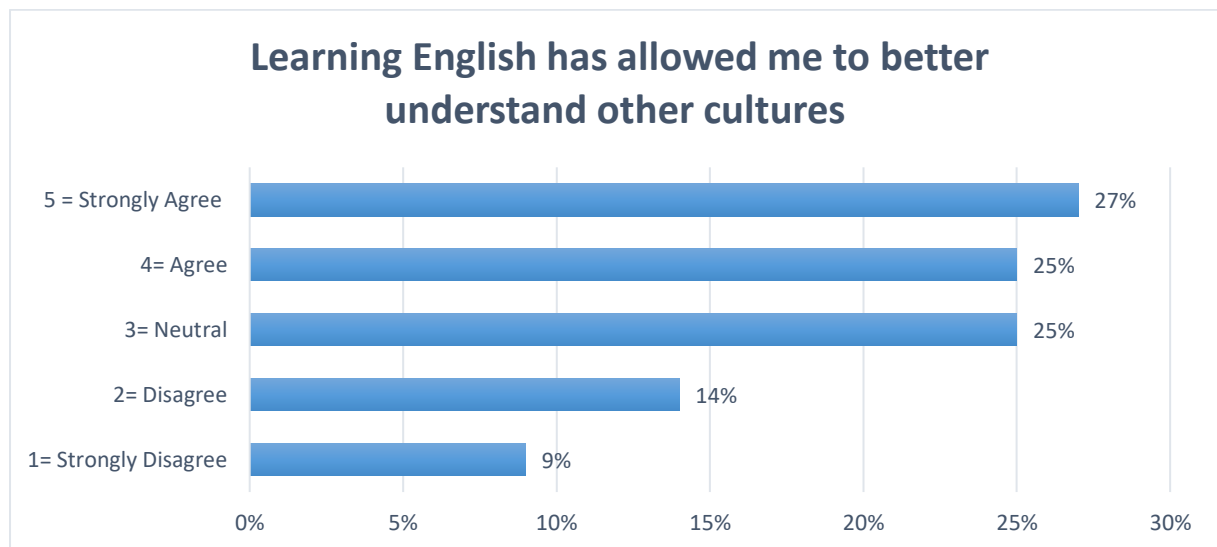


Source. Author

Noreña & Cano (2020) highlight that respect for cultural identity in the educational environment largely depends on teachers' work and the implementation of inclusive methodologies. According to the data, 59% of respondents perceive that class activities respect their cultural identity, while 19% feel this is not fulfilled. These results underscore the need to strengthen pedagogical approaches that foster cultural representation in the classroom, ensuring that students feel valued and understood in their diversity. Twenty-two percent of participants remain neutral, suggesting areas for improvement in integrating practices that reinforce a sense of belonging in English learning.

Figure 5

Understanding Cultures Through English Learning



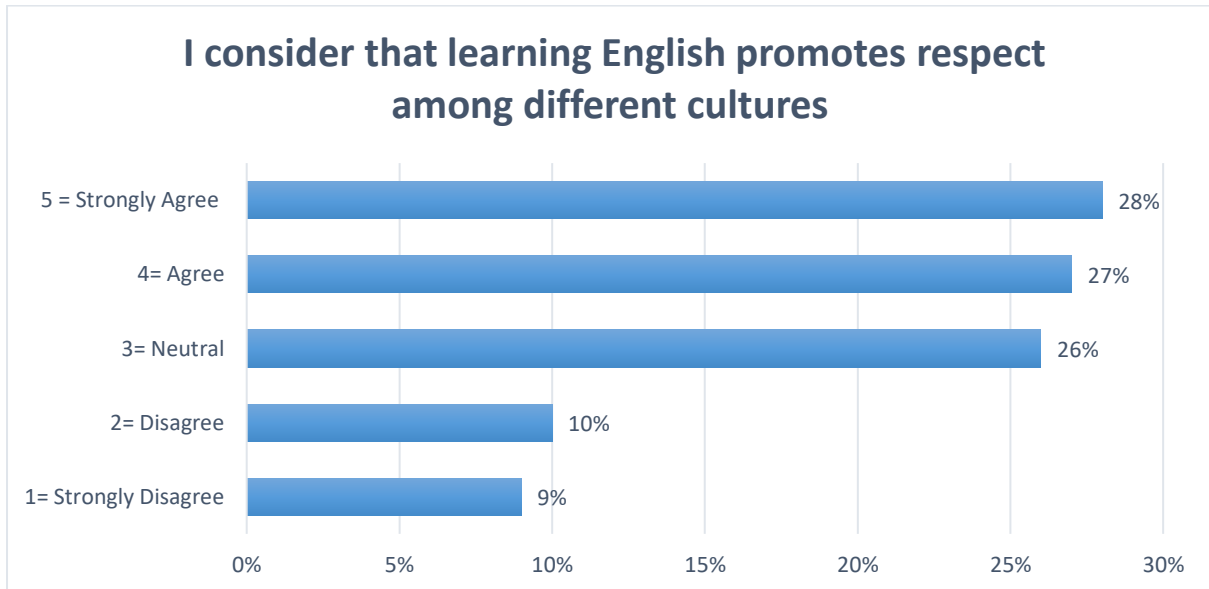
Source. Author

Figure 5 shows that a majority of students (52%) agree that learning English has helped them better understand other cultures. This result indicates that more than half of the respondents perceive English learning as a tool that facilitates cultural awareness and intercultural understanding. However, a considerable proportion of students (25%) maintain a neutral position, suggesting that not all learners clearly recognize the cultural dimension of English learning. Additionally, 23% of students express disagreement, which may reflect limited exposure to culturally oriented activities within English classes. These findings reveal variations in students' perceptions and highlight the need to strengthen instructional practices that explicitly connect language learning with cultural understanding.

The relationship between learning English and understanding other cultures reflects the need to integrate content that allows students to reflect on the differences and similarities between their own culture and Anglo-Saxon culture. This approach not only enriches the educational experience but also promotes more inclusive and open attitudes among learners. Implementing strategies that encourage critical analysis and comparison between diverse cultural perspectives is crucial to ensure meaningful learning that is aligned with a globalized context.

Figure 6

Promoting Respect Between Cultures



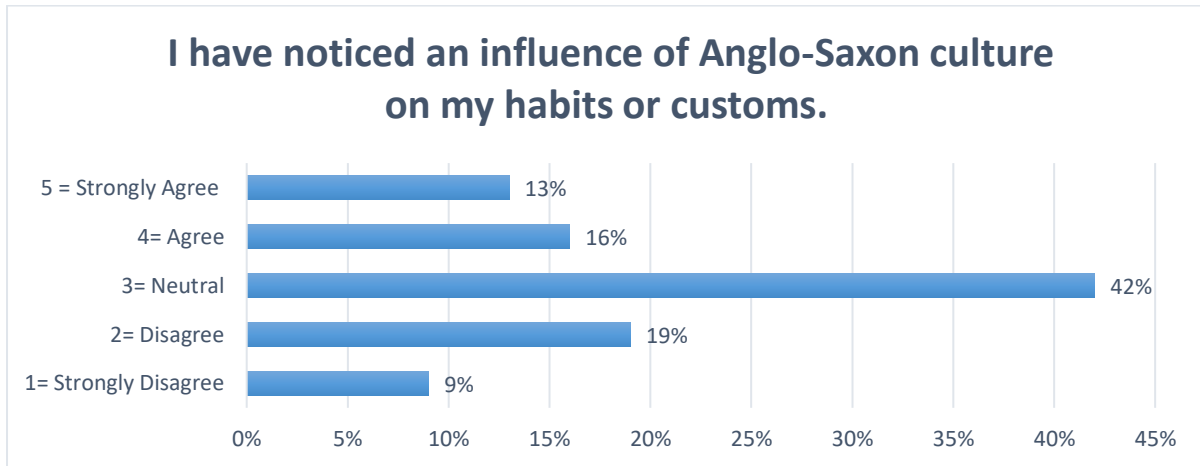
Source. Author

Murillo (2024) emphasizes that English teaching should promote values of intercultural respect, a point reflected in the results. According to the survey, 55% of participants indicate that learning English has fostered respect among different cultures, showing the positive impact of the language on perceptions of cultural diversity. Meanwhile, 26% remain neutral, indicating that while there is a positive trend, there is still room to strengthen this aspect in education.

However, 19% express skepticism about this statement, highlighting the need to implement methodologies that, in addition to language teaching, reinforce intercultural values. In this context, promoting cultural exchange activities in the classroom can help consolidate an environment of greater recognition and respect among different cultural identities.

Figure 7

Influence of Culture



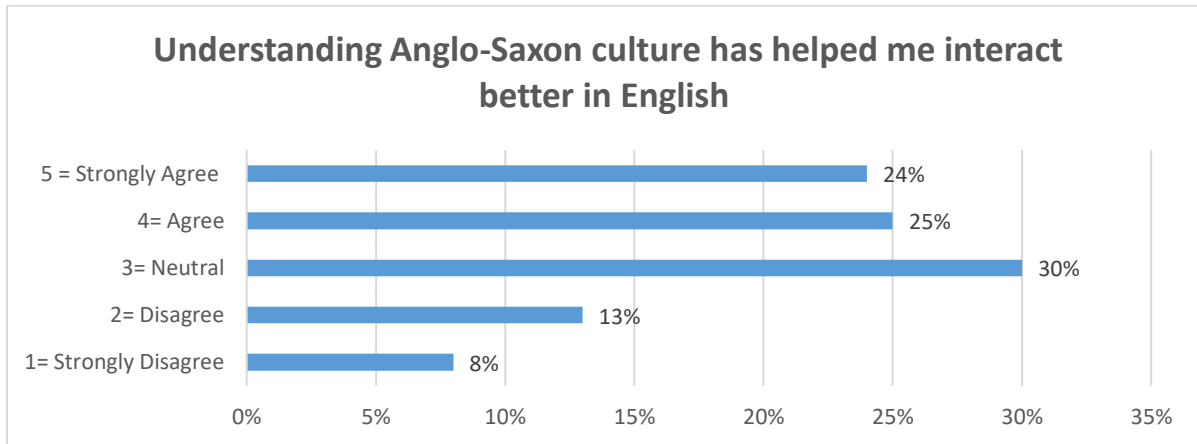
Source. Author

Patiño (2020) argues that exposure to a foreign language can impact students' customs. The results show that 45% of respondents have perceived an influence of Anglo-Saxon culture on their habits, while 35% remain neutral, and 20% do not identify changes in their customs. This indicates that, although a significant portion of students recognize this influence, others have not experienced perceptible changes in their cultural identity.

