

**LEARNING ENGLISH AS A MULTICULTURAL LANGUAGE IN
SECONDARY SCHOOL IN CATALONIA:
TEXTBOOK ANALYSIS AND STUDENTS' PERCEPTIONS**

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Abstract

Cultural learning has been considered as an essential element when studying English as a foreign language in order to ensure successful communication in a multicultural context. The present study, therefore, aims at investigating two relevant aspects that are crucial in secondary education in Catalonia. On the one hand, by means of a documentary analysis technique, an EFL textbook was analyzed to identify whether the book centers its cultural examples, as traditionally, in the United Kingdom and the United States. On the other hand, with the use of a questionnaire, the students' perceptions of learning English with a multicultural approach were investigated. The data retrieved from the textbook analysis was managed according to Kachru's three-circles model, and the results show that the cultural examples found in the book are equally distributed between the inner and the expanding circle, but the outer circle is disregarded. The questionnaire findings state that students have a positive opinion towards learning English in a multicultural way and seem to be favorably disposed to learn about other cultures. However, it is discussed how the students do not seem to feel connected to the cultural examples found in the textbook.

Keywords: EFL, EFL textbook, cultural examples, ELF, culture learning.

Resum

L'aprenentatge cultural s'ha considerat un element principal a l'hora d'estudiar anglès com a llengua estrangera per tal d'assegurar un procés comunicatiu satisfactori dins d'un context multicultural. Aquest estudi pretén investigar dos aspectes rellevants en l'educació secundària a Catalunya. D'una banda, mitjançant l'anàlisi documental, es va estudiar un llibre de text d'ALE per identificar si aquest centrava els seus exemples culturals, com s'ha fet tradicionalment, al Regne Unit i als Estats Units. D'altra banda, es va investigar les percepcions dels estudiants sobre l'aprenentatge de l'anglès des d'una vessant multicultural utilitzant un qüestionari. Les dades obtingudes de l'anàlisi del llibre de text es van gestionar segons el model de tres cercles de Kachru, i els resultats mostren que els exemples culturals que es troben al llibre es distribueixen de forma equitativa entre el cercle interior i el cercle en expansió, mentre que el cercle exterior queda ignorat. Els resultats del qüestionari indiquen que els estudiants tenen una opinió positiva sobre l'aprenentatge multicultural de l'anglès i semblen estar disposats a aprendre sobre altres cultures. Finalment, es discuteix com els estudiants no se senten connectats amb els exemples culturals del llibre de text.

Paraules clau: ALE, ALF, llibre de text ALE, exemples culturals, aprenentatge cultural.

1. Introduction

From a teacher's point of view, it is important to know the multicultural reality in the classroom context. During their formative time, teachers are told, on several occasions, about the positive impact of promoting, working, and integrating into the classroom the different origins of the students, always from a cross-disciplinary approach, as part of the secondary school general project. It is, therefore, only natural that English instructors want to prepare their students for a globalized communication context. It will be through the English language that students will be able to interact with people from around the world, and the knowledge of these countries' customs, traditions, and culture in general will make it easier for them to communicate, making this a much more satisfactory process.

Neff and Rucynski (2004) reflect on this idea. They state that “The more we know about one another’s world, the more smoothly we can communicate, whatever the language we are speaking” (p. 13). This knowledge leads to a deeper understanding of the customs and problems of our interlocutor, beyond their language, and one can deliver a much more respectful message. In this regard, it can be assumed that, if the language and literature teaching method is based on the communication and the interpersonal relationship skills acquired by the learner (Mendoza and Cantero, 2003), one must be able to integrate culture into this process, because it is the basis for becoming competent in communication, and not only in linguistics.

With these facts in mind, the present study wants to shed new light on two areas: the materials used and the students’ perceptions. On the one hand, it will be investigated if the English textbook of 1st of ESO, in a high school located in Catalonia, is focused on teaching, as traditionally, British and American culture, even when the list of anglophone countries is much longer. There is also an interest to investigate whether this trend has changed and if the didactic material used in the classroom shows examples of countries such as New Zealand, Australia, or South Africa, which have English as their main official language, or even other non-English-speaking countries as communicative examples of ELF (English as a lingua franca) between people with different native languages (Seidlhofer, 2004, quoted in Nagy, 2016). On the other hand, the perception of 1st of ESO students who are learning English in a multicultural way will be analyzed. The students will be required to answer a questionnaire as a way to investigate their opinion and perception on the importance of learning English through a variety of English-

speaking and non-English-speaking cultures, after having been taught a unit which focus is on culture.

In order to research the above areas, the objectives set for the present study are as follow:

1. Analyze the 1st of ESO English book used at *Vil-la Romana* high school in order to:
 - 1.1 Identify the provenance of the cultural examples present in book
 - 1.2 Compare the distribution of the different cultures present in the book
2. Analyze the students' opinions and perceptions on the importance of learning English in a multicultural way.

2. Theoretical framework

Traditionally, textbooks have been the most important didactic material in the EFL (English as a foreign language) classroom and they are essential to support the students' involvement in learning English (Toprak and Aksoyalp, 2014; Alsaif, 2016). It has also been historically common that the cultural examples found in EFL textbooks are centered in the United Kingdom and the United States (Alsaif, 2016). This trend is observable in Alsaif's study, in which he analyzed the EFL textbooks used in a Saudi University and concluded that western cultures are predominant, specifically British and American. He also criticized how the centralization of western cultural examples made it difficult for eastern students to feel related to the examples found in the textbook. In the same line, Toprak and Aksoyalp's research identified a high number of cultural references in the EFL textbooks at universities in Turkey, however, these were also centered in the United Kingdom and the United States. Overall, both studies (Alsaif's and Toprak and Aksoyalp's) support the idea that EFL textbooks concentrate their cultural examples in countries where English is the first language, such as the United Kingdom and the United States, but also Australia or the anglophone Canada. For this reason, Alsaif suggested including the use of countries where English is the second language or an official language, such as India, Nigeria, or the Philippines. One of the objectives in the present study wants to look into this trend and examine if it has changed towards a more diverse and inclusive approach in terms of cultural examples.

2.1 Kachru's three concentric circles

Kachru's (1982, p. 375 cited by Schmitz, 2014) three circles model is essential to better understand the distribution of countries displayed in the EFL textbooks. Kachru's model represents how English has grown and spread in the world and pictures the World Englishes (English varieties developed in different territories around the world) in three concentric circles. The inner-circle refers to those countries where English is a native language or L1, and comprises the United Kingdom, the United States, Australia, New Zealand, Ireland, and anglophone Canada. It also represents the traditional bases of English and it is known to be norm-providing, which means that the linguistic English norms are created in these countries. The outer circle includes all those countries where English is the second language, but this language has been learned almost at the same time as the native language. In these countries, English is usually an official language because of historical reasons, mostly related to the British colonization, so they are part of the Commonwealth. Countries such as India, the Philippines, or Kenya are part of the outer circle, and they are known to be norm-developing because their speakers develop and challenge the English linguistic norms. Finally, in the expanding circle, English is used as a foreign language (EFL) or as a lingua franca (ELF), even though it does not have an official role within the countries in this circle. China, Brazil, or Russia are part of the expanding circle, where English is known to be norm-depending, as the speakers rely on the English norms created in the inner circle and follow the rules developed in the outer circle.

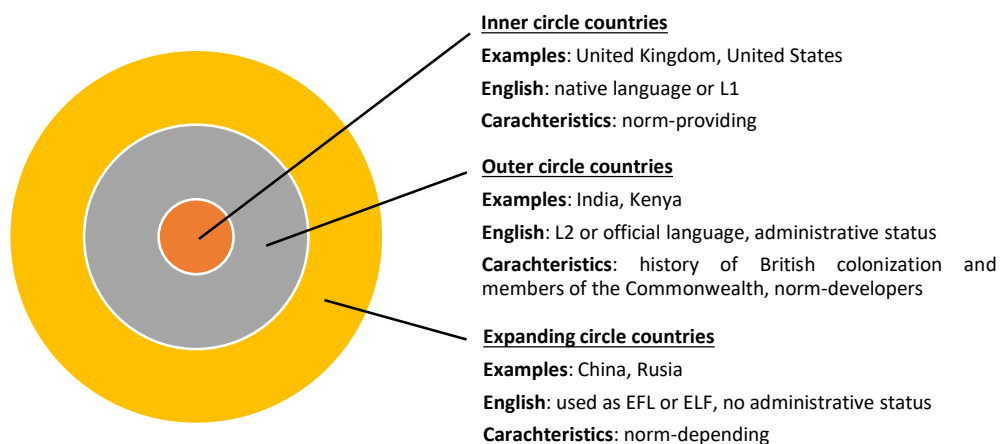


Figure 1. Kachru's three concentric circles

After a thorough investigation of Kachru's three-circles model, Schmitz (2014) suggested the idea that the three circles are becoming one due to immigration and the movements of people. Schmitz criticized that the limits of the circles are very blurry, especially since the second decade

of the twenty-first century. However, the pioneering model is the base for researching on EFL textbooks cultural diversity and it has been used by several authors in their investigations (Yamada, 2010; Toprak and Aksoyalp, 2014; Alsaif, 2016; Nagy, 2016), and it will also be used in the present research paper.

2.2 English as a Lingua Franca in the expanding circle countries

ELF refers to using the English language as a common way to communicate for speakers who have different native languages, who usually are from the expanding circle countries. Seidlhofer (2007) looked further into the ELF term and explained the term in the following way:

But what do we mean by the term English as a lingua franca? The term lingua franca is usually taken to mean 'any lingual medium of communication between people of different mother tongues, for whom it is a second language' (Samarin, 1987, p. 371). In this definition, then, a lingua franca has no native speakers, ... and this notion is carried over into definitions of English as a lingua franca, such as in the following example: '[ELF] is a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication' (Firth, 1996, p. 240). Clearly, the role of English as the chosen foreign language of communication in Europe is an extremely important one, and one that is on the increase (p. 138).

As it is seen above, English has an important role when communicating with other non-native speakers, especially in Europe. This situation should lead to incorporate ELF communicative examples in the EFL didactic materials, as those situations will feel closer to the students than a cultural example of two native-speakers. Yamada (2010) supports this idea and values other varieties of English, in non-Anglo-American contexts, because this helps the students learn to communicate successfully with those from the outer and expanding circles. In his article, Yamada reported the results from several studies that had already been conducted, in which Japanese EFL textbooks were analyzed between the years 1980 and 2000, and he then compared those results to his new research. He observed that there was a surprising change of trend when it came to references of countries in the outer circle, which lose importance giving way to countries in the expanding circle. In his study, Japan remained constant, being the country with more examples given. However, those were very stereotyped and always exemplified relations with people from countries in the inner circle. The study concluded by presenting the idea of teaching English as a multicultural language, and how this approach can help EFL students to

better understand the globalized world we live in while allowing them to increase their interest in learning other languages and cultures.

