

# **The Effect of Teaching Australian Culture on Language Learning Motivation and ICC**

by

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# Master's Final Project

## ORIGINAL WORK FORM

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## ABSTRACT

The study addresses the effect of teaching about Australian culture on English language learning motivation, ICC, and Australian cultural knowledge amongst teenage English learners in Catalonia, Spain. The importance of learning English for today's young people in Catalonia, Spain is supported by the inclusion of this language in Catalonia's education system (Centre Cívic Casa Golferichs, 2023). As the current daily lives of young people and the professional world that awaits them become increasingly more globalised, the scope of English language learning changes (Rao, 2019). The need for the inclusion of Intercultural Communicative Competence (ICC) in EFL classes can be seen in communicative competencies proving themselves to be essential future work skills (Davies et al., 2020) and CEFR language requirements including the ability to communicate about one's own and other cultures with understanding (Council of Europe, 2020). English continues to be a tool used in an academic and professional context (Pate, 2013 and Rao, 2019), but, to fully prepare students, EFL classes should include the teaching of culture in a way that fosters the development of ICC and language learning motivation. The participants of the study were 3<sup>rd</sup> year of ESO students from Tarragona, Catalonia, Spain. The study included a pre-questionnaire and pretest, an intervention consisting of a one-hour class, a post-questionnaire and posttest, and a class discussion. The results of the study suggest a statistically significant effect of teaching about Australia on EFL learning motivation and cultural knowledge, but an insignificant effect on ICC skills.

**Keywords:** ICC, Teaching Culture, Student Motivation, EFL Teaching, Curriculum Developments, Multicultural Education, Pluricultural Education

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# CHAPTER 1: INTRODUCTION

## 1.1 Background

The importance of teenagers learning English as a foreign language is a clear consequence of the increasingly international working and cultural environment awaiting students after graduation. English is an important academic and professional tool for students' future aspirations as well as a language they often encounter in leisure activities. The need to study English is reflected in the Catalan School system, as English is one of three foreign languages taught in school; those being English, French and German (Centre Cívic Casa Golferichs, 2023). The school in Tarragona, Catalonia, where this study was conducted, claims to emphasise the teaching of English and describes it as essential for communicating in the current world ("Col·legi Lestonnac l'Ensenyança de Tarragona," n.d.). Through English classes, Catalan students inherently become familiar with cultures associated with English. There is no language teaching outside of a sociocultural context (Neuner, 2003), the texts, pictures and examples of situations and people used all come with implications of the target world. This study addresses whether teaching culture in the EFL classroom affects student motivation for learning English.

First, to understand in regards to the position of English in the education of teenagers we need to understand the ways in which teenagers use and will need to use English. English is an important asset for teenagers intending to pursue a university since education is a broader context in which English has gained a specific role as a medium of Education. Patel (2023) explains that English as a medium of education (EME) refers to English being the language of instruction for various subjects attended by students speaking numerous first languages. University courses taught in English are becoming increasingly more common. For example, the University of Rovira y Virgili offers 37 master's and postgraduate courses that are partially or fully taught in English

(Universitat Rovira i Virgili, n.d.). Furthermore, the use of English follows today's teenagers as they leave education and begin their careers. Rao (2019) covers the use of English in different contexts in his work "The Role of English as a Global Language". He posits that English is the communication tool used by multinational companies through various means such as emails, letters, documentation, videos, and telephone calls. Organizations that use English as an official language include the United Nations, the World Bank, the World Health Organization and the World Trade Organization amongst others. English is becoming unavoidable even in one's free time. English is commonly used for internet content and communication, with 56% of websites being designed in English (Rao, 2019). He also points to English being used in international travel agencies as a tool for tourism and as the language of many influential forms of media for information and entertainment. To emphasize the point of the role of English in print media, the small and the big screen, he lists Discovery, Animal Planet, BBC and CNN here as well as pointing to the Hollywood industry in the US.

Second, as a consequence of the variety of ways that English is used, English teaching includes not only vocabulary and grammar but also information on differences in everyday life and implications and expectations in social interactions within different cultures. CEFR skills that are required by the Council of Europe (2020) include the students' ability to understand other cultures and express their own through texts, audio and conversations in the target language. Language classes often foster the development of what Neuner (2003) terms intercultural communicative competence (ICC). As Nizegorodcew (2011) states, through the learning of a language, there are values, beliefs, and lifestyles that the students are introduced to and influenced by. In English as a foreign language classes, these tend to be American and British cultures, leaving out many cultures of the English speaking world. A list of countries that consider English an

official language is given by the University of Tennessee and includes 64 countries ("Countries with English as official language," 2022). This list is based on information given by the Central Intelligence Agency's World Fact Book where information on the percentage of the countries' population who speak English, in countries where it is an official language and in those where it is not, is available ("Field Listing - Languages," n.d).