The presence of external cultural elements in language learning can generate both adaptation and resistance, depending on the student's sociocultural context. Exposure to Anglo-Saxon culture through media, entertainment, and educational materials can facilitate English acquisition but may also lead to changes in habits and preferences. However, the fact that a significant percentage remains neutral suggests that this influence is not perceived uniformly by all students.

Figure 8

Understanding Anglo-Saxon Culture



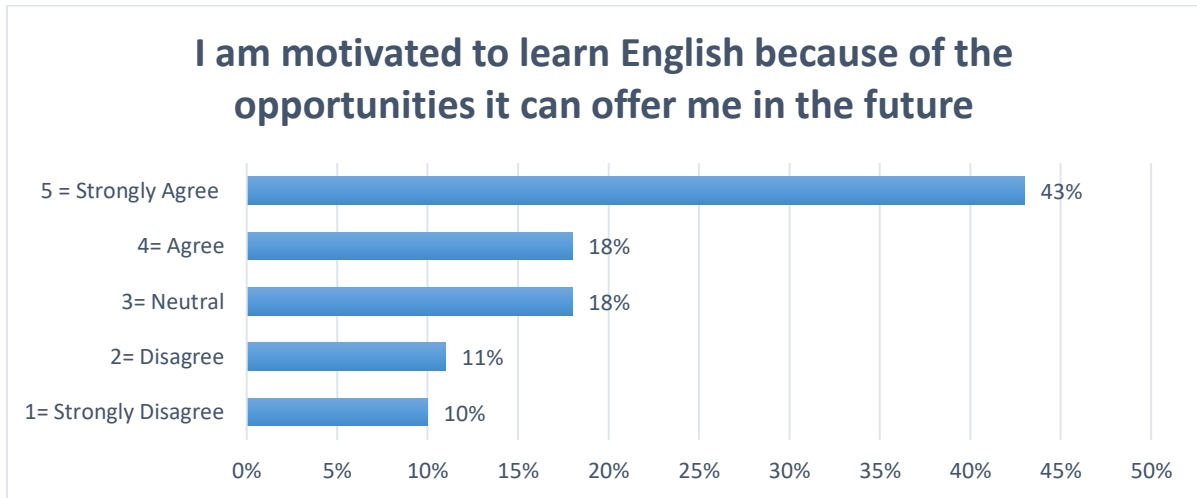
Source. Author

Grande (2023) notes that cultural understanding facilitates communication in a foreign language, reflected in the survey results. Forty-nine percent of students believe that knowing Anglo-Saxon culture has helped them interact better in English, 27% remain neutral, and 24% are not convinced of this relationship.

Language learning goes beyond acquiring grammar and vocabulary; it involves connecting with the practices and customs of native speakers. Exposure to cultural elements such as idiomatic expressions, gestures, values, and social norms contributes to more effective interaction. However, the fact that a significant percentage of students does not perceive this influence may be related to teaching approaches that do not sufficiently integrate the cultural component into language instruction. To optimize English teaching, it is recommended to reinforce methodologies that combine language learning with cultural analysis, including practical activities such as simulations, contact with native speakers, and case studies to facilitate greater assimilation of Anglo-Saxon culture and improve students' interaction skills in English.

Figure 9

Motivation to Learn English



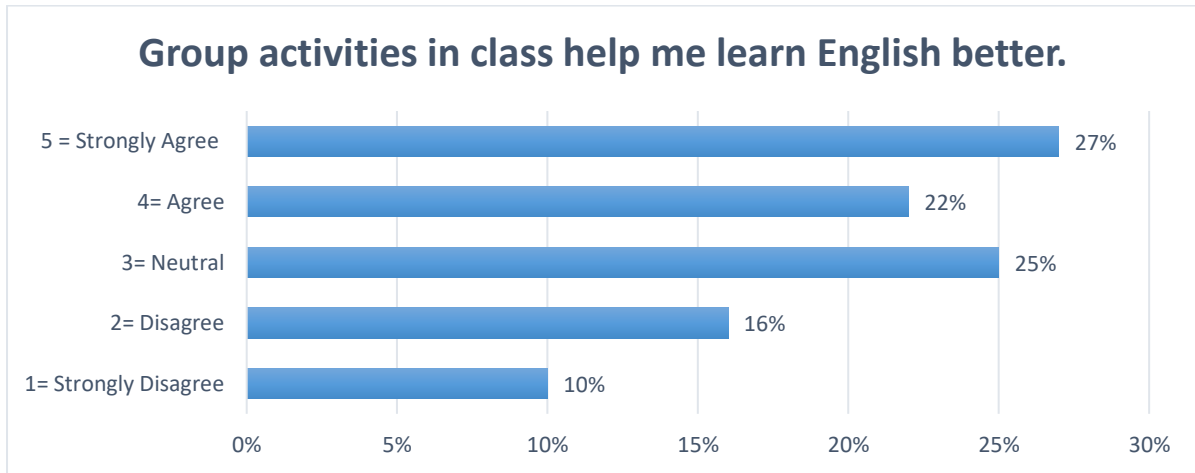
Source. Author

Cordero (2020) highlights that motivation is a determining factor in language learning, directly influencing student engagement and effort. Survey results indicate that 61% of participants feel motivated to learn English due to future opportunities it may provide, whether academically, professionally, or personally. This percentage reflects that a large portion of students views English proficiency as a competitive advantage in a globalized world.

Meanwhile, 28% of respondents remain neutral, suggesting that although they recognize English's usefulness, their commitment may depend on other factors, such as teaching methods or personal context. Finally, 11% do not consider English learning relevant for their future, possibly due to a lack of clear connection between the language and their individual aspirations.

Figure 10

Group Activities



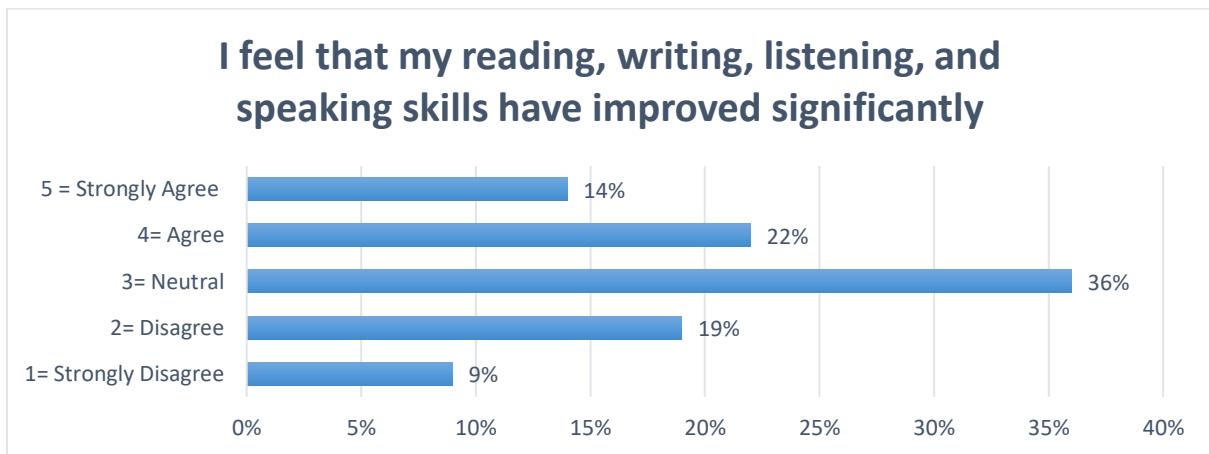
Source. Author

Murillo (2024) highlights that collaborative learning enhances language acquisition by fostering student interaction and developing communicative skills in a dynamic environment. The results show that 58% of respondents believe group activities help improve their English learning, indicating that this approach is positively valued in the classroom. However, 22% do not perceive a significant impact, and 20% remain neutral, suggesting that not all students benefit equally from this methodology.

Teamwork in the classroom facilitates idea exchange, problem-solving, and practice of language skills in real contexts. It also promotes a cooperative learning environment where students can build confidence in using English. Despite these benefits, some students may find it difficult to adapt, particularly those who prefer more individualized or structured learning.

Figure 11

Improvement in Skills



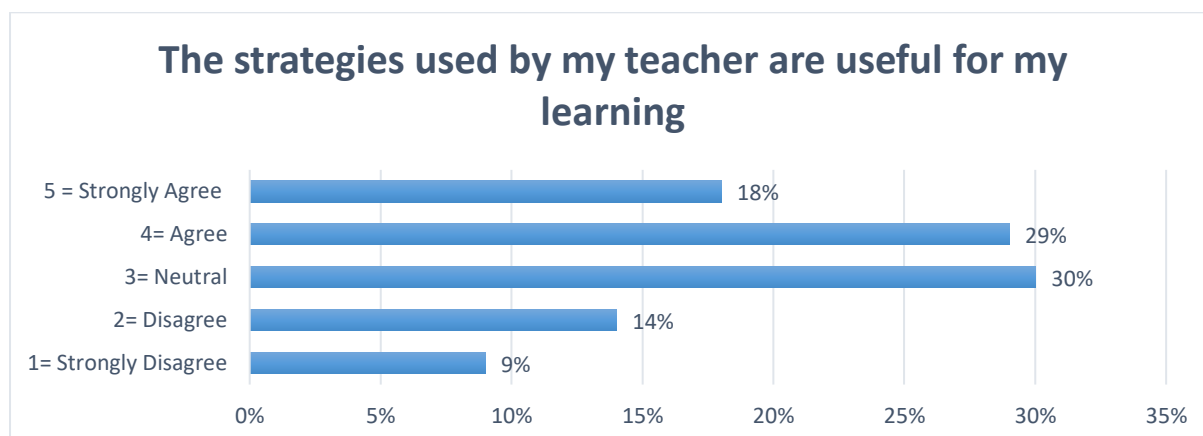
Source. Author

The Common European Framework of Reference for Languages (2021) establishes that learning should integrate all language competencies, allowing students to develop balanced skills in reading, writing, listening, and speaking. According to survey data, 64% of students consider that they have significantly improved in these areas, while 26% have not noticed notable progress. This indicates that, although most students have experienced gains, challenges remain in language teaching.