Other authors have also supported the idea of including ELF interactions when teaching EFL, as those situations can facilitate communication between non-native English speakers and can be helpful to avoid misunderstandings (Nagy, 2016; Canagarajah and Ben Said, 2016). However, even though data shows significant benefits on introducing ELF, it should never replace EFL, basically because ELF is a communication tool and not a variety of English (Nagy, 2016).

Ultimately, this preconceived idea that when one studies English in a EFL context, the aim is to get as close as possible to a native level must be set aside, because, most likely, English will be used as a lingua franca and what is really important is to know about our interlocutor in order to adapt our message (Monfared and Khatib, 2018)

2.3 A definition of culture

Before moving to the importance of learning culture in the EFL subject, it is convenient to operationalize the term culture. There are more than 450 different accessible definitions for culture in the literature (Purba, 2011), and the increasing globalization difficult the arduous task of describing what culture is. A simple common definition can be found in the Cambridge dictionary (n.d.), which contains two different meanings: “The way of life, especially the general customs and beliefs, of a particular group of people at a particular time” (p.1) and “Music, art, theater, literature...” (p.1). However, the Center for Advanced Research on Language Acquisition (n.d.) opt for a much more complex definition:

Culture is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group. (p.1)

Even though culture has got many dimensions, all definitions imply that language is part of culture because it is learned and shared within a social group. Purba (2011) supports this idea by concluding in his research that learning a foreign language is, strictly speaking, participating in the culture of the native speaker of the language being learned. Moreover, learning EFL is, indeed, learning culture, seeing that language and culture are inseparable.

With this complexity in mind, it is not surprising that the teenagers who were the subjects of this study had difficulty in defining the term.

2.4 Culture learning in the EFL subject

Surprisingly, in the first decades of the 20th century, culture was an important component when learning a foreign language, but later on, in the 1970s, the different methods and approaches implemented to learn English were based on teaching structures and vocabulary, so learners could communicate orally. It was not until the 1980s, with the development of the communicative approach (Dörnyei, 2009) when researchers realized that to effectively communicate, the message should be adapted to the social context, and culture had to be taken into account. However, how can educators incorporate culture into their EFL classrooms to truly enrich the teaching content? Kiet Ho (2009) shares with Neff and Rucynski (2004) the idea that culture and communication must be inseparable in order to become competent in a language. Nevertheless, they point out that many teachers do not know how to incorporate culture in their classes or the real impact it has on students. Their articles, therefore, aim to examine the development of culture in EFL education through various research findings and how educators can incorporate culture into their daily practices. Kiet Ho gives several recommendations on how this incorporation should be carefully organized and suggests materials and techniques that can be really helpful to any teacher to go from a passive to an active culture teaching. He also makes a series of suggestions to transform teaching resources into more inclusive learning tools, by proposing and designing interactive activities according to the standards that conform the intercultural communicative competence (Byram, 1997, cited in Kiet Ho, 2009). Some of the recommendations proposed by Kiet Ho are:

- Asking the students to explore their culture in group discussion activities talking about the differences between their families.
- Creating an authentic environment by decorating the classroom with pictures from different cultures
- Watching videos and observe cultural behaviors to compare with their own culture.
- Ethnographic interviews with native English speakers
- Dealing with cultural stereotypes by reflecting on what they may think cultural stereotypes are

Even though culture is, nowadays, a key factor in language teaching, there is still a lot of research to do regarding the teachers' and students' perceptions on the importance of culture learning in EFL programs. Besides analyzing the textbook, a second purpose of the present study is to explore, from the student's point of view, the importance of including culture in EFL learning. Clouet (2011), researched the secondary school teachers' opinions and perceptions on intercultural competence, and how these are reflected in the learning content. The study, conducted in the Canary Islands, also aimed to investigate the role of culture in EFL classes, specifically in an increasingly multicultural society. When educators in Clouet's study were asked about their practices and contents in EFL courses, the majority admitted to giving priority to linguistics above cultural and intercultural competencies. Even though they gave importance to intercultural learning, the results showed that most teachers found it difficult to incorporate culture in EFL classes due to the lack of resources, support, and knowledge of the topic.

The findings of the study are only partial because when it was published, the students' data was still being analyzed, consequently, the opinions and perceptions are only related to the teachers. However, it was worthwhile to see the questionnaire results answered by teachers, as they surely differ from the assumptions one can have regarding the subject. For this reason, it is important to find out more about the students' points of view through the present study.

Within this framework, it is observable that, historically, the cultural examples in EFL textbooks were centered in the inner-circle countries. However, authors like Yamada (2010) stated that there is a tendency to include a wider variety of cultural examples, especially from the expanding circle countries. On the other hand, and keeping in mind the complexity of the culture term, the different definitions imply it has a relevant role when learning English as a second language. Given the importance of cultural learning and its benefits when studying EFL (Kiet Ho, 2009), it is reasonable to research the perception of teachers and students on this multicultural approach to English learning. Clouet's (2011) study only covered the teacher's point of view, so a deeper investigation is needed to find out more about the students' opinions.

Therefore, the present paper seeks to answer the following research questions:

1. Are the cultural examples in the EFL textbook at *Vil·la Romana* high school centered, as traditionally, in the United Kingdom and the United States?
2. Is it important for students to learn English in a multicultural way?

3. Methodology

3.1 Methodological criteria

The objectives of this report require a mixed methodology and a research-action type of study, which involves, first, a documentary analysis, then, a critical reflection on the results, and, finally, an action evaluated through a questionnaire (Blaxter, 2008). The analysis of the first part of the investigation is content-based, as its aim is to determine the presence of certain words, themes, or concepts, however, it has a socio-critical intention (Ortiz, 2019). The purpose of using this type of investigation is to propose a change and transform, in some way, the social reality of the students, making new suggestions to the multicultural approach in the EFL subject. The second part of the study is data-oriented, and it uses statistics to collect quantitative data from survey research.

In short, in order to achieve the proposed objectives, two different research techniques have been implemented: a non-interactive documentary analysis of the didactic material used on a group of 1st of ESO students from a qualitative point of view, and, from a quantitative perspective, a questionnaire which was sent to the students to know their opinion and attitude after a multicultural intervention.

3.2 Non-interactive qualitative technique: Documentary analysis

As a starting point regarding the culture teaching in the EFL subject at *Vil-la Romana* high school, it was decided to analyze the cultural references in the textbook used by a group of 1st of ESO students, given that it was their basic didactic material. Particularly, the pupils used the digital version of the book *Dynamic 1* by Pelteret, et al. (2019) and edited it by Oxford University Press's publishing house.

The main purposes of this analysis were to check how many cultural references there were in the textbook and, secondly, what type they were. With this intention, each cultural reference was identified and classified as part of the inner, outer, or expanding circle to find out how the references were distributed. The analysis of these were studied with a critical approach.

3.2.1 Sample and context

The documentary study was carried out on the textbook used in the 1st of ESO level at *Vil·la Romana* high school. Dynamic 1 textbook, by Pelteret, et al. (2019), is designed to achieve A1 level of the Common European Framework of Reference for Language (CERF) for those students starting their first year at high school. The book has been used for several years in this school as the publishing house, Oxford University Press, is considered a trusted partner, providing an excellent teaching program, as well as an outstanding choice of activities. The textbook is specifically targeted at Spain, and it is designed in partnership with Spanish teachers as well as Spanish students. Moreover, there are different versions of the textbook depending on the autonomous community that will be using it. In this study, the analyzed version is the Catalan one.

3.2.2 Data collection tool and analysis

With the purpose of collecting the data from the documentary analysis, a table was created to gather all the cultural examples in the textbook, and three diagrams (see Figures 2, 3, and 4) were produced to picture the data from the table. All the activities and texts in the book were taken into account, and each time a country was brought up, the name was noted on the table and one point was assigned to that country.

Firstly, the information from the table was sorted by country, this way one could observe the weight of each of them and study if some stood out. It was also possible to see if the examples were recurrent or just a single random reference.

Secondly, the countries were distributed into the Kachru's three circles to examine the importance given to each of them and, specifically, those in the inner-circle countries. To this effect, there were two graphics (see Figure 2 and 3) created to represent, on one side, the different countries inside the inner circle and, on the other side, the significance given to each circle. The purpose of these visuals was to study the possible change of focus on the traditional British and American culture teaching in the EFL subject.

Finally, the countries were also distributed in continents, to easier analyze the cultural examples found of the expanding circle countries (see Figure 4).

3.3 Quantitative technique: Questionnaires

A questionnaire was designed to know the opinion and perception of the students after a multicultural didactic intervention (See Annex 1). The results would also help to understand if the students' interests were aligned with the references found in the book or if the didactic material should be adapted. All the decisions regarding the format of the questionnaire were taken following the directions of Hernández-Sampieri's (2014) book chapter on how to collect quantitative data, specifically in the Likert scale section, which was determined to be the best way to gather the students' point of view.

The survey was developed with the students in mind, thirteen-year-old pupils who have just started 1st of ESO and are too young to focus on a long or complex questionnaire, as stated by Torrado (2014). For this reason, the emphasis was put on creating simple, short statements rather than multiple answer questions. It was considered that five points agree-disagree Likert scale was easier to visualize than having different answers to choose from, which might confuse such young students. It was decided to include only 15 statements and three open questions, so it could be finished in around 15 minutes and to prevent it from becoming a boring task. Distracted and tiresome students can lead to dishonest answers so keeping up their interest was taken into account. Something important to remark is the fact that the survey was in Catalan, L1 for most of the students, and a key factor for the pupils to completely understand the task.

Regarding the design of the questionnaire, all statements and questions were simplified and each item only referred to one single concept, so it was simple to understand and, also, to prevent any doubts in the answers. The assertions were divided into three sections to help the students navigate through the questionnaire easily, and each segment included between four and six statements and one open question, to give the survey some kind of homogeneity. The first section was focused on the use of English around the world, the second was about the cultural references in the English subject, and the last one was centered on culture as a communication tool. Therefore, the students started with generic, easier questions to motivate them, and they got more specific and thoughtful as the pupils went on. No personal questions were requested because variables, such as gender, were not taken into account, and all students share age and an approximate English level.

All the statements had five possible answers, from strongly agree (5 points) to strongly disagree (1 point), which is the most common Likert scale pattern. They were all positive assertions, as a

mixture of positive and negative was considered to be a possible distraction. The items were placed horizontally and the positive and negative answers were balanced on each side of the “neither agree or disagree” option, with the purpose of having an honest response. Concerning the open questions, their goal was to deepen and understand the meaning of some complex concepts, such as culture, which could have different connotations depending on each student. They were also conceived as a way for the students to express their opinions and interests, and to bring up information impossible to obtain using closed-ended questions. See questionnaire in Annex 2.

3.3.1 Sample and context

The questionnaire, designed as a *Google Form*, was uploaded on the *Classroom* platform, so it was easily accessible to all the students of 1st of ESO at *Vil·la Romana* high school. The educational center is located in a middle-upper class neighborhood, and the students who attend do not have a wide variety of backgrounds, the vast majority of them being of Catalan descent.