Third, a direct and indirect correlation exists between culture in the EFL classroom and English learning motivation. Motivation is a multifaceted issue that remains a topic in discussions about student-teacher rapport, teaching methods and, currently, culture and ICC skills. The everpresent role of motivation in education can even be seen in the first example for the definition of motivation in the Cambridge online dictionary: "He's a bright enough student – he just lacks motivation" ("Motivation," n.d.). Gardner (1985) posit that students with positive motivational characteristics perform significantly better in regard to learning second language material. Interestingly, this study focuses on integrative motivation which includes positive attitudes towards the target language community (MacIntyre & Blackie, 2012). Culture is not only related to integrative motivation, but can positively or negatively affect task motivation as well. As an aspect of language learning, the teaching of culture needs to be effectively integrated into the EFL curriculum (Byram, 1989). If students do not consider the content of their classes as positively contributing to their communicative needs, their motivation for what is being learnt is negatively affected (Byram, 1989). Byram (1989) points to the importance of task motivation as a factor in choosing methods for teaching culture. Byram (1989) states that the methods used by the teacher to pass on linguistic and cultural knowledge should be in line with students' interests and needs. Lastly, due to the role of English in today's professional and academic contexts, instrumental motivation should be included for a complete discussion on the issue of motivation.

Taking the information above into consideration, it can be claimed that the need for learning English as an academic and professional tool in an EFL setting remains ever-present. With components of ICC overlapping with the Council of Europe's requirements, communication skills for intercultural environments need to be taught in ways that nurture student motivation in the modern EFL classroom (Council of Europe, 2020). Whether explicitly teaching culture positively affects student motivation and ICC development in the EFL classroom remains an interesting issue, especially with the focus on underrepresented cultures of the Anglophone world. Exploration of the integration of teaching Australian culture into common vocabulary topics can lead to the identification of possible benefits and challenges of cultural teaching in the EFL classroom. As a culture that is not often taught in EFL classrooms, students can have fewer preexisting assumptions that could affect the study's findings. Basing the content of the lesson on Australian culture and the everyday life of Australians additionally contributes to the inclusion of a wide variety of cultures in EFL teaching.

Finally, this study explores the effect of teaching Australian culture on three aspects of language learning. The three aspects that the study had taken into consideration were motivation, ICC skills, and cultural knowledge about the Commonwealth of Australia. The practical portion of the study was conducted with 3<sup>rd</sup> of ESO students from Lestonnac-l'Ensenyança in Tarragona, Catalonia, Spain. The findings of the study were based on responses of 37 students on two questionnaires and tests. The intervention consisted of a vocabulary lesson on the topic of hobbies.

## **1.2 Theoretical and Literature Review**

The theoretical background and relevant literature review is divided into two sections, Culture in the ESL classroom and Motivation for language learning. The understanding of both areas is a

base for the estimation of the need for the inclusion of additional cultures in the ESL classroom. Culture in the ESL classroom covers information on intercultural communicative competence (ICC) and teaching culture in the EFL classroom with a particular focus on teaching Australian culture. Motivation for language learning covers an explanation of the relevant types of motivation on EFL learning.

### ***1.2.1 Culture in the EFL Classroom***

Including culture in foreign language learning syllabi is already being done. According to the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment,” students should gain linguistic abilities while being encouraged to recognize similarities and differences between different cultures and languages (Council of Europe, 2020). When taking into consideration CEFR descriptive scales in the same manual by the Council of Europe (2020), culture is repeatedly stated as a component, whether it be telling cultural stories, being able to communicate with those from other cultures, or understanding differences amongst cultures in terms of communication. Apart from culture being a prevalent part of EFL requirements, EFL teaching materials reflect the everyday lives, beliefs, and social expectations of the target culture (Neuner, 2003). Still, however unavoidable teaching culture may seem to be, it is accompanied by various challenges for both the teacher and the students.