English learning requires a comprehensive approach combining interactive methods, constant practice, and effective feedback. Some students' perception of lack of improvement may be related to traditional memorization-focused methodologies with insufficient real-world application. Unequal exposure to communicative practice opportunities may also explain why a portion of respondents does not observe substantial linguistic progress.

Figure 12

Strategies Used by Teachers

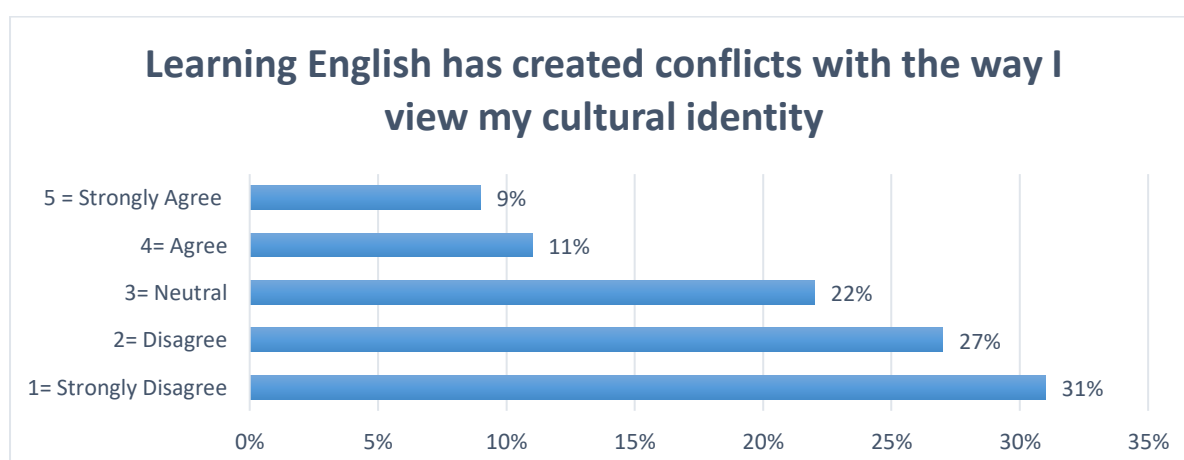


Source. Author

Garcia (2020) emphasizes the teacher’s crucial role in the effectiveness of English learning, as the methodologies employed can significantly influence student motivation and performance. According to the data, 57% of respondents consider the strategies implemented by their teachers useful for learning, suggesting that most perceive the pedagogical approaches as aligned with their learning needs. However, 24% remain neutral, indicating that while they do not consider the strategies ineffective, they do not perceive them as decisive for their learning. Meanwhile, 19% disagreed, indicating that some students do not find current strategies effective for developing language competencies.

Figure 13

Creation of Identity Conflicts

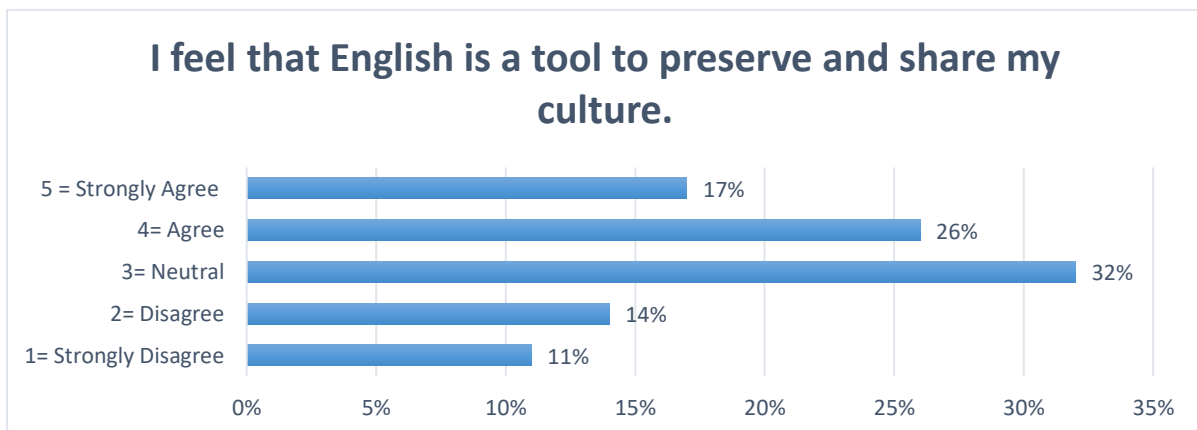


Source. Author

Gómez et al. (2021) warn of potential cultural tensions in language teaching, as introducing a foreign language can generate identity conflicts for students. Survey results indicate that 38% of respondents have experienced some conflict between their cultural identity and English learning, suggesting that for some, acquiring a new language may be perceived as a threat to their values and customs. However, 42% remain neutral, which may reflect a lack of reflection on the language's impact on identity. Meanwhile, 20% have not perceived any effect on their cultural identity, indicating that learning English does not necessarily change one's perception of their own culture.

These findings highlight the importance of designing pedagogical strategies that help students balance acquiring a foreign language with preserving their cultural identity. English teaching should focus on promoting interculturality, allowing students to value both their own and others' cultures without substituting their identity. Implementing reflective activities and spaces for dialogue on cultural coexistence can help mitigate tensions and reinforce the view of English learning as a tool for cultural enrichment rather than identity displacement.

Figure 14
English as a Tool to Preserve and Share Culture



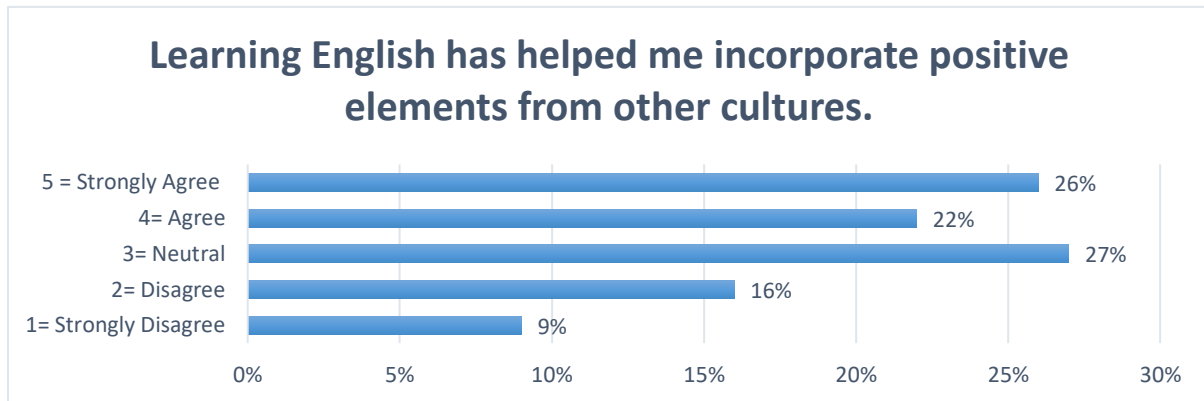
Grande (2023) asserts that English can be a means to share and preserve one's culture, enabling speakers to project their identity globally. The results show that 59% of respondents consider that English allows them to disseminate their traditions and customs, 23% do not perceive this benefit, and 18% remain neutral.

Using English to preserve culture relates to interacting with people worldwide without losing a sense of belonging. Through this language, students can share their worldview on international platforms, strengthening their identity and cultural heritage.

However, the fact that some students do not perceive English as a tool for cultural preservation suggests that teaching methods should place greater emphasis on explicitly linking language learning with cultural identity and local traditions.

Figure 15

Incorporation of Positive Elements from Other Cultures



Murillo (2024) asserts that learning English facilitates the integration of enriching cultural values, allowing students to broaden their global perspective and strengthen their understanding of other realities. According to the collected data, 62% of respondents consider that English has enabled them to adopt positive aspects of other cultures, indicating that the language acts as a bridge for the assimilation of foreign customs and values. However, 25% maintain a neutral position, suggesting that some students have not fully reflected on the cultural impact of their learning. On the other hand, 13% do not perceive that English has generated positive changes in their cultural outlook, which could be due to a lack of direct connection between the language content and cultural diversity in the classroom.

The incorporation of elements from different cultures through English learning can foster tolerance, empathy, and openness to new experiences. Exposure to diverse ways of thinking and behaving through the language enables students to better understand the world around them, facilitating intercultural communication. However, for this cultural integration to be meaningful, the teaching process must include experiences that allow students to actively interact with other cultures, whether through authentic materials, exchanges with native speakers, or collaborative projects with international communities.

4.1.1. Overall Perceptions of English Learning and Cultural Identity

Positive Perception of Learning: In general, students demonstrate a positive attitude toward learning English, valuing its usefulness for improving their linguistic skills and opening new opportunities. This is evidenced by statements such as “I feel that my skills in reading, writing, listening, and speaking have improved” and “I am motivated to learn English because of the opportunities it can offer me.”

Influence on Cultural Identity: The relationship between learning English and cultural identity is more complex. While many students perceive that English has allowed them to appreciate their own culture more, others express some tension or conflict. Some feel that English has influenced their customs or habits, suggesting a need for a deeper exploration of the relationship between cultural identity and foreign language learning.

Appreciation of Teaching Strategies: Students positively value the strategies employed by their teachers, considering them useful for improving their language comprehension, indicating that teaching strategies have a significant impact on student motivation and learning.

Motivation to Learn English: Students’ motivation to learn English appears to be influenced by various factors, both intrinsic (personal interest in the language and culture) and extrinsic (job opportunities, academic advancement, or travel).