In total, 113 students answered the questions anonymously at the end of a multicultural unit taught by the researcher during the English subject. The 1st of ESO group was divided into five classes of around 23 students each, and they all were between 12 and 13 years old. All groups had a homogeneous English level (mostly A1, some A2), and there was a balanced proportion of males and females.

3.3.2 Data collection tool and analysis

To better understand the data obtained through the questionnaires, it was decided to design an analysis tool, presented in Annex 3. It includes all the statements with the possible answers, and a numerical value assigned to each item from 1 to 5, in which 1 is completely disagree and 5 completely agree. As the analysis tool was developed using Excel, it was easier to know the mean on each statement and section, which made it possible to investigate the overall opinion on each block. There was also a space left for comments, in case there was something worth taking notes about.

The open questions' data was analyzed differently because of the answers obtained through them. In question number 5, *what is culture*, there were four items noted in advance, which were considered the most possible answers. However, expecting the students to express a

variety of ideas to describe the term culture, there was space left for the upcoming items that would show up during the analysis. In order to obtain the data from the students' answers, all items were noted down and assigned one point every time they were cited. Then, on a second level of analysis, all items obtained from the students' answers were grouped, first, by comparing the answers and, then, by looking for similarities to create generic categories, as aforementioned by Hernández-Sampieri (2014) on how to categorize the answers obtained through open questions. Concerning the two other open questions (number 11 and 18), it was not possible to note down any possible answers beforehand given the topics' nature, consequently, all answers needed to be noted while analyzing the answers. Again, when an item was cited, one point was assigned.

4. General results

The findings of the study are presented in two different categories that answer the research questions formulated at the end of the theoretical framework. The first section displays the results from the documentary analysis, which helps to consider if the cultural examples in EFL textbooks are still centered, as traditionally, in the United Kingdom and the United States. The second section presents the results of the questionnaire answered by the students who use the textbooks analyzed for the study. The findings show the students' opinion and perception towards learning English in a multicultural way in addition to the importance of English and culture when communicating.

4.1 Documentary analysis findings

Concerning the non-interactive documentary analysis of the 1st of ESO textbook Dynamic 1, by Pelteret, et al. (2019), one can observe that the book bases most of its cultural examples on the United Kingdom, which is the country with the most references. Out of a total of 280 references, 80 are related to the United Kingdom (30%). To have a better picture of the distribution of the different cultural examples in the textbook, the results are presented following Kachru's three circles model.

Regarding the inner circle, which is composed of countries where English is the native language or L1, more than half of the references (N = 80, 59%) are made to the United Kingdom, followed by the United States (N = 22) and Australia (N = 20), with 16% and 15% respectively. Ireland (N = 6) and Canada (N = 7) have 5% of the citations each, and there are no references made to New Zealand. (See Figure 2)

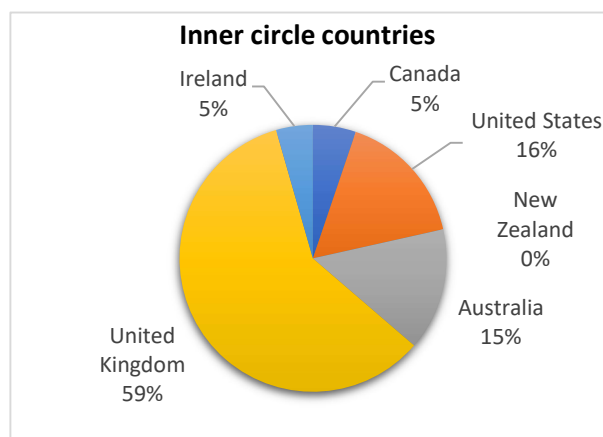


Figure 2. Percentages by country in the inner circle

Concerning countries in the outer circle (See Figure 3), which includes all those countries where English is the second or an official language because of historical reasons, there are only 11 mentions in total. Among them, there are a few allusions to India (N = 3, 1%), Bangladesh (N = 1, 0,36%), Kenya (N = 2, 0,71%), or South Africa (N = 2, 0,71%), but there are many other absent countries such as Nigeria, the Philippines, or Tanzania. (See Table 1)

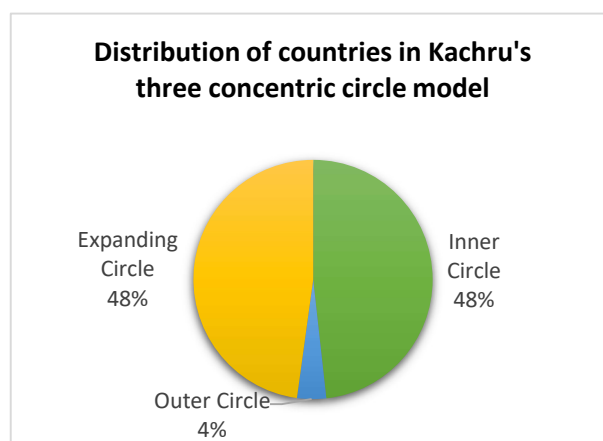


Figure 3. Percentages by circle in the Kachru's three concentric circle model

Table 1: Distribution of countries in the outer circle

Country	Papua New Guinea	India	Kenya	Vanuatu	South Africa	Bangladesh	Total
Mentions	3	3	2	1	1	1	11

With reference to countries in the expanding circle, the book mentions 27 different nations where English is recognized as a lingua franca and is widely taught as a foreign language at school. 43% of the allusions are made to European countries (N = 77), but one cannot forget that 33 of the references to these countries are made to Spain. 44% of the references are from South American countries (N = 79), whereas Asia (N = 22) and Africa (N = 1) have fewer mentions, 12%

and 1% respectively, and no cultural examples are given of Oceania in terms of countries in the expanding circle. (See Figure 4)

All in all, only 4% of the cultural mentions in the book are referred to outer-circle countries (N = 11), in contrast with inner (N = 135) and expanding (N = 134) circle countries, which have a 48% each one. (See Figure 3)

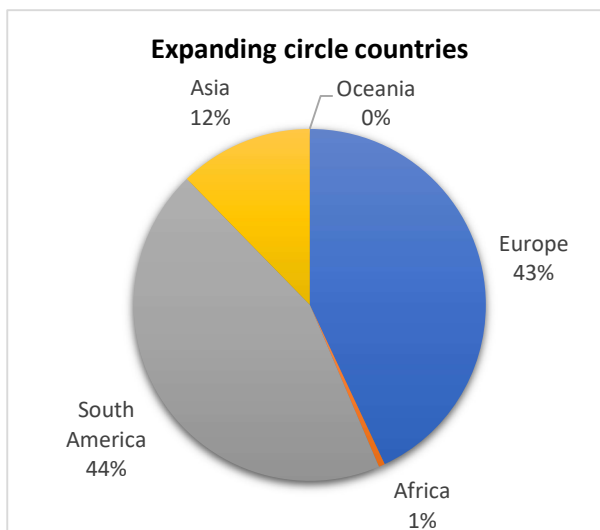


Figure 4. Percentage by continent in the expanding circle

In general terms, the textbook analysis suggests that the cultural examples of the 1st of ESO book at *Vil-la Romana* high school, are not only centered, as traditionally, in the United Kingdom and the United States as there is a variety of countries present in the textbook. As seen above, the expanding circle countries' references are growing, and seem as relevant as those made to the traditional inner-circle countries. However, within the inner-circle countries, the references are still focused on British and American examples, and countries from the outer-circle countries are overlooked.

4.2 Questionnaire findings

The questionnaire results include both quantitative and qualitative data. The following findings are obtained from the answers of 113 students who participated in the survey. The questionnaire was divided into three different sections and the findings are presented accordingly. Regarding the quantitative research, it is presented with a table for each section (See Table 2, 3 and 4) that collects the students' opinions using a five-point Likert scale, 1 being total disagreement and 5 being total agreement. Moreover, on each section it can be observed the average level of agreement on each item, as well as a general mean of the section. Concerning the qualitative research, results are displayed in figures alongside a brief description from the open question of each the section.

4.2.1 Questionnaire section 1

Table 2: Answers from section 1. Agreement level 1-5

Item	Numerical value					Mean	SD
	5	4	3	2	1		
SECTION 1: English in a global world							
1. Learning English is important for communicating in a global world.	83	22	6	2	0	4,65	0,66
2. English is necessary to communicate with people around the world.	79	30	3	0	1	4,65	0,62
3. I feel prepared to communicate with people around the world.	10	35	50	15	3	3,30	0,90
4. English is useful to be up-to-date with what is happening in the world.	21	35	43	9	5	3,51	1,02
Section 1 mean score						4,03	

Students have a strong opinion about English as a relevant language in the world and its role when communicating with people, as can be seen with the results obtained with items 1 and 2. However, they are not so confident about how prepared they are towards using English to communicate with other people or how useful it would be to understand what happens around them (see items 3 and 4). This section's overall mean is slightly superior to four points, which indicates a positive opinion regarding the use of English in a globalized world.

The open question from section 1, aimed at finding out the students' perception of culture, as it is a complex term. It is worth mentioning that, at the time when the questionnaire was distributed, the researcher had to add some information to the open question about what students understood culture was. Although students were asked to answer whatever came to their minds when they thought about culture, some of them expressed their concern about how they should answer. The item *other* includes answers like *"It is all that makes a country special or different"* and *"Culture is for me a way to be able to connect emotionally with other people"* which were not related to any specific category but are worth a mention.

The students described culture using their own words and they could use more than one item. The results, displayed in Figure 5, show that 26% of the total answers (N = 153) refer to culture as "traditions" (N = 40), followed by "language" (N = 21) and "art and music" (N = 17) with a 14% and 11% respectively. "Festivities and celebrations" (N = 13), "religions and beliefs" (N = 13) and "lifestyle" (N = 11) had around the same percentage of answers (8%) and the rest of words used to describe culture did not reach 10 mentions, having less than 5%.