In regards to issues teachers can face while teaching culture, the study addresses challenges related to ICC skills, material selection and lesson plan development, and differences in learner characteristics. Any aspect of teaching, culture included, needs to take into account a variety of factors such as learner characteristics, linguistic factors, the educational context and the purpose for learning the language (Brown, 2007). In order to integrate teaching ICC skills into EFL classes, various factors need to be taken into account. First, the learner characteristics that can affect

learning about culture are the students' age, socio-economic background, and the students' own cultural background. Second, teaching culture in the ESL classroom requires that the teacher not only be familiar with the linguistic system of the target language but its vast cultural nuances as well. Third, the teacher needs to be familiar with techniques for teaching the linguistic elements of language as well as those for teaching about culture and fostering ICC skills. Fourth, the teacher is tasked with integrating cultural materials amongst linguistic materials when textbooks fail to do so or estimating what textbook material should be covered with limited class time. Lastly, students need to have a clear purpose for developing ICC skills. In other words, students need to be motivated to learn about culture that is supported by their target language learning goals. More particularly, when it comes to ICC, teachers need to teach culture in a way that encourages the development of numerous abilities stemming from knowledge and attitudes. Furthermore, teachers need to select and teach cultural materials in a way that addresses recommended ways of teaching culture and student interests.

First, teachers are responsible for not only providing students with information on other cultures but also for fostering ICC skills. According to Neuner (2003), intercultural communicative competence (ICC) is the understanding of one's own culture and the ability to understand other cultures. ICC allows for better communication among people of different cultures while allowing for personal development. Instead of focusing solely on the differences between cultures, ICC can provide a better understanding of their similarities. When teaching ICC, teachers need to be cautious of overgeneralizations about the culture that is being studied. Intercultural Competence (IC) includes three components (Deardorff, 2009): attitudes, skills and knowledge. Attitudes refer to an awareness of belonging to a group and a position one has in the group, an understanding of discrimination and ethnocentric assumptions, and the ability to take risks and desire to take part in

cross-cultural interactions. The component of skills includes self-reflection, identification and discussion of similarities and differences, and the ability to challenge discriminatory acts and to communicate cross-culturally. As for knowledge, students should develop knowledge of their own cultural identity, cross-cultural similarities and differences, oppressions and intersectionality, social change, and cultural differences in communication.

Despite the challenges of teaching ICC, it is important for teachers to integrate Intercultural Communicative Competencies due to student needs. The not-for-profit organization, Institute for the Future, in collaboration with the University of Phoenix named cross cultural competency as one of the top future work skills in 2020 (Davies et al., 2020). Abdalgane (2024) reports on a study done in Saudi Arabia during which different stakeholders, such as department heads and program designers, were interviewed on the topic of ICC in English teaching. Stakeholders supported the importance of ICC in the globalized world but identified challenges like limitations to funding. Funding limitations affect the development of culturally sensitive material, teacher training, and funding for research initiatives. The role of stakeholders was indicated as important in the study as teaching ICC is a multifaceted aspect of education that requires the support and collaboration of policymakers, educational institutions, and organizations.

Second, teachers deal with issues of material selection and lesson planning in relation to culture. Regarding material selection, not all aspects of culture can be taught in foreign language classes since class time is limited. Yet, Ur (2012), lists a variety of topics and tasks into ESL lessons as an important factor on stimulating an interest in learning. The justification for including a variety of materials is that it addresses the individual interests of different students throughout the class or course. Corbett (2003) takes the opposite approach and states that it is beneficial to give priority to aspects of learning about culture that can be tools for students for intercultural

exploration. Teaching examples given by Crobett (2003) are based on the analysis of texts and other media as well as social practices. Through doing so, the focus of language courses broadens from focusing on the development of the four skills to students becoming capable of analyzing and understanding behavioural patterns. Still, the integration of culture can lead to challenges in creating lesson plans that fulfil different stakeholder needs. Although most English teachers acknowledge the importance of teaching culture in language classrooms, the actual teaching of cultural content is inconsistent and limited (Hadley & Terry, 2001). As defined by the National Center for Cultural Competence, culture is an “integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations” (Goode et al., 2000, p.1). Teaching culture is a unique struggle for language teachers as it requires them to go beyond the phonological, semantic and syntactic systems of the target language. As Peterson & Coltrane (2003) note, teaching culture is not foreign to foreign language classes, but it often focuses on holidays, clothing, music and food. Attention needs to be given to daily conventions in communication in order to improve social understanding. Still, integrating the teaching of aspects of daily life and social conventions into an often timewise limited curriculum with specific goals of preparing students for final exams with a heavy grammar focus is difficult.