Relationship with Other Cultures: Most students believe that learning English has enabled them to better understand other cultures and foster respect for diversity, suggesting that foreign language learning can contribute to the formation of more global and tolerant citizens.

The survey results provide a complex and multifaceted view of students’ experiences with learning English. While most students have a positive attitude toward the language, the relationship between learning English and cultural identity is a topic that requires further exploration. The findings highlight the importance of teaching strategies and student motivation in the learning process.

4.1.2. Regarding the research questions:

Question 1: How do students' cultural values and beliefs affect their attitude toward learning English? The findings show a direct relationship between cultural values and students' willingness to learn English. Those who see their culture reflected in teaching practices demonstrate greater motivation and commitment, which aligns with García et al. (2021), who assert that recognizing cultural identity strengthens belonging and self-esteem.

Question 2: What are the main challenges educators face when considering cultural identity in English teaching? Teacher testimonies reveal tensions between standardized curricular content and students' cultural realities. These difficulties require educators to adapt their methodologies, consistent with Arán et al. (2023), who recognize the conflict between local worldviews and conventional educational structures.

Question 3: How can cultural differences be leveraged to enrich English teaching methodologies? Results indicate that integrating content such as local legends, traditions, and festivities generates deeper and emotionally meaningful learning. This evidence supports Murillo Urrego (2024) and Crystal (2020), who emphasize that cultural diversity is a valuable pedagogical resource promoting critical thinking and the development of intercultural competencies.

4.2. Discussion

The results allow for responses to the three research questions. Firstly, it is evident that cultural values and beliefs influence students' disposition toward learning English. This is shown in participant reports, who expressed higher motivation when their cultural practices were recognized and integrated into pedagogical strategies, aligning with García (2020), who argues that cultural inclusion strengthens student self-esteem and sense of belonging.

The data were processed using an interpretive qualitative approach. The interviews were analyzed through thematic analysis, while the surveys were examined using categorical coding of responses. The emerging categories allowed for the identification of patterns and recurrent connections among the testimonies. The analytical procedure was guided by the dimensions established in the

operationalization of variables, enabling a contextualized and comprehensive reading of the phenomenon under study from the participants' own perspectives.

The presentation of this research's results is structured in coherence with the specific objectives and the previously formulated research questions. Each section of analysis has been developed based on the instruments applied and the theoretical findings that support the study, ensuring a direct relationship between the data collected and the academic concerns posed at the outset of the research.

To understand how cultural values and beliefs influence students' attitudes toward learning English, a questionnaire was administered to 267 high school students. Responses showed a positive trend toward learning the language when content reflected elements close to their cultural identity. A high percentage reported feeling more motivated when class examples included references to their customs, traditions, or family contexts. Interviews with teachers confirmed this perception, indicating that students show greater participation and commitment when lessons link to their cultural background. These findings align with Gómez et al. (2021), who argue that integrating cultural identity in the classroom strengthens confidence and improves willingness to learn. They also align with Grande (2023), who emphasizes that intercultural competence enhances belonging and academic performance.

Data from interviews and surveys at Sagrado Corazón de Jesús school indicate that students' cultural values significantly influence their disposition toward learning English. Based on the information collected through surveys and interviews, students who view English as an opportunity for academic or professional growth tend to adopt a positive attitude toward learning the language, motivated by the desire to engage with new cultural realities. Conversely, some participants expressed resistance to English learning when it was perceived as a threat to their local identity, particularly in cases where pedagogical content was not clearly connected to their sociocultural context. These perceptions reflect differences in students' experiences and expectations regarding the role of English within their educational environment.

This result aligns with Murillo (2024), who argues that a lack of connection between language learning and the student's culture can generate internal tensions affecting motivation. It is also supported by Cordero (2020), who emphasizes that an intercultural approach in English teaching strengthens meaningful language

acquisition. The triangulation of these findings shows that students' attitudes depend not only on the language itself but on how the teaching process presents it, respecting and valuing the learner's cultural background.

Regarding situations in which students' cultural values conflict with those promoted in English classes, results revealed important nuances. Some students expressed discomfort with certain Anglo-Saxon cultural topics or representations, perceiving them as foreign or even contrary to their beliefs. This was confirmed by teachers, who explained that introducing foreign materials sometimes generates tension or disinterest. Arán Sánchez, report similar situations, where learning English in multicultural contexts can provoke identity conflicts if not approached critically and inclusively. Similarly, Patiño (2020) warns that without appropriate strategies, these tensions can limit the development of a balanced global awareness. Identifying these conflicts allows for pedagogical proposals that integrate diversity without imposing a dominant culture.

In achieving the third objective, focused on exploring how cultural differences can enrich English teaching, findings highlight multiple contributions. Open-ended survey responses identified student initiatives such as translating traditional songs into English, performing local legends theatrically, and comparing Ecuadorian and foreign festivals. Teachers noted that incorporating these practices not only enhances linguistic comprehension but also promotes intercultural respect and greater ownership of the language. This strategy aligns with Murillo (2024), who asserts that integrating intercultural competencies in English teaching strengthens students' overall development. Additionally, Cordero (2020) argues that including students' cultural perspectives fosters more meaningful and less alienating learning, reaffirming the link between language and culture.

The intersection of theory, background, and empirical results suggests that English language teaching becomes more meaningful when it incorporates students' cultural identity. The data collected not only confirm the relevance of the intercultural approach but also highlights the need to rethink current pedagogical practices. In this regard, the contributions of authors such as Patiño (2020) and Grande Triviño (2023) support the view that the formation of intercultural speakers requires educational

environments that foster dialogue between cultures and promote the appreciation of differences as pedagogical resources. Likewise, this perspective is reinforced by Lucido et al. (2024) who conceive identity as a dynamic element that can be strengthened within the classroom, rather than merely preserved through tradition.

The role of the teacher as a cultural mediator is also acknowledged. The testimonies gathered during the qualitative phase revealed that teachers with solid training in intercultural issues can create more inclusive learning environments. In this regard, the implementation of strategies such as the use of authentic materials, the development of collaborative cultural projects, and the promotion of critical thinking about foreign cultures contribute to a more conscious and transformative English learning process. Noreña & Cano (2020) they argue that teachers should facilitate processes of cultural self-regulation, in which students learn to recognize, respect, and reflect on their own identity in dialogue with others. This is also related to the position of Fuentes et al. (2023), who contend that identity is expressed and reconstructed through the knowledge of cultural heritage.

In summary, the findings of this research demonstrate that English language teaching connected to cultural identity contributes not only to students' academic development but also to their personal and social growth. The results indicate that when English instruction integrates inclusive pedagogical strategies and respects students' cultural particularities, learning becomes more meaningful and motivating. These findings highlight the need for teachers to move beyond purely linguistic objectives and adopt approaches that promote cultural awareness and intercultural dialogue within the classroom. From an educational perspective, this study suggests that foreign language learning should be understood as a space for cultural exchange rather than as a process that threatens local identity. Consequently, strengthening the link between English learning and cultural identity can support the formation of more reflective, culturally aware students and contribute to the development of an intercultural educational environment.

CHAPTER V

5. PROPOSAL

5.1. Informative Data

Proposal Title:

English Through Our Lives: An Innovative Culturally Responsive Proposal for Meaningful English Learning

Beneficiary Institution:

Sagrado Corazón de Jesús – High School Level (2nd and 3rd year of BGU)

Estimated Time for Proposal Implementation:

Approximately 16 weeks (one academic term)

5.2. Background of the Proposal

The teaching of English at the Unified General Baccalaureate (BGU) level in Ecuador is guided by the national curriculum established by the Ministry of Education (MEC), which prioritizes communicative competence and the development of the four language skills. Nevertheless, classroom practices frequently emphasize grammatical structures and textbook-based activities, with limited integration of students' cultural background and local realities.

A review of micro-curricular planning, lesson plans, and assessment instruments at the beneficiary institution reveals that, although communicative activities are included, cultural content is often treated as supplementary rather than as a central component of English language learning. This approach may reduce students' motivation and hinder meaningful engagement with the language. In response to this need, the present proposal seeks to incorporate students' cultural identity, daily experiences, and community context as core elements of English instruction, promoting relevant, motivating, and curriculum-aligned learning.

5.3. Justification of the Proposal

English language learning should transcend grammatical accuracy and vocabulary memorization, becoming a meaningful process connected to students' lives and social realities. Integrating cultural elements into English teaching enables learners to express their identity, value diversity, and develop intercultural awareness.

This proposal is justified by the need to implement innovative and culturally responsive pedagogical strategies that enhance motivation and communicative competence. By using real-life experiences, local traditions, and students' interests as learning resources, English becomes a tool for communication, reflection, and self-expression. Additionally, the proposal supports inclusive education and contributes to the formation of globally aware citizens who respect both their own culture and others.

5.4. Feasibility

Academic Feasibility

The proposal is fully aligned with the national English curriculum and the five curricular axes established by the MEC. It does not modify curricular objectives but enriches existing content through culturally contextualized strategies suitable for the BGU level.

Economic Feasibility

The implementation requires minimal financial investment, as it relies on existing institutional resources, printed materials, students' own experiences, and low-cost teaching aids.

Technological Feasibility

Basic technological resources such as internet access, mobile phones, audiovisual equipment, and digital platforms available at the institution support the development of collaborative and interactive activities.

5.5. Objectives of the Proposal

General Objective

To design and implement a pedagogical proposal that integrates students' cultural needs into English language learning strategies at the Unified General Baccalaureate level at Sagrado Corazón de Jesús School.

Specific Objectives

To diagnose students' cultural needs and perceptions related to English language learning in order to inform the design of culturally responsive instructional strategies.

To implement the proposed strategies in the English classroom, fostering student motivation, participation, and respect for cultural diversity.

To apply communicative and interactive strategies that enhance the four English language skills through culturally relevant content.

To evaluate the effectiveness of the proposed pedagogical strategies in improving students' engagement and perceived English language learning outcomes.

5.6. Theoretical Framework of the Proposal

This proposal is grounded in intercultural education, communicative language teaching, and culturally responsive pedagogy. These approaches conceptualize language learning as a social and cultural process in which students actively construct knowledge through interaction and meaningful language use.