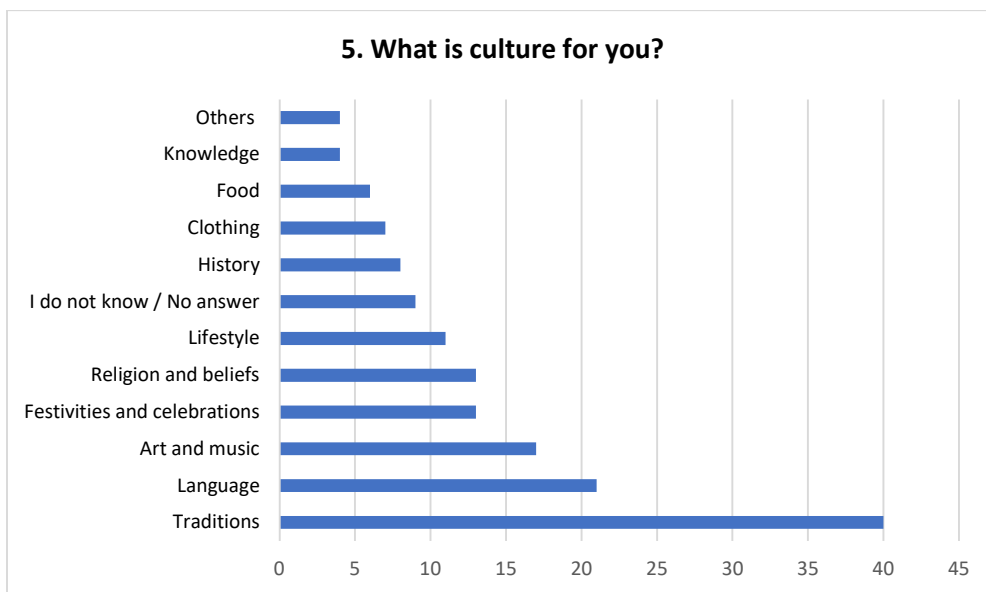


Figure 5. Number of answers from every item in the open question in section 1

4.2.2 Questionnaire section 2

Table 3: Answers from section 2. Agreement level 1-5

Item	Numerical value					Mean	SD
	5	4	3	2	1		
SECTION 2: Cultural references in the English subject.	5	4	3	2	1		
6. There are many different cultural examples in the English book.	33	54	23	2	1	4,02	0,80
7. I feel related to the cultural examples I find in the textbook.	2	23	49	31	8	2,82	0,89
8. I like learning English from people around the world.	37	45	24	4	3	3,96	0,96
9. In the English subject, I learn about cultures I did not know.	35	49	23	3	3	3,97	0,93
10. I like learning about my own culture in the English subject.	31	43	33	4	2	3,86	0,92
Section 2 mean score						3,73	

In this section, students show a positive attitude about culture learning in the English subject (see items 8 and 10), and they demonstrate awareness of the different cultural representations present in their textbooks (see items 6 and 9). However, it is clear that they do not have a strong opinion towards feeling related to the cultural examples given in the textbook, as item number 7, which enquired about such connection, has the lowest mean of the questionnaire. Overall, the mean from this section indicates a positive perception towards learning culture in the EFL class.

The open question from section 2 was presented to observe if the students appreciated learning about other cultures. To that end, students were asked to indicate the name of the countries

that they had seen during the EFL class. The findings displayed in Figure 6 show the countries most remembered by students. They refer to New Zealand (N = 18) with a 12% of the total answers (N = 153), followed by Catalonia (N = 17) with an 11%, the United Kingdom (N = 16) and India (N = 15) both with 10% of the mentions, and Australia (N = 12) with only an 8%. The rest of the countries were mentioned less than 10 times and all have a percentage inferior to 5%.

22% of students (N = 34) could not remember any cultural examples studied in the English subject. Another 13% (N = 21) misunderstood the question, as their answers were referring to food or clothing, which was not related to the actual question. It seemed like they were still answering the first open question, or they had a misconception of the term *culture*. All those answers, which do not name a particular country, are compiled in the category *other*.

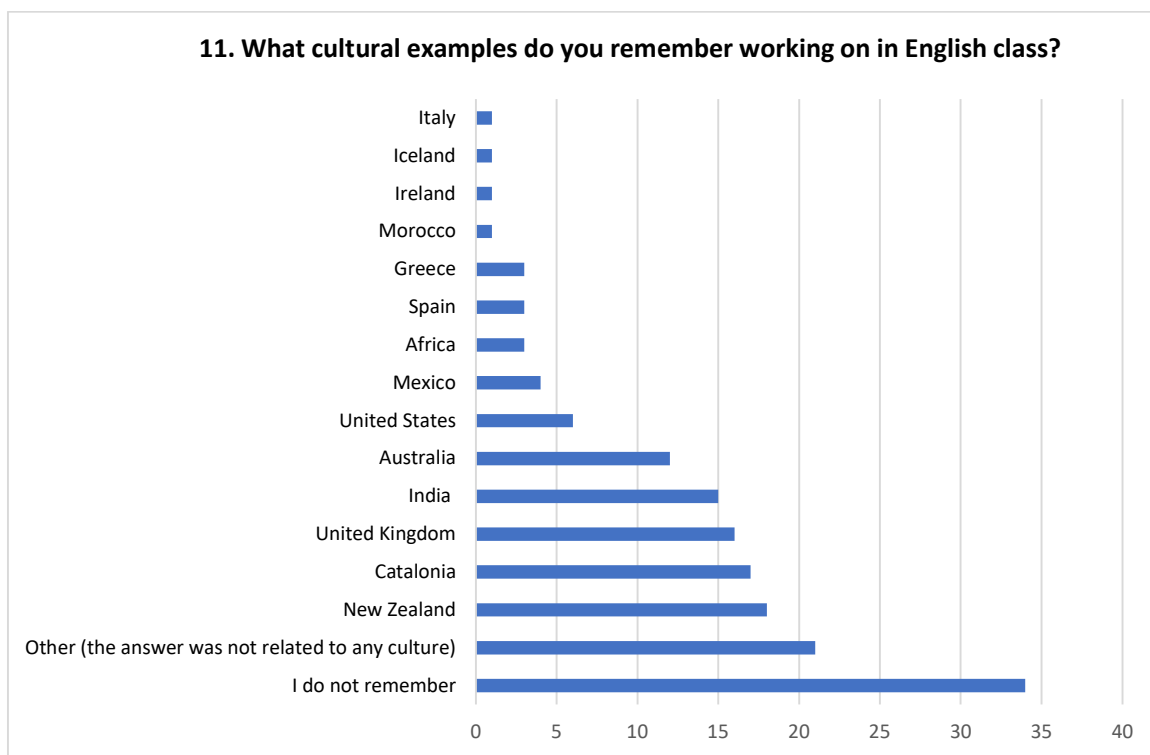


Figure 6. Number of answers from every item in the open question in section 2

4.2.3 Questionnaire section 3

Table 4: Answers from section 3. Agreement level 1-5

Item	Numerical value					Mean	SD
	5	4	3	2	1		
SECTION 3: Culture as a communicative tool							
12. Knowing other cultures is important.	59	41	12	1	0	4,40	0,71
13. I am interested in the culture of other countries.	51	42	18	2	0	4,26	0,78
14. Knowing the culture of the people I speak to helps me communicate better.	34	49	20	6	4	3,91	1,00
15. Knowing the culture of the person I speak to helps me to be more respectful.	46	50	13	3	1	4,21	0,81
16. Knowing other cultures helps me understand better what happens in the world.	38	49	18	6	2	4,02	0,93
17. Knowing other cultures motivates me to learn their language.	29	33	32	12	7	3,56	1,16
Section 3 mean score						4,06	

Students evidence a very positive opinion concerning the importance of learning about other cultures, and how it can help to establish better, more respectful communication with people around the world. This can be seen with the results from items 12 to 16. Despite this, they do not show a strong attitude concerning culture as a reason to learn new languages, as the result to item 17 only reaches a mean of 3,56. Overall, students agree that cultural knowledge is a good communicative tool.

The open question from section 3 was designed to look into the students' interest in learning about new cultures. They could answer as many items as they were interested to know about.

As seen in Figure 7, numerous students, seem very attracted to learn about Japan which has 20 mentions out of 158 (13%), followed closely by the United States (N = 11) with a 7%. They are also interested in other Asian countries, like India (N = 8) and Korea (N = 5) with a 5% and a 3% respectively. They cited several times countries from South America (N = 14), from which Mexico (N = 5) was the most cited with a 3% out of the total. From Europe, they specifically mentioned France (N = 7), which is very close to the students, and the United Kingdom (N = 6), with 4% of the citations each. It is also observable that several other countries were also mentioned with 4 or less citations and have between 1 and 3% of representation in the diagram. Lastly, more than 30 students (20%) could not think about a culture they would be interested to study or did not answer this question.

Figure 7 represents all the mentions made by the students, who usually referred to culture by mentioning a country. However, sometimes, they used other terms like continents, such as Asia or Africa, parts of continents, like South America or Northern Europe, or parts of countries, for example, Catalonia.

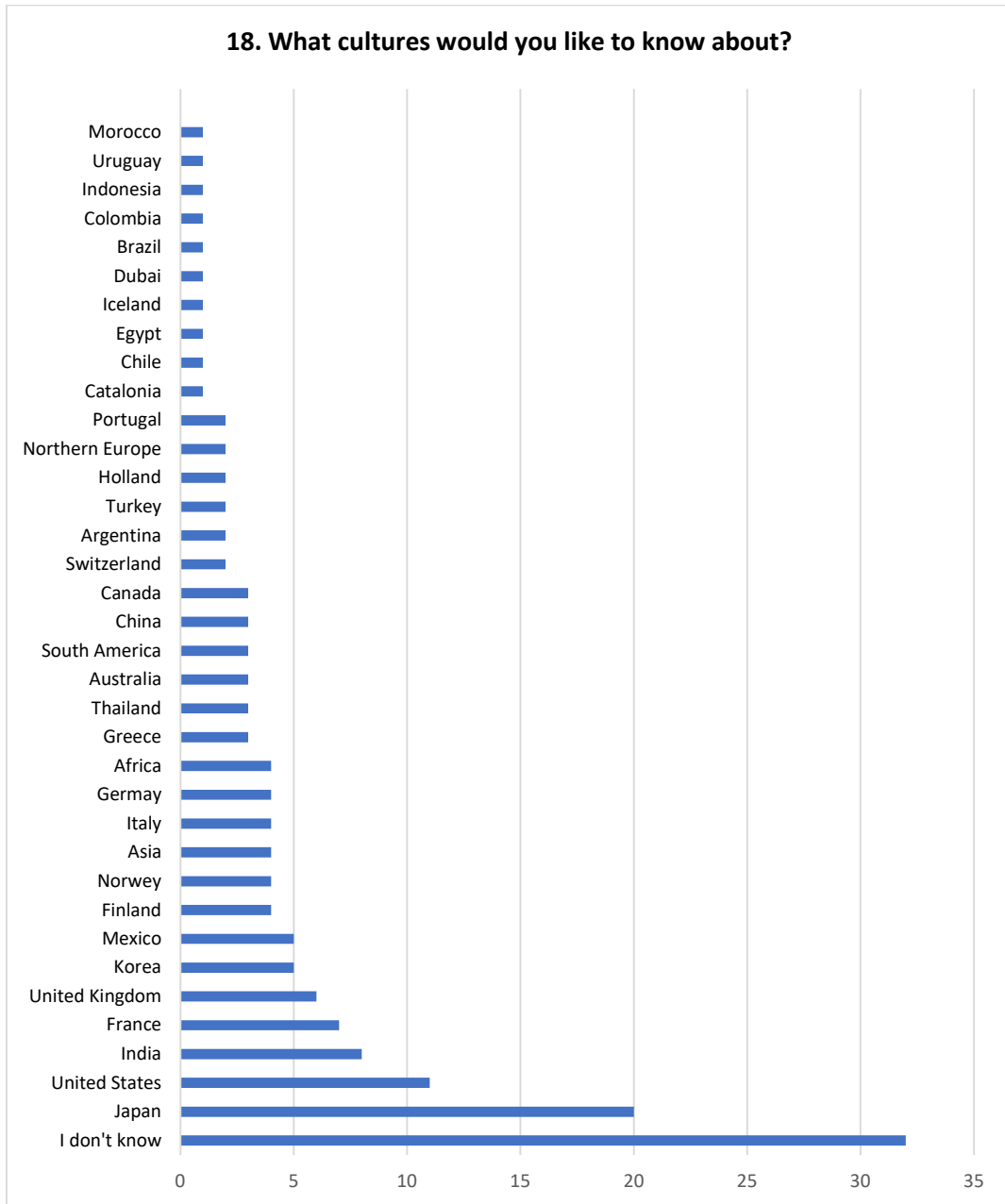


Figure 7. Number of answers from every item in the open question in section 3

5. Discussion

The discussion has been structured in two sections that explore in depth the research questions of the present study. The first section is focused on examining in detail the presence of cultural examples in the EFL textbook and its distribution. Consequently, it compares the results displayed in Figures 2, 3 and 4 to the literature researched about this matter. The second section is centered on discussing the findings retrieved from the questionnaires, which analyzed students' perceptions on including multicultural references in EFL, using the work from several authors to critically analyze the results.