Further on the topic of material selection and lesson planning, teachers need to become familiar with the types of materials and activities used in teaching culture. A variety of materials can be used as information sources to teach cultural texture, including multimedia learning materials (online video, TV shows, and songs), as well as realia, such as newspapers, interviews, souvenirs and photographs. Apart from this, students and teachers can use the internet to explore

cultural content (Cullen & Sato, 2000). Concerning activities for learning about culture, conversation is a tool often used to cover cultural material in the classroom. Still, it should be kept in mind that even high-level students require activities with clear instructions and goals to prepare for discussions. Some useful activities for learning about culture in the ESL classroom are quizzes, activity logs with comments on the activities, reformulations, noticing, and research time for students to explore the target culture (Cullen & Sato, 2000). Culture should not be presented as rigid or one-sided, activities and materials should include the diverse aspects of the characteristics of the target culture. For example, a lesson can cover the similarities and differences between country and city life (Cullen & Sato, 2000).

Learning about culture and developing ICC skills can be a challenge for the students as well. As their responsibilities widen from practising grammatical structures to developing a deeper understanding of their own culture and the cultures of others, students can become overwhelmed.

There is an egoistic aspect to language learning as learners acquire a new identity by developing language competencies. Learning about culture can also threaten a learner's sense of language ego. According to Guiora (1994), as a learner begins to feel that their ego is becoming fragile or being attacked, their affective filter can rise. Giora (1994) states that a person's ego, or sense of self, includes their language ego. Although the language ego was originally used to account for pronunciation struggles amongst foreign language learners, it can be expanded to all second language behaviour (Guiora, 1994). Guiora (1994) poses that native language shapes a person's cultural and individual identity and is used to distinguish between those who are and who are not members of a group. Brown (2007), submits that learning is the acquisition of information that is then retained but can be forgotten, and that leads to a change in behaviour. The behaviour change that occurs during learning can be resisted by the learner if their sense of self, their ego

feels threatened. A learner with a high interpersonal ego barrier will have a high affective filter, while one with an adaptive language ego will be open to learning and developing competencies.

Although the practical portion of this study does not directly address the use of English as a Lingua Franca, the author believes that no discussion on EFL teaching and culture in today's environment is complete without an awareness of the changing status of English in the modern world. As English is today's Lingua Franca, it is a tool for developing intercultural competencies for many even when it comes to cultures that are not primarily English-speaking cultures. When it comes to English as a Lingua Franca and understanding non-English speaking cultures, there are two overall opinions (Nizegorodcew, 2011). Some see using English as a tool in understanding these cultures as limiting and even destructive. Others see English as a way to make cultures that otherwise may stay distant available to one another. Certainly, research focusing on English as a Lingua Franca emphasizes the need for learning English in general, but it also adds to what it means to teach cultures of the English-speaking world.

The last portion of this subsection focuses on the culture of the Commonwealth of Australia. When discussing Australian culture, it should be acknowledged that Australia is not a homogenous society. Australia is home to two groups of Indigenous peoples, Australian Aboriginal peoples and Torres Strait Islander peoples, both of which consist of peoples who speak different languages and have different traditions (Tonkinson & Berndt, 2024). Prior to Australia being colonized, there were 250 First Nations languages with 800 different dialects ("Face the facts 2024: Cultural and racial diversity," 2024). Today, Australian society continues to be diverse with 29% of the population being born overseas and 48% being second-generation immigrants. This is reflected linguistically as well since one out of five people do not speak English at home. Yet, the Australian Government's Department of Home Affairs claims that English, which they

term as the national language, is the unifying element of Australian society (English—our national language, 2023).

Choosing a culture that is not heavily included in textbook materials and popular media can lessen the chance of students having preexisting assumptions about the cultural content. Preexisting assumptions should be kept in mind as they can result in what is taught by the teacher not being the same as what is learnt by the student. Students often have pre-formed assumptions about the content they are learning (Neuner, 2003). By focusing on Australian culture, students will likely not have already formed opinions based on media they have been exposed to and previous EFL lessons. Students being less familiar with Australian culture can be seen in the findings of the study “Teaching English as a Lingua Franca and the Intercultural Communicative Competence in a Spanish secondary education: Exploring multimodal textbook contents and student’s perceptions” by Vivas Peraza (2023). The study concludes that students mostly listen to British and American audios and that the coursebooks used also focus on these two varieties (Vivas Peraza, 2023).