Intercultural education promotes respect for cultural diversity and identity development, while communicative language teaching emphasizes authentic communication. Culturally responsive pedagogy connects academic content with learners' cultural backgrounds, fostering inclusion, motivation, and meaningful learning experiences.

5.7. Methodology

The proposal adopts a qualitative and participatory approach. Data collection techniques include surveys, classroom observations, interviews, and diagnostic activities to analyze students' linguistic competence, motivation, and cultural awareness. The intervention is implemented through interactive classroom activities and collaborative tasks, allowing continuous reflection and formative assessment. Formative assessment and reflective practices are used throughout the implementation to monitor progress and adjust instruction.

5.8. Proposal Development

Didactic Planning

The proposal is implemented through a culturally contextualized didactic planning model organized into thematic units based on students' real-life experiences. Each unit integrates the four language skills (listening, speaking, reading, and writing) and aligns with the curricular axes established by the MEC. Formative assessment and reflective practices are used throughout the implementation to monitor progress and adjust instruction, ensuring that learning remains meaningful, participatory, and responsive to students' cultural contexts.

Key Innovative Strategies:

To operationalized through the following innovative pedagogical strategies, derived from the theoretical framework and empirical findings:

Strategy	Description
Culturally Responsive Teaching	Connects academic content with learners' cultural backgrounds to foster inclusion, motivation, and meaningful learning.
Intercultural Project-Based Learning	Students engage in collaborative projects that explore cultural themes while practicing English.
Identity-Based Storytelling	Encourages students to narrate personal or local stories in English, promoting self-expression and cultural awareness.
Guided Intercultural Comparison	Facilitates reflection on similarities and differences between local and foreign cultures.
Teacher as Intercultural Mediator	Teachers facilitate dialogues and activities that bridge language learning and cultural understanding.

Expected Outcomes:

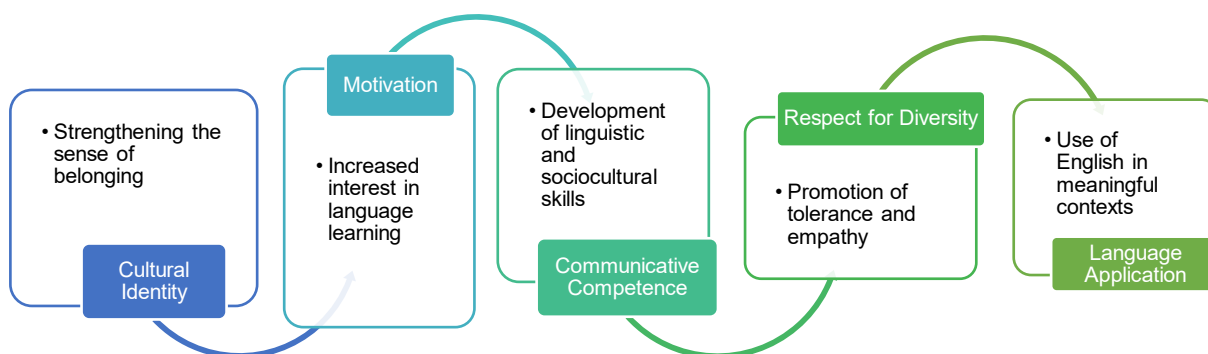
- Increased motivation and interest in learning English
- Development of intercultural communicative competence
- Greater awareness of and respect for cultural diversity
- Improvement in English academic performance

Ethical Considerations:

- Obtain informed consent from parents or guardians.
- Ensure the confidentiality of participants' personal information.
- Respect all students' beliefs and cultural values.

Figure 16

Benefits of Intercultural Teaching in English Language Learning



Implementation Phases

Table 4. Implementation Phases

Phase	Key Activities/Elements
Initial Diagnosis	<ul style="list-style-type: none"> -Administration of questionnaires to identify students’ cultural beliefs, values, and motivations. - Analysis of teaching materials to detect cultural biases and opportunities for improvement.
Design of the Didactic Sequence	<ul style="list-style-type: none"> - Integration of cultural topics such as local traditions and global aspects. - Use of authentic resources: films, songs, and texts representing diverse cultures. - Collaborative activities and digital technologies to connect with native speakers.
Implementation	<ul style="list-style-type: none"> - Application of the didactic sequence in an inclusive and respectful environment. - Interactive dynamics such as debates, presentations, and workshops to encourage active participation. - Continuous feedback and adaptations according to the group’s needs.
Evaluation	<ul style="list-style-type: none"> - Linguistic Competencies: Tests of speaking, listening, reading, and writing. - Cultural Knowledge: Surveys and interviews to measure acquired cultural understanding. - Attitude and Motivation: Qualitative and quantitative instruments to assess the emotional impact of the proposal.

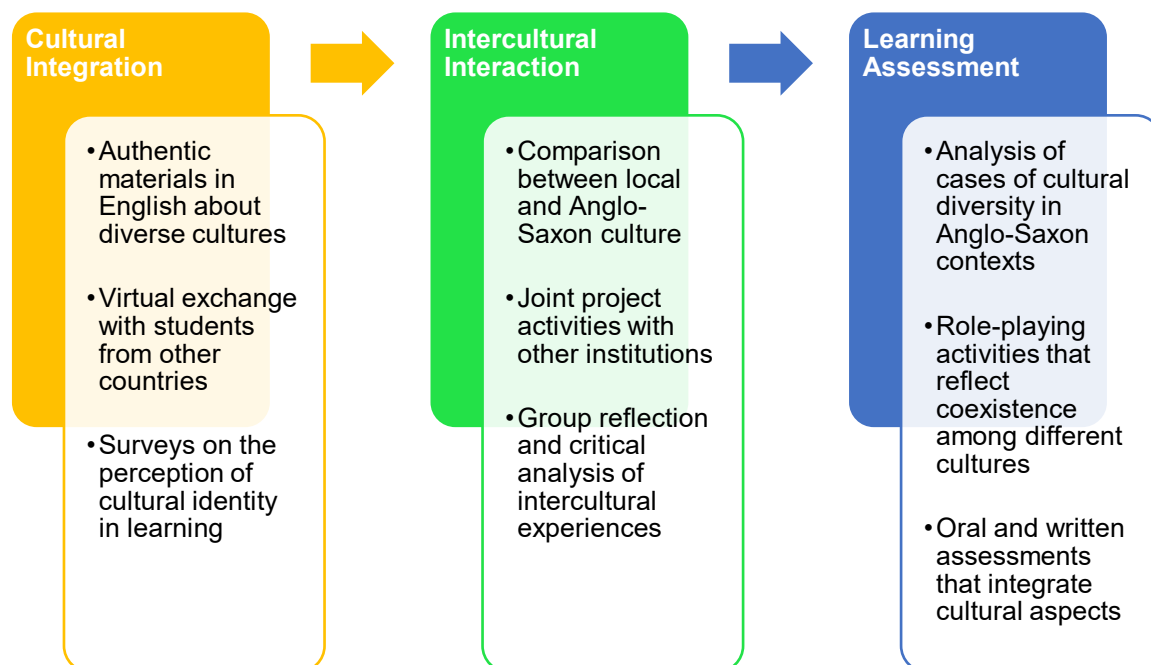
Main Activities	<ul style="list-style-type: none"> - Cultural Projects: Research and presentation of cultural aspects in English. - Intercultural Debates: Discussion about cultural identity and diversity. - Virtual Exchange: Communication with students from other countries to practice the language and learn about new cultures. - Use of Authentic Resources: Incorporation of literature, music, and films reflecting cultural diversity. - Project-Based Learning: Practical application of knowledge in meaningful activities.
Expected Outcomes	<ul style="list-style-type: none"> - Increased motivation and interest: Students will find learning English more relevant and personal. - Development of intercultural competencies: Skills to communicate in multicultural contexts. - Respect for cultural diversity: Greater appreciation and understanding of cultural differences - Academic improvement: Enhancement of language skills and English performance.

5.9. Strategies to Strengthen Intercultural Learning

According to Murillo Urrego (2024), English teaching should include didactic strategies that allow for an effective integration of interculturality, promoting meaningful and contextualized learning. In this regard, this section focuses on the necessary didactic strategies to integrate interculturality in English teaching, organized into three key aspects:

Figure 17

“Strategies to Strengthen Intercultural Learning”



5.10. Implementation Schedule and Tasks

To ensure the proper execution of this proposal, an implementation schedule has been established with the main tasks and activities organized by phases.

5.11. Implementation Schedule and Tasks

Table 5. Schedule

Phase	Activities	Responsible	Estimated Time
Phase 1: Initial Diagnosis	Administration of surveys and interviews with students and teachers.	Project coordinator and English teachers	2 weeks
	Analysis of teaching materials and their suitability for interculturality.	Pedagogical team	1 week
Phase 2: Design of the Didactic Sequence	Selection of content and authentic materials for teaching.	English teachers and interculturality experts	3 weeks

	Development of cultural activities and projects.	Teachers and technical team	2 weeks
Phase 3: Strategy Implementation	Application of the didactic sequence in the classroom	English teachers.	8 weeks
	Development of collaborative activities and virtual exchanges.	Teachers and students	Throughout the implementation
Phase 4: Evaluation and Adjustments	Administration of satisfaction surveys and impact evaluation.	Project coordinator and teachers.	2 weeks
	Adjustments to the methodology based on the results obtained.	Pedagogical team	1 week

The implementation of an intercultural approach in English teaching is essential to ensure meaningful and contextualized learning. This approach allows students not only to acquire language skills but also to strengthen their cultural identity, preventing potential conflicts between their native language and the foreign language. Integrating cultural elements into the educational process fosters a broader understanding of the language, encouraging respect for and appreciation of diversity. The present proposal aims to consolidate an inclusive educational model that facilitates English acquisition without displacing students' cultural identity, promoting a more dynamic, participatory, and relevant learning experience for their environment.