5.1 Cultural examples in the EFL textbook

In regards to the first research question, it can be said that there is a great variety of cultural examples from different countries in the analyzed textbook, even though there is still a tendency to center them in the United Kingdom. These results coincide with the research conducted by Toprak and Aksoyalp (2014), in which he remarks how EFL textbooks are United Kingdom and United States centric. However, there has been a major finding in the present study that differs from other studies cited in this research in which, Spain is the second country in the number of mentions throughout the activities of the book.

A total of forty different countries were mentioned in the textbook, as well as continents and specific regions like Wales or Catalonia. This can be considered a great cultural variety if it is compared to Alsaif's (2016) study on the EFL textbooks in a Saudi University, which only had examples from the United Kingdom and the United States.

Despite the book analyzed having a high number of mentions of countries of the inner circle, some countries of this inner circle, like New Zealand, are overlooked. These results mirror the research conducted by Toprak and Aksoyalp (2014), which concluded that the textbooks they analyzed, only had references from countries in the inner circle. Toprak and Aksoyalp based their research on finding if EFL students were learning about New Zealand. For this purpose, they analyzed the presence of countries from the inner circle in EFL textbooks and studied if the appearance of countries other than the United Kingdom and the United States was disregarded. Their results show that, even though most mentions in the inner circle belonged to the United Kingdom and the United States, Canada and Australia were mentioned as well, whereas New Zealand had a residual representation of less than 1%. In the present study, the distribution of

countries in the inner circle (Figure 2) is very similar to the results obtained by Toprak and Aksoyalp and, in fact, New Zealand does not appear in the book, which is remarkable, as English is the official language, along with Maori, after many years of British colonization. In this direction, it is observable that Spanish students of 1st of ESO at *Vil·la Romana* high school will never know about New Zealand through their current English textbook.

Concerning Kachru's three concentric circle model (Figure 3), the cultural examples found in the textbook are surprisingly divided almost by two between the inner and the expanding circles. In contrast, there are just a few mentions to countries from the outer circle, which is noteworthy because these countries have an extensive history of British colonization, and English is still, nowadays, an official language. Consequently, it would stand to reason that there should be more examples from these countries as they have their own variety of English, which is equally valid.

Yamada (2010) in his analysis of EFL textbooks for Japanese students, concluded with similar results to the ones seen in Figure 3. Yamada's longitudinal research lasted twenty years, consequently, he was able to observe a trend that was giving importance to countries in the expanding circle whereas the mentions to the outer-circle countries were declining.

Furthermore, in Yamada's research, Japan was the country with the most references made throughout the books, in the same way that in our study 13% of mentions refer to Spain. This fact seems to point out that EFL textbooks give importance to the origins of their target students. However, similarly to Yamada's research, the examples found in the book analyzed in this study were highly stereotyped, which probably contributed to the fact that the students did not feel related to the examples, in the same way as Japanese students felt in Yamada's study.

Looking into the references from the expanding circle (Figure 4), it is safe to say they are centered in European countries, which are close to the students in terms of proximity, as well as in South-American countries. Asia, however, has not got so many cultural examples even though the students show a great interest in the continent, especially in Japan (see Figure 7). This interest in Japan, will be discussed further down.

5.2 The students' opinion on learning English in a multicultural way

Concerning the second research question, it is safe to say that the students have a positive attitude towards learning English in a multicultural way. They also have a favorable opinion on the importance of English and culture to better communicate in a global world.

As seen in Table 2, the students seem to value and understand the importance of English in a global context. The results show, as well, how they strongly agree about the necessity of using it to communicate with people around the world. In reality, English is the third most widely spoken language in the world, but it is the most common second language (EST Global, 2020), therefore, it is highly possible that when meeting someone from another country, one will communicate in English.

Moreover, English is commonly used in diplomacy and it is also the language for science, media, the internet, and travel, among others, so the results in Table 2 are not surprising. However, the students in the present study do not show a favorable opinion concerning their confidence level to use English to interact and understand others. These perceptions could be affected by the fact that Spain is close to the bottom of the list in terms of English proficiency, and it is a trend that has not improved over the years. Even though Europe has the highest level of English proficiency than any other region, Spain is in position number 26 out of 34 countries, with a moderate English proficiency index (Education First, 2020).

Regarding the students' perception of culture, it was difficult for them to clearly define the term culture (Figure 5) and, maybe because they are still very young (between 12 and 13 years old), they requested external help to express what culture is for them. Trying to avoid as much interference as possible on the part of the researcher, they were encouraged to define culture with their own words, and the terms "tradition" and "language" were the most common answers. In reality, the students covered all the items from the most common definitions of culture, like the one in the Cambridge Dictionary (n.d.). However, as stated by the Center for Advanced Research on Language Acquisition (n.d.), the term is much more complex, and it comprises behaviors and interactions within the social group as well as a cognitive construct, which is developed through the process of socialization. Overall, a very subjective and personal way to understand the term.

The results in Table 3 evidence a clear interest in learning culture, both from around the world and from their own country. The students also show awareness that they work with

multicultural materials in the EFL subject, which was also proven in Kiet Ho's (2009) study. Kiet Ho analyzed the effect of intercultural language learning in EFL students using two different EFL textbooks. Even though he found diversity within the cultural examples, they were very stereotyped, and he advocated for a transformation in the didactic material to make them more inclusive. Purba's (2011) research, as well as Neff and Rucynski's (2004), support the recommendations from Kiet Ho about the importance of integrating culture learning while teaching English, as a way to develop and strengthen the intercultural communicative competence.

As stated in Table 3, the statement with less agreement is item number 7, which refers to feeling identified with the cultural examples in the EFL textbook. Even though Spain is the second country in the number of mentions throughout the book, the students do not seem to relate themselves to the situations exposed. It is intriguing because, while the textbook publishing house is British, the book is targeted at Spanish students, and Spanish teachers and students collaborated in the edition of the book. Even though the sample of the present study was rather homogeneous, as most students were of Catalan descent, this lack of connection with the examples could be a matter of where the students really feel they are from, either Spain, a specific region, or the world. The truth is that, nowadays, one can have access to anything from the other side of the world, and people have international or transnational identities, which makes it difficult to classify people's culture. In fact, the students from the sample could have trouble defining themselves in a specific culture since we live in the constant conflict between attempting to mold individuals to a sole identity and respecting the right for cultural diversity and transnational identities (Friedman, 2010, p. 193 cited by Schmitz, 2013).

The lack of connection with the cultural examples portrayed in a textbook was also found in Alsaif's (2016) research. The reason provided in that case was that because western cultures were predominant in the didactic material that he analyzed, Turkish students, who were the target of those materials, did not feel represented in them.

The findings from the study in Figure 6, demonstrate a discrepancy between the dictionary definition of culture and the students' perception regarding the group of people influenced by culture. In other words, the formal definition of culture affects a specific social group or a set of people, but the students related each cultural example to a country, as it is observable in Figures 6 and 7. For example, even though they learned about the Maoris during the didactic unit before the questionnaires, they remember and refer to them as New Zealand in their answers. The

same happened during the documentary analysis of the textbook, where it was not possible to determine whether the examples found referred to a specific group of people because the book was only mentioning countries or continents throughout the cultural examples.

In Table 4, evidence shows how the students highly agree about the importance of culture both in communication and to communicate better. Culture makes them closer to what happens around the world and it is a tool to better understand people that is different from them. Yamada's (2010) article also concluded that a multicultural approach when learning English was helpful to comprehend and appreciate a globalized world and to increase the interest in learning other languages. However, the students in the present study did not show a strong opinion towards being motivated to learn a new language after knowing about other cultures.

Purba's (2011) findings also suggested that culture is essential in communication but his results could not demonstrate the importance students give to learning English in a multicultural way. Consequently, future research in detail could help to understand the real perception of the students on this matter, as the sample of the present study was not big enough to be successful in this area. On the other hand, Clouet (2011) was able to investigate the perception of the educators and concluded that they give priority to linguistics over culture. He was also researching the students' point of view but the results are not public yet, which could shed light on this topic.

Lastly, as seen in Figure 7, the students in the present study show interest in learning more about the Japanese culture, followed by the United States, even though, traditionally, the last one has been thoroughly explored in the EFL textbooks. The students also seem attracted to other Asian countries, like India and Korea, among others with fewer references. Kumar and Siddique (2008) say that "In Southeast Asia, a pan-Asian identity has been growing as an alternative to Westernization, and Japanese popular culture is its key driver" (p. 206), which might be one of the reasons for the students to be so fascinated about Japan. The authors also refer to the exceptional ability of Japanese companies to create products that sell both in Western and Japanese markets, and they give the examples of Hello Kitty and Nintendo.

To sum up, it seems that at *Vil·la Romana* high school they are using a textbook that includes a wide range of cultural examples, which are mostly from the inner and the expanding circles. In the inner circle, the examples are centered in the United Kingdom, whereas in the expanding circles are focused on Spain. The students there have a positive opinion towards culture learning

in the EFL class and are interested in learning about new cultures, predominantly about Japan. However, they appear not to feel related to the examples within the book, which are highly stereotyped.

5.3 Limitations and further research

Regarding the limitations of the present study, it is safe to say that both samples, the textbook analyzed and the number of participants who answered the questionnaires, should be larger in order to obtain more representative results. Concerning the textbook, further research should be conducted at different levels as well as in various publishing houses, which would help to observe if the change of trend regarding the distribution of cultural examples is a common pattern. It would also be interesting to investigate other didactic material aside from textbooks, such as videos, listening tasks, the topic of a project, extra activities, and even the cultural examples present in tests. Concerning the students' sample, it would be significant to have a variety of ages within the participants, as well as different levels, in order to observe if these factors affect their perception of learning English in a multicultural way across age and levels of language performance

6. Conclusions

In the context of a global world, English is an essential language, not only to communicate effectively with people from diverse cultural backgrounds but also to communicate appropriately and respectfully. Consequently, this paper investigated, on the one hand, how is the EFL textbook at *Vil·la Romana* high school addressing culture learning in terms of diversity and provenance and, on the other hand, what is the students' attitude towards learning English through a multicultural approach.