### ***1.2.2 Motivation for Language Learning***

Although developing ICC skills comes with specific difficulties, students struggle with consistently working on the four language skills, speaking, reading, writing, and listening as well. Learning languages entails facing ever-evolving challenges and having the motivation to continually master increasingly precise communicational and cultural skills. Consequently, a key element of language learning is motivation. Types of motivation can vary depending on the students’ personal language learning goals, perceptions of language learning, the activities used in the task, student-teacher rapport and other factors. Motivation in EFL teaching is a multifaceted

language learning and teaching factor which correlates with many aspects of learning in general and language learning in particular. This study covers relevant information taken from literary and research works on the topic of motivation with a focus on understanding motivation in relation to teaching culture. This section delves into the topic of motivation, the classification of types of motivation, and gives examples of motivation in EFL research.

First, teachers, parents and students alike, often discuss motivation as an issue in maintaining consistent effort towards mastering a language without describing what they mean by ‘motivation.’ Motivation is succinctly defined by the Cambridge Online Dictionary as “enthusiasm for doing something ("Motivation," n.d.). According to Britannica, motivation comes from the Latin word *motivus* which means ‘moving cause’ and is, in psychology, one of the contributing factors for a person’s change in behaviour (Cofer & Petri, 2024). Yet, due to the personal and environmental factors that affect motivation introducing the topic without immediately addressing types of motivation proves to be difficult. Brown (2007) points to motivation often being mentioned as a key element of language learning without delving into the meaning of the term. Research on the topic of motivation can lead one to Simpson & Balsam (2016), who provide a comprehensible overview of motivation in psychology. In short, they explain motivation as an overarching concept that includes current and past internal psychological states and external environmental conditions that regulate goal-oriented behaviours. Within the EFL context, motivation is taken to refer to internal and external factors that affect whether a student will complete language learning tasks and activities (Brown, 2007, and Ur, 2012) and to the reasons why students begin and continue to learn a language Gardner (1985).

Second, linguists have approached the issue of motivation in different ways leading to numerous classifications of types of motivation and to the identification of a range of congruous

factors. Motivation can be divided into intrinsic and extrinsic motivation, depending on whether the source of motivation is internal or external, respectively (Brown, 2007). Intrinsically motivated behaviour is done without an expectation of a reward. Brown (2007) contrasts this by explaining extrinsic motivation as a motivation for behaviours stemming from outside rewards such as money, prizes, grades, and positive feedback. Brown (2007) maintains a further division into global, situational and task motivation. According to Ur (2012), intrinsic motivation further diverges into global and task motivation. Global motivation is the motivation for learning for the sake of gaining knowledge. Task motivation has to do with whether the task being done is considered as interesting by the students. Ur (2012) is not the first to discuss global and task motivation in the context of EFL learning as Brown (2007) mentions that it is possible for a student to contain high global, but low task motivation. Gardner (1985) recognizes different kinds of motivation, not based on whether the source is external or not, but based on whether the student has a practical reason for learning the language or is interested in learning languages and studying about cultures. The former is instrumental motivation and refers to the desire to learn a language that comes from the need to use the language at work, read technical material, or translate material, for example. The latter is integrative motivation and is used to describe an interest in learning a language that comes from wanting to integrate into the society of the target language. Although some teachers emphasize integrative motivation as essential for language learning, Brown (2007), points to the need for encouraging a variety of motivation types in the classroom as some students might be more dominantly instrumentally motivated while the motivation of other students is more integrative.

Whether culture benefits student interest and, consequently, student motivation has been explored in already existing studies. “The Impact of Teaching Cultural Materials on Reading Motivation and Attitude of Iranian Upper-Intermediate EFL Learners” by Namaziandost et al.,

(2021) was a study conducted in Thailand that compared the motivation of two groups of middle-school students, the control group went through an 8-week course that did not include ICC-based instruction while the experimental group did. The findings of the study concluded an increase in the motivation of students who learnt about culture and were able to discuss their own culture during the English course. The study further claimed that students' intercultural competencies were improved by including cultural knowledge in the curriculum (Namaziandost et al., 2021). As is explained by Alisoy (2023), the type of motivation that a student experiences can change over time and can coexist. For example, a student might begin learning a language because of a practical need to use it at work, but will then develop an interest in the culture through the lessons. Insights about EFL motivation in Spain can be found in Musso Buendía & Ortega-Martín (2018). They collected information on Spanish students' school subject preferences and on diversity procedures that affected motivation. The study was done with 72 pupils from Huétor Vega (Granada) and found evidence suggesting that students with instrumental motivation benefited from rewards and did not benefit from punishments.