5.12. Planned Activities

"Based on the review of annual and micro-curricular planning documents corresponding to High School level, specifically 2nd and 3rd year of BGU, the following frequent pedagogical practices were identified. This information was obtained through documentary analysis of institutional planning records, including lesson plans, syllabi, and evaluation guidelines used in English classes. The analysis allowed the identification of recurrent classroom activities aligned with the pedagogical objectives established by the institution:"

Analysis of Current and Proposed Practices

Planned Activity	Pedagogical Objective
Listening and speaking practice with audio materials	Improve listening comprehension and oral expression
Collaborative projects on cultures	Encourage critical comparison between cultures
Reading texts in English	Develop reading comprehension skills
Writing dialogues or emails	Strengthen formal and informal written production
Role-play and dramatization of real-life situations	Encourage practical use of the language in everyday contexts
Language games in class	Promote active participation and playful learning
Written and oral assessments	Measure progress in language competencies
Use of texts from the book "Discover 5 and 6"	Follow the official curriculum and its contents

Table 6

Proposed Activities

The proposal aims to incorporate elements that strengthen students' cultural connection with language learning. Suggested activities include:

Proposed Activity	Purpose
Inclusion of local festivities in English classes	Value cultural identity and practice contextual vocabulary
Collaborative projects on cultures	Encourage critical comparison between cultures
Cultural exchange with native speakers	Promote intercultural understanding and real use of the language
Guided cultural debates	Foster critical thinking and argumentation in English
Creation of bilingual materials about local culture	Integrate language and culture through creative processes
Reflection activities on cultural identity	Explore how language influences cultural perception

5.13. Analysis of Current and Proposed Practices

Table 7

Comparison and Identification of Gaps

Cultural Element or Activity	Is it in the current planning?	Is it part of the proposal?	Comments
Local festivities as a teaching resource	No	Yes	Needs to be incorporated to connect English with the local context
Cultural research projects in English	Partially	Yes	Can be included as written assignments or creative tasks
Interaction with native or external speakers	No	Yes	Not explicitly planned; suggested to include via exchanges
Critical comparison between cultures	No	Yes	Suggested as a tool to enrich reflection and learning
Bilingual materials created by students	No	Yes	Could be developed through portfolio activities or presentations
Language games	Yes	Yes	Already included in regular practice
Dramatization / Role-play	Yes	Yes	Common activity can be adapted to cultural contexts

5.14. Final Considerations

The current institutional planning covers a significant range of language skills but still shows gaps regarding the explicit inclusion of cultural elements that reinforce local identity. The proposed activities aim to fill these gaps and enhance students' motivation and intercultural understanding. It is recommended to adjust the planning to integrate proposals such as local festivities, reflections on identity, and collaborative cultural projects, as suggested by the results of the qualitative research conducted

6. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The results confirm that students' cultural values and beliefs play a fundamental role in their willingness to learn English. Students who perceive the language as a tool for cultural and professional expansion demonstrate a positive attitude toward learning. However, a significant proportion of participants report resistance when English is perceived as a threat to their cultural identity. Specifically, 23% of students express disagreement with the idea that English learning supports cultural preservation, indicating concerns about the potential displacement of local traditions. This resistance is more frequent in contexts where classroom activities rely solely on textbooks and standardized content, without integrating local cultural references. Pedagogical strategies such as including local traditions in reading and speaking activities, using community-based topics for writing tasks, and facilitating comparative discussions between local and English-speaking cultures can help students perceive English as a resource to strengthen, rather than replace, their cultural identity.

Cultural conflicts primarily arise in teaching methodologies that do not consider students' cultural diversity. When classroom materials present a homogeneous view of Anglo-Saxon culture without connection to the local context, students may feel a disconnect between their identity and the language they are learning.

Likewise, the use of expressions, values, or sociocultural norms from English-speaking countries without proper contextualization can create distance or disengagement for some students. The study shows that cultural diversity is not only a factor to consider but also a valuable pedagogical tool. Introducing comparisons between local culture and Anglo-Saxon culture increases student motivation and makes English learning more meaningful and relevant. Activities such as intercultural debates, case studies, and projects focused on cultural identity allow students to connect language learning with personal experiences. These practices help learners perceive English as a practical communication tool rather than an abstract academic subject, supporting the development of linguistic skills, critical thinking, and reflection on cultural diversity.

Recommendations

English teachers should design and implement intercultural teaching strategies that incorporate students' cultural identity, including local traditions, customs, popular expressions, and familiar cultural references. Such practices strengthen intrinsic motivation and enhance willingness to learn the foreign language. Educational institutions should provide continuous professional development workshops on intercultural education to support teachers in this process.

Teaching materials used in English classes must be reviewed and contextualized to avoid promoting homogeneous or culturally detached views. Establishing a teacher committee to evaluate and adapt content is recommended to prevent cultural conflicts and foster empathy and respect among cultures. This committee can also encourage the production of contextualized materials aligned with the worldview of the local community.

Intercultural pedagogical activities should be institutionalized within the annual planning of English courses, including debates, collaborative projects, dramatizations, and comparative analyses of festivities. Methodologies should promote critical thinking, appreciation of diversity, and active language use. Teachers should be provided with spaces for innovation and pedagogical feedback to share experiences and incorporate best practices. Formative assessment and reflective practices should be applied throughout implementation to monitor progress and adjust instruction as needed.

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8. ANNEXES

Appendix. A

Survey

Survey Objective:

This instrument will be used to collect data from a representative sample of 370 high school students at Sagrado Corazón de Jesús school. The aim is to analyze, through a structured survey, how learning English influences the perception and preservation of their cultural identity. The responses will help identify pedagogical strategies, student motivation levels, and potential cultural conflicts associated with learning English.

Date:

Educational Level:

Purpose of the Survey:

This survey aims to gather information on how learning English influences your perception, preservation, and development of cultural identity.

Confidentiality:

Your responses are completely anonymous and will be used solely for academic purposes. Please answer honestly and thoughtfully.

Duration:

Completing this survey will take approximately 10 minutes.

General Instructions:

Read each statement carefully.

Select the option that best reflects your level of agreement using the provided scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

How to Respond:

Mark the corresponding option for each row in the table. If you have any doubts, ask the survey administrator before proceeding.

Commitment:

Thank you for your participation. Your cooperation is essential for the success of this research.

Número	Pregunta	1	2	3	4	5
Sección 1: Reconocimiento de la Identidad Cultural						
1	Aprender inglés me ha ayudado a valorar más mi cultura.					
2	Creo que es posible aprender inglés sin perder mi identidad cultural.					
3	Me siento orgulloso de mi cultura al compartirla en clases de inglés.					
4	Las actividades realizadas en la clase de inglés respetan mi identidad cultural.					
Sección 2: Interculturalidad						
5	Aprender inglés me ha permitido entender mejor otras culturas.					
6	Considere que el aprendizaje del inglés fomenta el respeto entre diferentes culturas.					
7	He notado una influencia de la cultura anglosajona en mis hábitos o costumbres.					

8	Entender la cultura anglosajona me ha ayudado a interactuar mejor en el idioma inglés.					
Sección 3: Motivación y Aprendizaje						
9	Estoy motivado a aprender inglés por las oportunidades que puede ofrecerme en el futuro.					
10	Las actividades grupales en clase me ayudan a aprender mejor el idioma inglés.					
11	Siento que mis habilidades en lectura, escritura, escucha y habla han mejorado significativamente.					
12	Las estrategias utilizadas por mi docente son útiles para mi aprendizaje.					
Sección 4: Conflicto o Apropiación Cultural						
13	Aprender inglés ha creado conflictos con la manera en que veo mi identidad cultural.					
14	Siento que el inglés es una herramienta para preservar y compartir mi cultura.					
15	El aprendizaje del inglés me ha ayudado a incorporar elementos positivos de otras culturas.					

Appendix. B

Entrevista

Objetivo instrumento:

El objeto de la entrevista es explorar y analizar las experiencias, percepciones y estrategias pedagógicas de los cinco docentes del área de inglés de la Unidad Educativa Sagrado Corazón de Jesús en relación con la integración de la identidad cultural en el proceso de enseñanza del idioma inglés. Se busca comprender cómo los docentes equilibran el desarrollo de competencias lingüísticas con la preservación y respeto de la identidad cultural de los estudiantes, así como los desafíos y oportunidades que enfrentan al implementar enfoques interculturales en su práctica educativa.

Fecha:

Propósito de la Entrevista:

Esta entrevista tiene como objetivo recopilar información detallada sobre las percepciones, experiencias y estrategias pedagógicas de los docentes del área de inglés relacionadas con la enseñanza del idioma y su impacto en la identidad cultural de los estudiantes.

Confidencialidad:

Toda la información proporcionada será tratada con absoluta confidencialidad y será utilizada únicamente con fines académicos. Los nombres y datos personales no serán incluidos en los resultados.

Formato de la entrevista:

- La entrevista será **semiestructurada** . Esto significa que se hará uso de preguntas abiertas para obtener información detallada y se permitirán comentarios adicionales.
- La duración aproximada será de **30 a 40 minutos** .

Preparación:

- Responda con la mayor sinceridad posible basándose en su experiencia profesional.
- Si alguna pregunta no está clara, puede pedir al entrevistador que la explique.

Protocolo durante la Entrevista:

- Se le pedirá permiso para grabar la conversación con el fin de asegurar que ninguna información importante se pierda.
- Si no desea que se grabe, se tomarán notas de manera detallada.

Agradecimiento:

Su participación es de gran importancia para el desarrollo de esta investigación. Su colaboración contribuirá significativamente a comprender la relación entre el aprendizaje del inglés y la identidad cultural en el contexto educativo.