The present study revealed that, even though, EFL textbooks have been historically centered on exposing cultural examples from inner-circle countries, the analyzed textbook places as much importance to countries from the expanding circle. However, the country referenced the most within the textbook is the United Kingdom, followed by Spain, which is the country where the book is targeted. Concerning the countries from the outer circle, their presence in the book is marginalized, even though English is either an official language or L2 in these countries. Overall, it should not be unusual to increase the number of cultural references from expanding-circle

countries, as the students learning EFL are usually from these countries and use ELF to interact with other non-native English speakers. Despite this, it is claimed that outer-circle countries should be equally considered, as students should benefit from being acquainted with other varieties of native-English speakers and their cultural forms.

This paper also states that students share a positive opinion on learning English in a multicultural way. Even though several of them found it difficult to define culture, they seem aware of its important role, together with the English language, to have a satisfactory communication process. Moreover, they reported being interested in learning about other cultures, as well as exploring their own. However, even the importance given in the book to mention examples related to Spain, the students do not feel connected to those cultural examples, which might appear to be stereotyped. Finally, the students in this research seem to be particularly interested in Japan, which could be related to the growing and expanding pan-Asian identity.

Lastly, the limitations of the present research make it impossible to obtain more representative results. The documentary analysis focused on one EFL textbook, and the students who answered the questionnaire were all from the same 1st of ESO group. For further research on the area, it is suggested to analyze books from different publishing houses and to increase the number of students to obtain a more diverse sample, in terms of age and English level.

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8. Annexes

8.1 Annex 1: Multicultural intervention

See below the multicultural unit taught by the researcher to the students who answered the questionnaires at *Vil·la Romana* high school.

MULTICULTURAL DIDACTIC UNIT	
1. TITLE	
	<p><u>English around the world</u></p> <p>What do we know about English culture around the world?</p>
2. CONTEXT	
	<p><u>Description addressed to students:</u></p> <p>How much do we know about English culture around the world? Are we aware of other English-speaking countries beyond the UK and the USA? Is it important to know about other cultures? This unit will take us on a trip around the world to know more about different English-speaking countries and their culture. We will learn to talk about international food and to develop a recipe. We will see vocabulary that will help us to describe different cities. We will also reflect on our own culture and how important it is for us. We will work in groups to produce a creative digital presentation talking about different Catalan festivities and traditions. It will be sent to students in the USA and they will send us a similar project, so we will all have the opportunity to know more about each other's culture.</p> <p>Context:</p>

This unit is addressed to students in 1st of ESO attending a public high school in La Garriga. There are five lines per course with around 23 students per class. The school is located in a middle/high-class neighborhood and there is a lack of cultural diversity within the families. All four groups have a variety of English levels between A1 and A2, but mostly A1.

3. TIMING

LEVEL	1 st of ESO	TERM	Second	NUMBER OF SESSIONS	11 sessions (55')
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4. COMPETENCES AND KEY COMPETENCES

LINGUISTICS FIELD

ORAL COMMUNICATION DIMENSION

C1 To obtain information and to understand quotidian, mass media and academic oral texts

- KC 1 Oral comprehension
- KC21 Phonetics and phonology

C2 To produce and plan oral texts

- KC3 Oral production strategies

READING COMPREHENSION DIMENSION

C4 To apply comprehension strategies to understand quotidian, mass media and academic written texts

- KC7 Written comprehension
- KC8 Written comprehension strategies
- KC22 Lexical and semantics
- KC23 Morphology and syntax

WRITTEN EXPRESSION DIMENSION

C7 To plan diverse types of written texts using elements from the communicative context.

- KC11 Strategies for written planning

DIGITAL FIELD

DEVICES AND APPLICATIONS DIMENSION

C2 To use text editing, multimedia presentations and spreadsheet applications to produce digital documents.

- KC9 Text document, multimedia presentations and digital data processing editing tools

INFORMATION PROCESSING AND ORGANIZING WORK AND LEARNING ENVIRONMENTS DIMENSION

C4 Seeking, checking and choosing appropriate digital information for the task being performed, considering different sources and digital media.

- KC13 Sources of digital information: Selection criteria and assessment

C5 Constructing new personal information using information processing strategies with the support of digital Applications

- KC9 Editing tools for text documents, multimedia presentations and spreadsheets
- KC14 Selecting, sorting, storing and sharing information

PERSONAL FIELD

INTERPERSONAL COMMUNICATION AND COLLABORATION DIMENSION

C8 To engage in group activities using virtual collaborative work tools and environments.

- KC22 Collaborative work and learning environments

INVOLVEMENT DIMENSION

C4 To participate and interact with others

- KC19 To participate in the classroom and to interact with others in a reflexive and responsible manner

5. LEARNING OUTCOMES (Students will be able to...)

To understand different videos and written text – C1

To express an opinion – C2

To provide positive and negative feedback to other classmates – C2

To recognize vocabulary related to food and city life – C4

To use different countable and uncountable structures in specific situations – C4

To formulate permission, obligation, prohibition, possibility and ability structures in specific contexts – C4

To interact with other students – C4 (Personal Field)

To elaborate a digital presentation in a collaborative way – C2 (Digital Field)

To research and select relevant information – C4 (Digital Field)

To use a collaborative digital platform to share projects – C5 (Digital Field)

To work on digital platforms in a collaborative way – C8 (Digital & Persona Field)

To interact with other students – C4 (Personal Field)

6. ASSESSMENT

Assessment criteria:

LINGUISTICS FIELD

C1 To obtain information and to understand quotidian, mass media and academic oral texts

LEVEL 1	LEVEL 2	LEVEL 3
To identify the topic, obtain literal information and identify the main	To understand the global meaning of oral texts and distinguish	To understand explicit and implicit information from oral texts in

purpose of oral texts in familiar communicative situations on topics of personal and academic areas in which the intention is explicit.	between main and secondary ideas in familiar communicative situations, on topics from personal, academic and media fields	familiar communicative situations on topics related to various types of areas.
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C2 To produce and plan oral texts

LEVEL 1	LEVEL 2	LEVEL 3
To produce in an understandable way short and simple oral texts of diverse genres, referring to familiar and habitual facts with an elementary and daily lexical repertoire	To produce simple oral texts of diverse genres in an understandable and sufficiently correct way, referring to lived and close personal and academic experiences, with general support and a basic lexical repertoire.	To produce fluently well-structured oral texts of diverse genres, referring to diverse facts and knowledge, related to various fields of interest, with a varied lexical repertoire and morphosyntax of relative complexity

C4 To apply comprehension strategies to understand quotidian, mass media and academic written texts

LEVEL 1	LEVEL 2	LEVEL 3
To obtain global information and to recognize the purpose and main ideas of a short-written text of common and everyday vocabulary, identifying common keywords and expressions.	To obtain literal information from simple written texts with elementary lexical repertoire, discriminating the main and secondary ideas.	To obtain information from simple written texts that contain specific vocabulary of the topic, interpreting the main and secondary ideas.

C7 To plan diverse types of written texts using elements from the communicative context.

LEVEL 1	LEVEL 2	LEVEL 3
To plan the production of simple written texts with a frequent lexical repertoire, based on the generation of ideas based on the communicative situation and with specific supports.	To plan the production of simple written texts, based on the organization of ideas according to the communicative situation and with various supports.	To autonomously plan the production of well-structured written texts based on the selection of ideas, depending on the communicative situation and with the help of necessary resources.

DIGITAL FIELD

C4 Seeking, checking and choosing appropriate digital information for the task being performed, considering different sources and digital media.

LEVEL 1	LEVEL 2	LEVEL 3
Conducting basic searches, choosing relevant information	Conducting advanced searches. Critically evaluate the information	Conducting advanced and dynamic searches in different contexts,

considering different sources.	found through different sources and select it adequately.	critically assessing the information found from different sources and properly choosing it.
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C5 Constructing new personal information using information processing strategies with the support of digital applications

LEVEL 1	LEVEL 2	LEVEL 3
Organizing and constructing new knowledge using generic digital devices.	Organizing and constructing new knowledge using the basic options in specific digital devices	Organizing and constructing new knowledge by combining different digital devices and using the standard options of specific devices.

PERSONAL FIELD

C8 To engage in group activities using virtual collaborative work tools and environments.

LEVEL 1	LEVEL 2	LEVEL 3
Participating in collaborative activities in virtual environments using basic functionalities.	Participating in and developing collaborative activities while choosing the most suitable basic tools for each case.	Participating in, developing, organizing and managing a collaborative work environment and carrying out collaborative activities there.

Assessment tools:

- **Self-assessment**
 - Self-correcting tests/games
- **Peer assessment**
 - Rubric
- **Teacher assessment**
 - Rubric

7. METHODOLOGY

**The activities taken from external sources are indicated by the name of the source and cited in the bibliography. All other activities were created by me. See all the activities created in the link below and throughout the unit.*

Link: <https://drive.google.com/drive/folders/1DWkejOtmoyOwFSxC-n0mFmTfLKASEUFS>

WEEK 1

SESSION 1 - ACTIVATING SESSION

This session intends to activate students' motivation about the topic of the unit and to review food vocabulary.

- **Unit presentation:** The teacher presents the upcoming unit and the main tasks through a PowerPoint. See presentation here:

https://drive.google.com/file/d/1k99z5BG44RUsiVQejyAl4A1_81c94haP/view

- **Activity 1 (Listening and speaking):** Following the presentation, the teacher asks students' opinions on different questions related to an upcoming video they will see about English around the world (i.e., *How many countries in the world have English as an official language? How many people in the world speak English? ...*). The teacher lets them try to guess the number and she writes the answers on the whiteboard for later comparison with the real answers. A little debate is encouraged to decide on an answer together.

Students watch the video related to the topic (ELI Multimedia, 2019) which includes English subtitles so it is easier to understand for all levels. See video here:

<https://www.youtube.com/watch?v=2q4DAu0x-zU>

The teacher asks the previous questions again, now that the video revealed the answers, and they compare the real answers with the numbers given before. It intends to be a quick, short task.

- **Activity 2 (Vocabulary, reading and listening):** Students are presented with basic food vocabulary they will need to complete different tasks throughout the unit. Flashcards with real-life pictures have been created to easily identify what each word refers to. The teacher asks each student to answer one flashcard, so they all participate. See flashcards here:

<https://quizlet.com/es/573479256/food-session-1-flash-cards/?x=1jqt>

Students are asked to open the digital book, Dynamic 1 (Pelteret et al., 2019) and along with the teacher, they complete exercise 1 on page 70, in which they have to sort different food products into different types of food (pulses, dairy, protein...). They answer by raising their hands. Then, they are asked to read a text from the digital book that includes a listening and to answer different exercises individually, exercises 4 and 6 from page 70. Extra exercises are proposed for faster students.