### ***1.2.3 Approaches to ICC, Culture and Motivation of the Study***

Prior to stating the research questions and hypotheses, there needs to be a clarification of how cultural competencies, culture and motivation will be addressed in this study. In terms of ICC and culture, this study deals with Intercultural Communicative Competence (ICC) and takes a plurilingual and pluricultural approach. As explained by Byram & Morgan (1994), the difference between ICC and Intercultural Competence (IC) lies in the language used. On one hand, someone with ICC can effectively communicate, with an understanding of the differences and similarities of opinions and needs, in a foreign language. On the other hand, someone with IC can do the same, but while using their own language. The study addresses students' self-assessed ICC awareness

through a pre- and post-questionnaire and does not test for elements related to intercultural communicative competence. These elements can include empathy, self-consciousness, behavioural flexibility, and the ability to manage social difficulties resulting from cultural differences (Chen, 1992). Regarding views of language and culture, this study distinguishes between multiculturalism and pluriculturalism. As is explained by Piccardo & North (2022), multilingualism and multiculturalism consider linguistic and cultural competencies between different languages and their target cultures as juxtaposed. Plurilingualism and pluriculturalism are holistic approaches where competencies can even be developed from compounding experiences of the different cultures. In regards to motivation, this study focuses on instrumental, integrative and task motivation.

### **1.3 Research Questions and Hypotheses**

This section covers the need for this study and its research question and correlating null hypotheses and alternative hypotheses statements. The justification for the study is based on previous studies as well as relevant theoretical information on the topic of culture, motivation and ICC.

#### ***1.3.1 Justification for the Study***

The need to broaden what is considered relevant cultural education for teenagers is emphasized by cultural competencies being part of the Future Work Skills (Davies et al., 2020) and with CEFR requirements overlapping with ICC (Council of Europe, 2020). Learning about culture can increase students' enjoyment of language classes themselves, foster the development of ICC skills needed in the increasingly global professional environment, and assess students who want to become part of or are interested in the target language's literature, movies and other media. Teaching culture in the EFL classroom can be considered unavoidable, but it should be done in a way that benefits student motivation (Byram, 1989). As can be expected of a factor of language

learning that correlates to students' individual differences, there are numerous classifications of the types of motivation that affect language learning. In its procedure and result analysis, this study takes into account instrumental and integrative motivation (Gardner, 1985) and task motivation (Ur, 2012).

With the study aiming to explore teaching about the Commonwealth of Australia as a curriculum and lesson-planning factor on student motivation, it addresses a gap in the body of work on motivation and culture in EFL research. The study focuses on the effect of an underrepresented English-speaking culture on motivation. Consequently, the study connects a practical aspect of content selection and teaching with a theoretical aspect of language learning.

### ***1.3.2 Study Research Questions and Hypotheses***

This study is one-group quasi-experimental study conducted with the aim of identifying whether data can indicate an effect of teaching Australian culture in the EFL classroom on student perception of motivation and ICC skills and on student cultural knowledge about Australia. Since the findings of the study are based on the inclusion of an underrepresented culture of the Anglophone world, the findings of this study will contribute to the field of EFL as the field itself changes with globalization. The intervention designed for this study, if effective, could be adapted for EFL lessons with explicit teaching of culture.

The following research questions are addressed by the study:

- 1) To what extent can teaching a lesson on Australian culture in the EFL classroom affect students' self-assessed English language learning motivation?
- 2) To what extent can teaching a lesson on Australian culture in the EFL classroom affect students' self-assessed ICC awareness?

- 3) To what extent can teaching a lesson on Australian culture in the EFL classroom affect students' cultural knowledge of the Commonwealth of Australia?

The following null hypotheses are addressed by the study:

- 1) Teaching Australian culture has no significant effect on students' self-assessed English language learning motivation.
- 2) Teaching Australian culture has no significant effect on students' self-assessed ICC awareness.
- 3) Teaching Australian culture has no significant effect on students' cultural knowledge of the Commonwealth of Australia.