Guía de Entrevista para Docentes del Área de Inglés

1. **¿Cómo considera que el aprendizaje del inglés influye en la identidad cultural de sus estudiantes?**
2. **¿Incorpora elementos culturales locales en sus clases de inglés? Si es así, ¿de qué manera?**
3. **¿Ha notado algún conflicto entre la identidad cultural de los estudiantes y el aprendizaje del inglés? ¿Cómo lo abordamos?**
4. **¿Qué estrategias utilizan para enseñar aspectos interculturales en sus clases de inglés?**
5. **¿Cree que los estudiantes están abiertos a aprender sobre la cultura anglosajona mientras mantienen su propia identidad cultural? Explícito.**
6. **¿Consideras que el enfoque intercultural ayuda al aprendizaje del idioma inglés? ¿Por qué?**
7. **¿Qué metodologías consideran más efectivas para enseñar inglés en estudiantes con diversas identidades culturales?**
8. **¿Qué estrategias utilizan para motivar a los estudiantes a aprender inglés sin que sientan que comprometen su cultura?**
9. **¿Cómo evaluar el impacto de sus estrategias de enseñanza en las habilidades lingüísticas de los estudiantes?**
10. **¿Cómo percibe la actitud de los estudiantes hacia el inglés como herramienta para su desarrollo personal o profesional?**
11. **¿Ha notado cambios en la percepción de los estudiantes hacia su propia cultura desde que comenzaron a aprender inglés?**

12. ¿Qué recomendaciones harían para integrar de manera efectiva la identidad cultural en el proceso de enseñanza del inglés?

Appendix. C

Authorization for the application of research instruments

	UNIDAD EDUCATIVA FISCOMISIONAL "SAGRADO CORAZÓN DE JESÚS" HERMANAS BETHLEMITAS GESTIÓN ADMINISTRATIVA Y DIRECTIVA	CÓDIGO: CGAD-PR01- R072 VIGENCIA: 20-08-2018 VERSIÓN 1 Página 1 de 1
	GESTIÓN ADMINISTRATIVA Y DIRECTIVA	

Tulcán, 13 de diciembre de 2024
Ofc. No.175- S1-UESCJ

Lic.
Gabriela Donoso
Presente. -

Presento a usted, el fraterno saludo de las autoridades de nuestra Unidad Educativa "Sagrado Corazón de Jesús", invocando la bendición de Dios en cada una de las labores que realiza de manera diaria.

Por medio del presente, en referencia al oficio s/n de fecha 11 de diciembre del 2024, mismo que solicita "se me autorice aplicar los instrumentos para la recolección de datos encuesta y entrevista" "dirigida a los estudiantes de bachillerato ciencias y los docentes del área de inglés".

Me permito **AUTORIZAR** dicha acción a fin de que a través de estos instrumentos de aplicación pueda fortalecer su investigación.

Por su atención, reitero mis sentimientos de consideración y alta estima.

Atentamente.


Hna. Vilma Yépez Msc.
RECTORA

"Educamos en el Amor para el Servicio"

Appendix. D

Validation of research instruments



POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DEL IDIOMA INGLÉS

Tulcán, 25 de noviembre de 2024

MSc. Escudero Orozco Gloria Isabel

DOCENTE TUTOR DE LA UPEC

Presente. –

Yo, Donoso Paillacho Betty Gabriela, con C.I. N°. 0401695630, estudiante del programa de maestría en Educación con mención en Pedagogía de los Idiomas Nacionales y Extranjeros del Idioma Inglés primera cohorte de la Universidad Politécnica Estatal del Carchi, me dirijo a usted, deseándole éxitos en tan distinguidas funciones que desempeña en beneficio de la educación.

El motivo del presente es para solicitarle muy comedidamente, su colaboración dada su experiencia en el área temática para la revisión, evaluación y validación del presente instrumento que será aplicado en la realización del trabajo de investigación titulado: "El aprendizaje del idioma Inglés desde la identidad cultural". El cual será presentado como trabajo de titulación previo a obtener el Título de Magister en Educación con mención en con mención en Pedagogía de los Idiomas Nacionales y Extranjeros del Idioma Inglés.

Formulación del problema

Se considera al idioma Inglés como un lenguaje global, presente en todos los ámbitos, debido a su presencia en países como Estados Unidos y el Reino Unido, existiendo además material visual audiovisual auditivo y de entretenimiento en dicho idioma que contribuye a su predominio. Dicho idioma se ha convertido en uno de los más hablados y principalmente estudiado como una segunda lengua o lengua extranjera llevándolo a



desarrollar diversas estrategias para mejorar las competencias lingüísticas en quien lo estudia.

El aprendizaje exitoso del inglés requiere la guía de un docente que proporcione las herramientas necesarias y debido al carácter globalizador del mismo, se han dejado de lado aspectos esenciales como las culturas locales ignorando que cada población tiene rasgos culturales distintivos que la diferencian de las demás, siendo así que la educación toma un nuevo enfoque y desarrolla nuevos modelos de aprendizaje con los cuales se evidencian estas diversidades culturales y se respeta la cosmovisión de cada pueblo.

Es necesario que la enseñanza del inglés incorpore aspectos culturales, ya que su objetivo no es solo lograr una pronunciación o gramática adecuada, sino también transmitir los valores culturales del idioma meta y eliminar prejuicios hacia otras culturas. Por lo tanto, la enseñanza del inglés como lengua extranjera debe implementarse en las aulas, considerando tanto los requisitos de competencia lingüística en inglés según el MERC (Marco Común Europeo de Referencia), para alcanzar un nivel determinado en el estudiante, como también los lineamientos de la Constitución y la LOEI para la educación intercultural.

Objetivos de la investigación

Objetivo General

- Identificar estrategias efectivas para el aprendizaje del idioma inglés desde las necesidades culturales de los estudiantes.

Objetivos Específicos

- Investigar cómo los valores y creencias culturales de los estudiantes afectan su actitud hacia el aprendizaje del inglés.
- Identificar situaciones en las que las creencias y valores culturales de los estudiantes entran en conflicto con los valores promovidos en el contexto de aprendizaje del inglés.



- Explorar cómo las diferencias culturales pueden ser utilizadas como recursos en la enseñanza del inglés para enriquecer las metodologías de enseñanza.

Operacionalización de Variables



Variable	Definición	Dimensiones	Indicadores	Técnica	Instrumento	Fuente
Identidad cultural (Variable independiente)	Conjunto de valores, tradiciones, creencias y prácticas que definen a un grupo cultural y su relación con otras culturas.	Reconocimiento cultural	Conocimiento de las tradiciones y costumbres propias.	Encuesta	Cuestionario	Estudiantes
			Orgullo y valoración de la identidad cultural.	Entrevista	Entrevista semiestructurada	Estudiantes
	Interculturalidad	Relación entre la cultura propia y la extranjera	Observación de los participantes	Guía de observación	Estudiantes y docentes	
			Impacto de la enseñanza del inglés en la identidad cultural	Grupo focal	Preguntas abiertas	Estudiantes
Adaptación cultural	Flexibilidad en la integración de elementos culturales.	Entrevista	Entrevista semiestructurada	Estudiantes		



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DEL CARCHI

Variable	Definición	Dimensiones	Indicadores	Técnica	Instrumento	Fuente
Identidad cultural (Variable independiente)	Conjunto de valores, tradiciones, creencias y prácticas que definen a un grupo cultural y su relación con otras culturas.	Reconocimiento cultural	Conocimiento de las tradiciones y costumbres propias.	Encuesta	Cuestionario	Estudiantes
			Orgullo y valoración de la identidad cultural.	Entrevista	Entrevista semiestructurada	Estudiantes
	Interculturalidad	Relación entre la cultura propia y la extranjera	Observación de los participantes	Guía de observación	Estudiantes y docentes	
			Impacto de la enseñanza del inglés en la identidad cultural	Grupo focal	Preguntas abiertas	Estudiantes
Adaptación cultural	Flexibilidad en la integración de elementos culturales.	Entrevista	Entrevista semiestructurada	Estudiantes		



EDUCAMOS PARA TRANSFORMAR EL MUNDO

Aprendizaje del idioma inglés (Variable dependiente)	Proceso mediante el cual los estudiantes adquieren habilidades lingüísticas en inglés, influenciado por factores pedagógicos y culturales.	Resistencia al cambio cultural	Encuesta	Cuestionario	Estudiantes	
		Proceso de aprendizaje	Uso de estrategias pedagógicas	Observación en el aula	Guía de observación	Docentes
		Nivel de interacción en el aula Nivel de dominio en lectura, escritura, escucha y habla	Encuesta	Cuestionario	Estudiantes	
		Habilidades lingüísticas	Prueba de diagnóstico	Prueba estándar (MCER)	Estudiantes	
Motivación	Interés por el idioma	Entrevista	Entrevista semiestructurada	Estudiantes		

		Influencia de objetivos personales y profesionales.	Encuesta	Cuestionario	Estudiantes	
Relación entre variables	Interacción entre la identidad cultural y el aprendizaje del inglés, que puede generar tensiones o integración cultural.	Apropiación cultural	Incorporación de valores culturales al aprendizaje.		Guía de preguntas	Estudiantes y docentes
		Percepción de conflicto identitario	Entrevista	Entrevista semiestructurada		Estudiantes
	Impacto comunitario	Percepción de la comunidad sobre el aprendizaje del inglés	Encuesta	Cuestionario		Comunidad
		Cambios en la interacción comunitaria debido al inglés	Observación de los participantes	Guía de observación		Comunidad



FIRMAS:

TUTOR: MSc. Escudero Orozco Gloria Isabel

AUTOR: Lic. Donoso Paillacho Betty Gabriela



.....
Gloria Isabel Escudero Orozco

Betty Gabriela Donoso Paillacho

Appendix. E

Validation of the interview data collection instruments



POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DEL IDIOMA INGLÉS

GRUPO FOCAL

Objetivo instrumento:

Obtener información de los docentes de inglés de la Unidad Educativa Sagrado Corazón de Jesús sobre sus percepciones, estrategias pedagógicas y enfoques de integración intercultural en la enseñanza del idioma inglés.

La información obtenida permitirá generar recomendaciones para fortalecer el proceso de enseñanza-aprendizaje, fomentando un enfoque educativo que promueva tanto el desarrollo lingüístico como la preservación cultural.

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Entrevista

Objetivo instrumento:

Analizar las experiencias y estrategias de los cinco docentes de inglés de la Unidad Educativa Sagrado Corazón de Jesús sobre la integración de la identidad cultural en la enseñanza del idioma. Se busca entender cómo equilibran el desarrollo de competencias lingüísticas con la preservación de la identidad cultural de los estudiantes, así como los desafíos y oportunidades en la implementación de enfoques interculturales.