Answers are reviewed in class.

SESSION 2 - INPUT SESSION (EXTRA SESSION FOR SOME GROUPS)

This session's objective is to create awareness about the Maori culture and to encourage teamwork through a specific activity.

- **Activity 1 (Speaking and reading):** The teacher asks students questions about New Zealand and the Maori culture in order to present the topic of the activity (i.e., *Do you know where New Zealand is? What are the Maoris? Have you ever seen a haka performance?*). The teacher asks students to read a text about the Maoris and to answer some comprehension questions. The task was adapted from an activity found by Langeland (2019). See the activity here:

<https://drive.google.com/file/d/1LwBXPhY9liNyf8H4ELhNneUvIC80cam5/view?usp=sharing>

Answers to the comprehension questions are reviewed in class.

Students are presented with a video of a haka performance now that they read about it in the text (All Blacks, 2020). See the video here:

<https://www.youtube.com/watch?v=ZQL42eV5NWI>

- **Activity 2 (Speaking and reading):** The teacher presents a room escape game and explains the background story. Students are divided into groups and asked to solve the puzzles through the collaborative platform Jamboard. Each time they come up with a password they have to tell it to the teacher and she unlocks the next puzzle. The activity has been adapted from the See me escape rooms (2021). See the Jamboard created here:

https://jamboard.google.com/d/1EeixsqsjCOCxZz6MbQ7RzbsZFLm4I1uNPxu5fyn_yM/edit?usp=sharing

- **Homework:** Page 43 from the workbook which includes different exercises to review food vocabulary.

WEEK 2

SESSION 3 – END OF TERM EXAMS. *Session conducted by the mentor.

SESSION 4 – INPUT AND OUTPUT SESSION

This session aims to present the students with vocabulary related to the cooking process so they can elaborate their own recipe.

- **Homework review.**
- **Activity 1 (Vocabulary and reading):** Students are presented with verbs related to the cooking process (*add, chop, cut...*). A short activity with real-life pictures has been created to easily identify what each verb refers to and students are asked to identify

each picture with the correct verb. The teacher asks students to raise their hands if they know the answer, if needed she can mime the verb. See activity here:

<https://jamboard.google.com/d/1bU9c2qPqHNM2vWPaYZukD4asv7ZSs7j35TpM0MfCzCg/edit?usp=sharing>

Then, students are asked to open the digital book and to complete exercise 2 from page 77, in which they have to fill in the blanks in a recipe with the verbs they have just learnt.

The teacher makes the students notice the use of sequencing words in the recipe (*first, then, finally...*) as they will have to use them in their writing task.

- **Activity 2 (Writing) - Assessable task:** Students are asked to develop their own short recipes. The teacher presents an example of a recipe that includes a checklist with all the essential parts of a recipe, so once they start writing, they can refer to the checklist to see if they wrote all the necessary parts. The teacher requests a title, a short description with food adjectives, the ingredients list with food products and the instructions including cooking verbs and sequencing words. See the example and checklist given here:

<https://drive.google.com/file/d/1I4eJhSSsWijPhWaqTTwtAFBuEMDYJ57q/view>

Assessment:

Teacher assessment through the following rubric:

	Very Good 2,5	Good 1,75	Acceptable 1,25	Poor 0,75
Accuracy	The text includes adequate grammar structures including the ones which have been taught in the present unit with very few or no mistakes. There is a correct use of vocabulary which is relevant to the topic. There is a correct use of idioms, set phrases and phrasal verbs, including the ones which have been learnt in the present unit.	There is an attempt to include adequate grammar structures, some of which have been taught in the present unit. However, there are some minor mistakes. There is an attempt to use vocabulary which is relevant to the topic, with some minor mistakes. There is an attempt to use idioms, set phrases and phrasal verbs, some of which have been learnt in the present unit.	The text includes few of the grammar structures which have been taught in the present unit and they present some mistakes. Few of the vocabulary items which are relevant to the topic are present and they present some mistakes. There are few idioms, set phrases and phrasal verbs which have been learnt in the present unit and they present some mistakes.	The text includes very few or none of the grammar structures which have been taught in the present unit. Very few or none of the vocabulary items which are relevant to the topic are present. There are very few or no idioms, set phrases and phrasal verbs which have been learnt in the present unit. There are important mistakes which make the text hard to understand.
Discourse Management	The text includes a wide range of connectors, linkers and discourse markers which give cohesion to the text. The ideas in the text are presented in a coherent, organised way.	The text includes some connectors, linkers and discourse markers which give some cohesion to the text. The ideas in the text are presented in a coherent, organised way, with some exceptions.	The text includes few connectors, linkers and discourse markers which give some cohesion to the text. Few ideas in the text are presented in a coherent, organised way.	The text includes very few or no connectors, linkers and discourse markers to give cohesion to the text. Very few or none of the ideas in the text are presented in a coherent, organised way.
Content	The text addresses all the points the assignment indicates. There is no digression. There is no repetition of ideas	The text addresses most of the points the assignment indicates. There is very little digression. There is very little repetition of ideas.	The text addresses some of the points the assignment indicates. There is some digression. There is some repetition of ideas.	The text addresses none of the points the assignment indicates. There is a lot of digression. There is a lot of repetition of ideas.
Format	The text is clearly organised into different paragraphs, each one containing a main idea in the text. There is an adequate title, when it applies.	The text is somewhat organised into different paragraphs, each one often containing a main idea in the text. There is a more or less adequate title, when it applies.	There is an attempt at organising the text into paragraphs, but there isn't a clear paragraph structure. The title, when it applies, is not wholly adequate.	The text is not organised into paragraphs. There isn't a title when it applies, or if there is one it is completely inadequate.

SESSION 5 – INPUT SESSION

This session intends to present the differences between countable and uncountable structures.

- **Activity 1 (Grammar and reading):** As a presentation of the topic, students are asked to sort a list of nouns into countable and uncountable. The teacher asks each student to sort one noun, so they all can participate. A Jamboard has been prepared for this purpose. Students are encouraged to notice regular and irregular plurals. See Jamboard here:

https://jamboard.google.com/d/1Lx_Xts-07s6XD5-SONguQzwIERSEu3Y1GkuoOh80Qoo/edit?usp=sharing

The teacher explains the differences between countable and uncountable nouns and the structures used to talk about them. Nouns from the previous exercise are used to give different examples. As support, a PowerPoint has been prepared. The presentation also includes a first quick task where students are asked to fill in some blanks using *how much* or *how many*. The teacher asks questions out loud and the answer is decided altogether, using it as part of the explanation. Students are encouraged to notice the different plurals or lack of them. See PowerPoint here:

<https://drive.google.com/file/d/150ShamJQmJHpKxcXDID0Zu9H2qY27aOn/view?usp=sharing>

Students are asked to open the digital book and to complete exercise 7 from page 73 altogether. It is an exercise where all the countable and uncountable structures are used. Then, individually, students have to complete exercise 9 from page 73, in which they have to fill in the blanks in a text using the different countable and uncountable structures. The answers are reviewed.

- **Activity 2 (Vocabulary, grammar and speaking):** Students play the game *Class Party*, based on the activity by Bolen (2021). The class is divided into groups of four and they have to plan an imaginary party. They have to think about 10 things they want to eat or drink at the party and a few other things they will need such as decorations, presents... They have to divide the list of items into countable and uncountable nouns using a Jamboard digital board, so a master list is created and all pupils have access. See Jamboard here:

https://jamboard.google.com/d/1Mp_c7nqhGL8zZqkiV6F7y4Nk8y5T4FaNowUaWNyWz1A/edit?usp=sharing

- **Homework:** Page 46 from the workbook which includes different exercises to review countable and uncountable structures.

WEEK 3

SESSION 6

This session's objective is to present the students with vocabulary related to city life so they can better understand different types of communications and use them in various tasks.

- **Homework review.**
- **Activity 1 (Vocabulary):** Students are presented with city life vocabulary they will need to complete different tasks. Flashcards with real-life pictures have been created to easily identify what each word refers to. The teacher asks each student to answer one flashcard, so they all participate. See flashcards here:

https://quizlet.com/_9keysc?x=1qqt&i=3hl35a

- **Activity 2 (Listening) - Assessable task:** Students have to listen to a recording about a Kyoto tour, which includes city life vocabulary. The teacher presents the topic of the listening by asking general questions to the students (i.e., *Where is Kyoto? Have you ever been to Japan?*). Students are asked to open a self-assessment test based on the activity by Davis (n.d.). See test here:

<https://forms.gle/GZMFY7UzszvLg6ZHA>

Assessment:

Students receive their marks automatically after submitting their tests. All answers are explained by the teacher.

- **Group project:** The teacher explains the main ideas of the project students have to develop in the following session. Students will be requested to work in groups of four and to develop a presentation about a Catalan tradition. Topics will be proposed, but students can think about other Catalan or Spanish traditions. Their presentations will be sent to Corbett Preparatory School, Florida, and they will send us presentations about South American traditions.

SESSION 7

This session's objective is to create awareness about the importance to talk and learn about our own culture as much as we do it with cultures around the world.

- **Group project (Speaking, writing and vocabulary):** The teacher explains what the presentation should include by using a presentation as an example. At the end of the presentation, there is a checklist so students can refer to it and see if they covered all

the requested topics. The teacher divides the class into groups of four students and gives each group one topic to work on (*Sant Jordi, Christmas / El Tió, La Castanyada, Carnestoltes, Festes Majors d'estiu and Catifes florals de La Garriga*). One group decided to work on *Las Fallas*. See presentation here:

<https://drive.google.com/file/d/1s8C5dR33CK5bwSnoGdwSOhHYsbR8lyfg/view?usp=sharing>

SESSION 8

This session intends to present the different structures to talk about permission, ability, obligation and prohibition.

- **Activity 1 (Grammar, speaking and pronunciation):** The teacher presents the different structures to talk about permission, ability, obligation and prohibition using a presentation with examples for each of them. Then, the teacher projects different abilities about herself using *can* and *can't* and students are asked to guess which ones are true. Students are encouraged to notice the differences when pronouncing *can* and *can't*. Finally, the teacher projects different crazy rules and laws from around the world using *must* and *mustn't*, students are asked to guess which ones are true. Students are encouraged to notice the differences when pronouncing *must* and *mustn't*. See presentation with short tasks here:

<https://drive.google.com/file/d/1WOzaJLWhWhvaphmozWFUJOrynu3QbUUE/view?usp=sharing>

- **Group project:** Students are given some time to finish and rehearse their presentations.
- **Homework:** Page 44 from the workbook which includes different exercises to review permission, ability, obligation and prohibition structures.

WEEK 4

SESSION 9

This session's objective is to make the students work on their oral communication abilities.