The corresponding alternative hypotheses are:

- 1) Teaching Australian culture has a significant effect on students' self-assessed English language learning motivation.
- 2) Teaching Australian culture has a significant effect on students' self-assessed ICC awareness.
- 3) Teaching Australian culture has a significant effect on students' cultural knowledge of the Commonwealth of Australia.

## CHAPTER 2: METHOD

### 2.1 Research Design

This study was conducted with 3<sup>rd</sup> of ESO students in Tarragona, Catalonia, Spain at Lestonnac-l'Ensenyança. Since the students were taught as part of their regular EFL classes, there was no randomisation making this a quasi-experimental study. The students were taught by the researcher under the supervision of their regular English teacher. The students were already familiar with the researcher and had known her for two months prior to the intervention as she had been observing and occasionally teaching the class as part of her internship at Lestonnac-l'Ensenyança. The procedure will be covered here briefly with each phase explained in detail below. A rationale for the methodological choices made in terms of selected content and material is provided as well.

The case study consists of four phases, a pretest and pre-questionnaire, an intervention, a posttest and post-questionnaire, and a class discussion. The pretest and posttest consisted of multiple-choice questions about Australia. The pre-questionnaire and post-questionnaire included Likert scale questions and multiple-choice questions. The intervention was a lesson on Australia with a vocabulary focus on hobbies. Students were given 15-20 minutes to complete the pre-questionnaire and pretest on one day. This was followed by an intervention on a separate day which lasted 60 minutes. In the following class, on a separate day, students were given 15-20 minutes to complete the post-questionnaire and posttest. Once students submitted the post-questionnaire and posttest, there was a short discussion during which students were asked to give feedback on the procedure. All parts of the pretreatment, post-treatment, and intervention were done in English. This choice was discussed with the students' regular English teacher who was of the opinion that materials, tests and questionnaires should be in English since the study was done as part of the students' regular EFL classes at school. The students' English teacher was available and in the

classroom in case the students required translations of any materials and questions into Catalan. For a summary of the research design, please see Table 1 below.

**Table 1.**

*Overview of Research Design*

Sample	Pretreatment		Treatment	Posttreatment		
Thirty-seven students	Pretest	Pre-questionnaire	Intervention Class	Post-questionnaire	Posttest	Discussion
Time in minutes	15-20		60	15-20		10

**2.2 Sample**

The sample included 37 students (N=37) consisting of 19 students who identified as male and 18 students who identified as female. There were no participants who preferred not to share their gender identity. All the participants were 3<sup>rd</sup> of ESO secondary school students at a semi-private school in Tarragona, Catalonia, Spain. Most students were bilingual Spanish and Catalan speakers with two students being trilingual. One student was fluent in Spanish, Catalan, and Ukrainian and the other in Spanish, Catalan, and Serbian. The students belonged to two classes of the same level with the same English teacher and semester English teaching intern, the researcher. The overall English level of the class is officially B1 according to the school subject requirement. One student who took part in the study has dyslexia and was assisted with additional explanations while he was filling out the questionnaires.

**2.2.1 Participant Data Protection**

All participants took part in the study voluntarily and were treated with accordance with the European Union’s research standards. Students were informed that if they were under the age of 15 their legal guardians needed to give consent and that they could give consent themselves if they were of or over the age of 15. The consent form given to students was in Catalan to ensure

that they understood it well (please see Appendix A for the consent form). Students were given the option of not participating in the study formally but still listening to the intervention as it was taught as part of their regular English classes. Students were also allowed to opt out of taking part in the study at any point. The pretreatment and posttreatment were administered using Microsoft Forms and the data was stored in the Universitat Rovira y Virgili's server.

## **2.3 Materials**

This section covers information on the technology, data collection instruments, teaching materials for the intervention, and the reasoning behind them.

### ***2.3.1 Technology***

While filling out the Microsoft Forms students used their personal laptops. For the presentation of the presentation and videos during the intervention, the classroom's laptop and projector were used. The data was processed using the researcher's personal laptop.