Fecha:

Propósito de la Entrevista:

Esta entrevista tiene como objetivo recopilar información detallada sobre las percepciones, experiencias y estrategias pedagógicas de los docentes del área de inglés relacionadas con la enseñanza del idioma y su impacto en la identidad cultural de los estudiantes.

Confidencialidad:

Toda la información proporcionada será tratada con absoluta confidencialidad y será utilizada únicamente con fines académicos. Los nombres y datos personales no serán incluidos en los resultados.

Formato de la entrevista:

- La entrevista será **semiestructurada**. Esto significa que se hará uso de preguntas abiertas para obtener información detallada y se permitirán comentarios adicionales.
- La duración aproximada será de **15 a 20 minutos**.



Preparación:

- Responda con espontaneidad basándose en su experiencia profesional.
- Si alguna pregunta no está clara, puede pedir al entrevistador que la explique.

Protocolo durante la Entrevista:

- Se le pedirá permiso para grabar la conversación con el fin de asegurar que ninguna información importante se pierda.
- Si no desea que se grabe, se tomarán notas de manera detallada.

Agradecimiento:

Su participación es de gran importancia para el desarrollo de esta investigación. Su colaboración contribuirá significativamente a comprender la relación entre el aprendizaje del inglés y la identidad cultural en el contexto educativo.

Guía de Entrevista para Docentes del Área de inglés

1. ¿Incorpora elementos de la cultura local en sus clases de inglés?
De ser así, ¿cómo los integra en el contexto de la enseñanza del idioma?
2. ¿Qué estrategias utiliza para enseñar aspectos interculturales en sus clases de inglés, y cómo evalúa su efectividad?

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3. ¿Cree que el aprendizaje de una lengua extranjera, como el inglés, puede ser una herramienta para fortalecer la identidad cultural local de los estudiantes? ¿De qué manera lo fomenta en sus clases?
4. ¿cómo considera que el enfoque intercultural y las metodologías para enseñar inglés facilitan este proceso?
5. ¿Ha observado discrepancias entre la identidad cultural de los estudiantes y el aprendizaje del inglés?
6. ¿Considera que los estudiantes están dispuestos a aprender sobre la cultura anglosajona sin que esto implique un rechazo o conflicto con su propia identidad cultural? ¿Cómo fomenta este balance en sus clases?
7. ¿Qué estrategias emplea para motivar a los estudiantes a aprender inglés, asegurándose de que no sientan que comprometen su cultura en el proceso?
8. ¿Cómo evalúa el aprendizaje del inglés en el desarrollo de las habilidades lingüísticas de los estudiantes? ¿En qué áreas específicas observa mayores avances, y cómo ajusta sus estrategias de enseñanza en función de estos resultados?
9. ¿Cómo percibe la actitud de los estudiantes hacia el inglés en relación con su potencial como herramienta para su desarrollo personal y profesional?
10. ¿Ha notado transformaciones en los comportamientos de los estudiantes respecto a su propia cultura desde que comenzaron a aprender inglés? Si es así, ¿qué tipo de cambios ha observado?
11. ¿Qué recomendaciones ofrecería para integrar de manera efectiva la identidad cultural en el proceso de enseñanza del



- inglés, sin que ello interfiera en el desarrollo de las competencias lingüísticas de los estudiantes?
12. ¿Qué papel considera que juega la enseñanza del inglés en la construcción de la identidad cultural global de los estudiantes?
¿Cree que el dominio de una lengua extranjera puede enriquecer o diluir su identidad cultural original?
 13. ¿Cuál es su perspectiva sobre la necesidad de adaptar el currículo de inglés para reflejar una mayor diversidad cultural, teniendo en cuenta el contexto sociocultural de los estudiantes?
 14. En su experiencia, ¿cómo varían las reacciones de los estudiantes cuando se les presentan comparaciones entre su cultura local y las culturas anglosajonas? ¿Cómo maneja estos momentos para promover una reflexión crítica y respetuosa?

GRACIAS POR SU COLABORACIÓN

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Appendix. F

Validation of the survey data collection instruments



POSGRADO

MAESTRÍA EN EDUCACIÓN CON MENCIÓN EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DEL IDIOMA INGLÉS

GRUPO FOCAL

Objetivo instrumento:

La encuesta dirigida a los 370 estudiantes de bachillerato de la Unidad Educativa Sagrado Corazón de Jesús permitirá obtener información cuantitativa a profundidad sobre cómo perciben la influencia del aprendizaje del idioma inglés en su identidad cultural. A través de esta herramienta se busca indagar sus niveles de motivación, las estrategias pedagógicas empleadas en el aula y los posibles conflictos o beneficios interculturales que experimentan.

Este instrumento se diseñó como parte del proceso de recolección de datos de la investigación, con el propósito de generar una base sólida para el análisis y la comprensión de la relación entre la enseñanza del inglés y la preservación de la identidad cultural. La información recopilada será clave para proponer estrategias que optimicen el proceso de aprendizaje y promuevan un enfoque intercultural respetuoso y efectivo.



Encuesta

Objetivo instrumento:

Se utilizará este instrumento para recopilar datos de una muestra representativa de los 370 estudiantes de bachillerato de la Unidad Educativa Sagrado Corazón de Jesús. El objetivo es analizar, mediante una encuesta estructurada, cómo el aprendizaje del idioma inglés influye en la percepción y preservación de su identidad cultural. Las respuestas obtenidas permitirán identificar las estrategias pedagógicas utilizadas, los niveles de motivación de los estudiantes y los posibles conflictos culturales asociados al aprendizaje del inglés.

Fecha:

Nivel Educativo:

- Propósito de la Encuesta:

Esta encuesta tiene como objetivo recopilar información sobre cómo el aprendizaje del idioma inglés influye en tu percepción, preservación y desarrollo de la identidad cultural.

- Confidencialidad:

Tus respuestas son completamente anónimas y serán utilizadas únicamente con fines académicos. Por favor, responda de manera honesta y reflexiva.

- Duración:

Completar esta encuesta tomará aproximadamente 10 minutos .

- Instrucciones generales:

Lee cada afirmación cuidadosamente.

Selecciona la opción que mejor refleja tu nivel de acuerdo con la afirmación, utilizando la escala proporcionada:

1 = Totalmente en desacuerdo

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2 = En desacuerdo

3 = Neutral

4 = De acuerdo

5 = Totalmente de acuerdo

- Cómo responder:

Marque la opción correspondiente en cada fila de la tabla.

Si tienes dudas, solicita ayuda al encuestador antes de continuar.

- Compromiso:

Te agradecemos por tu participación, tu colaboración es fundamental para el éxito de esta investigación.

Número	Pregunta	1	2	3	4	5
Sección 1: Reconocimiento de la Identidad Cultural						
1	Aprender inglés me ha ayudado a valorar más mi cultura.					
2	Creo que es posible aprender inglés sin perder mi identidad cultural.					
3	Me siento orgulloso de mi cultura al compartirla en clases de inglés.					
4	Las actividades realizadas en la clase de inglés respetan mi identidad cultural.					
Sección 2: Interculturalidad						
5	Aprender inglés me ha permitido entender mejor otras culturas.					
6	Considero que el aprendizaje del inglés fomenta el respeto entre diferentes culturas.					
7	He notado una influencia de la					

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	cultura anglosajona en mis hábitos o costumbres.					
8	Entender la cultura anglosajona me ha ayudado a interactuar mejor en el idioma inglés.					
Sección 3: Motivación y Aprendizaje						
9	Estoy motivado a aprender inglés por las oportunidades que puede ofrecerme en el futuro.					
10	Las actividades grupales en clase me ayudan a aprender mejor el idioma inglés.					
11	Siento que mis habilidades en lectura, escritura, escucha y habla han mejorado significativamente.					
12	Las estrategias utilizadas por mi docente son útiles para mi aprendizaje.					
Sección 4: Conflicto o Apropriación Cultural						
13	Aprender inglés ha creado conflictos con la manera en que veo mi identidad cultural.					
14	Siento que el inglés es una herramienta para preservar y compartir mi cultura.					
15	El aprendizaje del inglés me ha ayudado a incorporar elementos positivos de otras culturas.					

GRACIAS POR SU COLABORACIÓN.

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Appendix. G

Validation of data collection instruments



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **"El aprendizaje del idioma Inglés desde la identidad cultural"**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico					X		
Validez de intención y objetividad de medición y/o					X		

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observación						
Las preguntas responden a los objetivos de investigación					X	
Total parcial					20	
TOTAL						/20 puntos

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X

Nombres y apellidos	Martha Aracelly Viveros Almeida
Grado Académico	Magister en Lingüística aplicada a la educación Bilingüe Español - Ingles
Fecha	02 de diciembre del 2024



Identificación académica por:
**MARTHA
 ARACELLY
 VIVEROS
 ALMEIDA**

MA. Martha Aracelly Viveros Almeida

Nombres y Apellidos

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Appendix H

Validation of data collection instruments



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es **"El aprendizaje del idioma Inglés desde la identidad cultural"**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico					X		
Validez de intención y objetividad de medición y/o					X		

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objetividad de medición y/o observación						aplicar a los estudiantes.		
Las preguntas responden a los objetivos de investigación					X	Ciertamente las preguntas concuerdan con el tema de estudio.	Aplicar a estudiantes para que brinden su opinión desde su perspectiva.	
Total parcial							20	
TOTAL	20/20 puntos							

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	

Nombres y apellidos	Consuelo Verónica Imbacuán Rueda
Grado Académico	Magister en Lingüística aplicada a la enseñanza del Inglés - Español
Fecha	02 de diciembre del 2024

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 MSc. Consuelo Verónica Imbacuán Rueda

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Appendix. H

Validation of data collection instruments



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

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Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico					X		
Validez de intención y objetividad de medición y/o					X		

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observación							
Las preguntas responden a los objetivos de investigación						X	
Total parcial						20	
TOTAL	/20 puntos						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	

Nombres y apellidos	Liseth Aracelly Hernández Martínez
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