- **Group project presentation (Speaking) - Assessable task:** Students present their projects to their classmates. See the presentations selected to be sent to the exchange school here:

<https://drive.google.com/drive/folders/1i3Zqqim9cGu95QPtqLCCZWFML1iuE4Vx?usp=sharing>

Assessment:

- Peer assessment through a rubric. The teacher explains the rubric before students start presenting. She explains each item and students sit down with their groups and together they decide the marks given to the other groups. A rubric adapted to the students is created.
- Teacher assessment through a rubric. A more complex rubric is created to assess the presentations. The mentor is asked to participate in the assessment. All marks are considered equally.

See both rubrics below.

Students' rubric:

Tradition of the presentation:				
	Very good	Good	Acceptable	Poor
Content They give important information and it is related to the topic.				
Vocabulary They use extensive vocabulary and it is easy to understand.				
Organization The presentation is organized in a coherent way.				
Supporting material The presentation is creative and they use different supporting material.				

Teacher's rubric:

	Very Good 2,5	Good 1,75	Acceptable 1,25	Poor 0,75
Grammar	There is an adequate use of a wide variety of grammar structures with very few or no mistakes.	There is an attempt at using a variety of grammar structures. However, some mistakes occur.	There is a limited use of grammar structures, with some important mistakes.	There is a very limited use of grammar structures. There are many important mistakes which make the presentation hard to understand.
Vocabulary	There is an extensive use of vocabulary which is relevant to the topic at hand. The student takes into account difficult vocabulary for the audience and offers definitions and/or translations.	There is some use of vocabulary which is relevant to the topic at hand. The student sometimes takes into account difficult vocabulary for the audience and offers definitions and/or translations.	There is little use of vocabulary which is relevant to the topic at hand. The student rarely takes into account difficult vocabulary for the audience and offers definitions and/or translations which might not be entirely correct.	There is very little or no use of vocabulary which is relevant to the topic at hand. The student does not take into account difficult vocabulary for the audience and does not offer definitions and/or translations.
Content	The presentation's contents are relevant and presented in an organised, coherent way. The topic chosen is appropriate and educational.	The presentation's contents are mostly relevant and most are presented in an organised, coherent way. The topic chosen is somewhat appropriate and somewhat educational.	The presentation's contents are somewhat relevant and some are presented in an organised, coherent way. The topic chosen is barely appropriate and barely educational.	The presentation's contents are not relevant and they are not presented in an organised, coherent way. The topic chosen is not appropriate and not educational.
Supporting Materials	The presentation includes adequate supporting materials which help in the development of the discourse, provide essential information and outline the main points of the presentation.	The presentation includes somewhat adequate supporting materials which mostly help in the development of the discourse, provide most essential information and outline most of the main points of the presentation.	The presentation includes supporting materials which tend to help in the development of the discourse, provide some of the essential information and outline some of the main points of the presentation.	The presentation does not include adequate supporting materials. They help little in the development of the discourse, do not provide essential information and do not outline the main points of the presentation.

SESSION 10 - ST. JORDI WRITING CONTEST. *Session requested by the high school and conducted by the mentor.

SESSION 11

This session's objective is to create awareness about other cultures through the eyes of students from the other side of the world.

- **Homework review.**
- **Activity 1 (Listening):** The teacher conducts the sessions using a presentation that includes a video about the exchange school. See presentation here:

<https://drive.google.com/file/d/1V415HYROOmelebfwadg55fR28RjpQZq6/view?usp=sharing>

A little debate about the differences with the Corbett school is encouraged. The teacher presents one of the presentations received from the exchange school. See the presentations received here:

https://drive.google.com/drive/folders/1FZQ8u3GZF1wbGOaM8_2Si-3SbTYDPCfJ?usp=sharing

- **Activity 2 (Grammar):** The teacher reviews all grammar topics through a couple of short tasks on the presentation. Students are asked to participate and answer aloud.
- **Activity 3 (Grammar):** Students play a Kahoot game created to cover all the topics present in the unit. All answers are explained before moving to the next question. See the created Kahoot here:

<https://create.kahoot.it/share/review-unit-6/d4c45af5-bada-409b-97b0-8a59485a1393>

- **Questionnaires:** students are asked to answer a questionnaire about the unit.

8.2 Annex 2: Questionnaire

The questionnaire was sent by e-mail using Google Forms and it can be retrieved at this link: <https://forms.gle/hayfVSSR89SKHnyY9>. See the questionnaire template below.

QÜESTIONARI SOBRE LA IMPORTÀNCIA D'APRENDRE ANGLÈS D'UNA FORMA MULTICULTURAL

El meu nom és Naroa Castro i soc estudiant del Màster de Formació de Professorat en l'especialitat de llengua anglesa a la Universitat de Vic. Aquest qüestionari té l'objectiu de recollir dades per al meu treball de final de màster, on estudio si per als alumnes de 1r d'ESO és important aprendre anglès a través de diferents cultures i si això els ajuda a sentir-se més preparats davant d'un món cada vegada més global.

El qüestionari està dividit en tres blocs amb 15 afirmacions i tres preguntes obertes, no et portarà més de 15 minuts completar-lo. Si us plau, llegeix atentament cada enunciat i contesta amb sinceritat, no hi ha respostes correctes ni incorrectes, totes són vàlides. Les teves respostes seran completament confidencials i anònimes.

Moltes gràcies per col·laborar, la teva participació és clau per assolir els objectius del meu estudi.

Totes les afirmacions tenen cinc opcions de resposta, escull només una opció, la que descrigui millor allò que penses. Si tens dubtes, pots dirigir-te a la persona que t'ha entregat el qüestionari.

BLOC 1: L'anglès en un món global

1. Aprendre anglès és important per comunicar-nos en un món global.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

2. L'anglès és necessari per comunicar-nos amb persones d'arreu del món.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

3. Em sento preparat/da per comunicar-me amb persones d'arreu del món.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

4. Saber anglès m'ajuda a estar al dia amb allò que passa al món

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

5. Què és per tu la cultura? Contesta breument amb les teves paraules.

BLOC 2: Referències culturals a l'assignatura d'anglès

6. Al llibre d'anglès hi ha exemples de moltes cultures diferents.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

7. Em sento identificat/da amb els exemples culturals que trobo al llibre de text.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

8. M'agrada aprendre anglès a través de persones d'arreu del món.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

9. A l'assignatura d'anglès aprenc sobre cultures que no coneixia.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

10. M'agrada aprendre sobre la meva cultura a l'assignatura d'anglès.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

11. Quins exemples de cultures recordes haver treballat a la classe d'anglès? Contesta breument amb les teves paraules.

BLOC 3: La cultura com a eina comunicativa

12. Conèixer altres cultures és important.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

13. M'interessa conèixer la cultura d'altres països.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

14. Conèixer la cultura de les persones amb qui parlo m'ajuda a comunicar-me millor.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

15. Conèixer la cultura de la persona amb qui parlo m'ajuda a ser més respectuós.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

16. Conèixer altres cultures m'ajuda a entendre millor tot allò que passa al món.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

17. Conèixer altres cultures em motiva per aprendre la seva llengua.

Totalment d'acord D'acord Ni d'acord ni en desacord En desacord Totalment en desacord

18. Quines cultures t'agradaria conèixer? Contesta breument amb les teves paraules.

Utilitza el següent requadre en cas de voler afegir qualsevol comentari que consideris important.

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Moltes gràcies per participar en el qüestionari!

8.3 Annex 3: Questionnaire data collection tool

Answers' numerical value: 5 – Completely agree, 4 – Agree, 3 – Neither agree nor disagree, 2 – Disagree, 1 – Completely disagree

Item	Numerical value					Mean
	5	4	3	2	1	
SECTION 1: English in a global world						
Learning English is important for communicating in a global world.	83	22	6	2	0	4,65
English is necessary to communicate with people around the world.	79	30	3	0	1	4,65
I feel prepared to communicate with people around the world.	10	35	50	15	3	3,30
English is useful to be up-to-date with what is happening in the world.	21	35	43	9	5	3,51
Section 1 mean score						4,03
What is culture for you?	Total					
Reference 1: Traditions						40
Reference 2: Language						21
Reference 3: Art and music						17
Reference 4: Festivities and celebrations						13
Reference 5: Religion and beliefs						13
Reference 6: Lifestyle						11
Reference 7: I do not know / No answer						9
Reference 8: History						8
Reference 9: Clothing						7
Reference 10: Food						6
Reference 11: Knowledge						4
Reference 12: Others "It is all that makes a country special or different" "Culture is for me a way to be able to connect emotionally with other people"						4

Item	Numerical value					Mean
	5	4	3	2	1	
SECTION 2: Cultural references in the English subject.						
There are many different cultural examples in the English book.	33	54	23	2	1	4,02
I feel related to the cultural examples I find in the textbook.	2	23	49	31	8	2,82
I like learning English from people around the world.	37	45	24	4	3	3,96
In the English subject, I learn about cultures I did not know.	35	49	23	3	3	3,97
I like learning about my own culture in the English subject.	31	43	33	4	2	3,86
What cultural examples do you remember working on in English class?	Total					
Reference 1: I do not remember						34
Reference 2: Other (the answer was not related to any culture)						21
Reference 3: New Zealand						18
Reference 4: Catalonia						17
Reference 5: United Kingdom						16
Reference 6: India						15
Reference 7: Australia						12
Reference 8: United States						6
Reference 9: Mexico						4
Reference 10: Africa						3
Reference 11: Spain						3
Reference 12: Greece						3
Reference 13: Morocco						1
Reference 14: Ireland						1
Reference 15: Iceland						1
Reference 16: Italy						1

Item	Numerical value					Mean
	5	4	3	2	1	
SECTION 3: Culture as a communicative tool						
Knowing other cultures is important.	59	41	12	1	0	4,40
I am interested in the culture of other countries.	51	42	18	2	0	4,26
Knowing the culture of the people I speak to helps me communicate better.	34	49	20	6	4	3,91
Knowing the culture of the person I speak to helps me to be more respectful.	46	50	13	3	1	4,21
Knowing other cultures helps me understand better what happens in the world.	38	49	18	6	2	4,02
Knowing other cultures motivates me to learn their language.	29	33	32	12	7	3,56
Section 3 mean score						4,06
What cultures would you like to know about?	Total					
Reference 1: I do not know / No answer						32
Reference 2: Asia (India, Korea, Thailand, China, Egypt, Dubai, Indonesia)						23
Reference 3: Japan						20
Reference 4: South America (Mexico, Argentina, Chile, Brazil, Colombia, Uruguay)						14
Reference 5: Southern Europe (Italy, Greece, Turkey, Portugal, Spain)						12
Reference 6: United States						11
Reference 7: Northern Europe (Finland, Norway, Iceland)						11
Reference 8: Central Europe (Germany, Switzerland, Holland)						8
Reference 9: France						7
Reference 10: United Kingdom						6
Reference 11: Africa (Morocco)						5
Reference 12: Australia						3
Reference 13: Canada						3