### ***2.3.2 Data Collection Instruments***

The data collection instruments used were a pre-questionnaire, post-questionnaire, pretest, posttest, and discussion (please see Appendices C, D, and E). All of the data collection instruments were in the form of Microsoft Forms, the links to which were uploaded in the students' Google Classrooms. The tests consisted of 8 questions carrying one point each. The questions were multiple-choice questions and short-answer questions. The pre-questionnaire and post-questionnaire consisted of Likert scale statements, yes and no questions, and multiple-choice questions. The questions analyzed using a paired samples t test were scored 1-5, 1 being the measure for the least change in motivation and ICC and 5 being the measure for the most change in the categories. Questions that were not analyzed using JASP are discussed using descriptive

statistics. The discussion consisted of questions about the students' experience of learning about culture in their EFL classes.

The pre-questionnaire was distributed using Microsoft Forms and intended to evaluate a realistic image of the students' motivation in relation to English language learning and ICC awareness. The pre-questionnaire and post-questionnaire included 19 questions. The first two questions had to do with students' names and gender identities. Students' names were in no way shared nor made public and were used only by the researcher for the purpose of properly pairing pretreatment and posttreatment data. Questions 3 to 19 were related to the research questions of this study and can be divided into three categories which correspond to the research questions. Questions 11, 12, 15, 17, and 18 were related to motivation, Questions 7, 9, 10, 13, 14, and 19 were related to ICC, and Questions 3, 4, 5, 6, 8, and 16 were additional questions on culture that helped understand descriptive findings of the pretest and posttest. The post-questionnaire was made to mirror the pre-questionnaire to see if the intervention affected the students' opinion of the role of culture in the EFL classroom with an emphasis on Australian culture. Note, Questions 9 and 10 in the pre-questionnaire and post-questionnaire were not analyzed as they could have been interpreted differently by different students. For a list of pre-questionnaire and post-questionnaire Questions divided by category, please see Appendix B. To see the pre-questionnaire and post-questionnaire as they appeared to the students, please see Appendices C and Appendix D respectively.

The pretest and posttest were used with the aim of establishing the effect of teaching Australian culture in the EFL classroom on students' cultural knowledge about the Commonwealth of Australia. The pretest and posttest included questions about Australian territories and states, the flag and geographical location of the Commonwealth of Australia, and information related to

Australian media (please see Appendix E to see the pretest and posttest questions). The pretest and posttest contained the same questions. The pretest and posttest were accompanied by pre-questionnaire and post-questionnaire questions in which students were asked about their self-assessed cultural knowledge related to the Anglophone world (please see the section Additional questions in Appendix B)

The discussion aimed to be a way of gathering information about the students' opinions on culture in the EFL classroom. Students were asked the questions as a class and could provide answers voluntarily. The questions were:

1. What did you enjoy about today's class?
2. How have you learnt about English-speaking culture in your classes before?
3. Can you recognize any similarities or differences between Australia and your country?
4. Would you like to learn more about Australia?
5. What do you think about the TV show H2O? Is it similar or different from what you watch?

The intervention aimed to integrate the teaching culture into a common vocabulary topic. By doing so, the intervention attempted to be an example of a lesson that included culture that could be a regular part of an EFL lesson plan covering obligatory vocabulary. The intervention was a class taught by the researcher about hobbies with the inclusion of Australian culture. The class consisted of a presentation about Australia (please see Appendix F in the Appendices), a matching handout focused on hobbies (please see Appendix G in the Appendices), and a reading activity about the hobbies of two Australian girls (please see Appendix H in the Appendix).

The materials used during the presentation section of the intervention included a presentation made for the class and YouTube videos (please see Appendix F). The presentation was made using CANVA and included information about the full name of the country, territories and states that Australia is separated into, the Australian flag, animals and sports associated with Australia, a video about the Great Barrier Reef (Park, 2021), a video showing bush dancing (Bushwackersband, 2019), and a video from the TV show H2O (H2O – just add water, 2017). An overview of the information included in the presentation and the corresponding sources and slides can be seen in Appendix I.

The presentation was based on suggested ways for teaching cultural texture by Cullen & Sato (2000). The presentation included multimedia materials, YouTube videos (Park, 2021, H2O – just add water, 2017, and Bushwackersband, 2019), that showed different aspects of Australia. Through the videos, students were able to see three different facets of Australia, the natural wonders of the country, teens hanging out at a pool party, and a dance stemming from the traditions of the first settlers. It should be addressed that the lesson did not include information on the Indigenous Peoples native to Australia. This choice was made because of the time limitations that could have led to the overgeneralizations or stereotyping of the diverse cultures and languages of these groups ("Face the facts 2024: Cultural and racial diversity," 2024). Cullen & Sato (2000), suggest allowing students to research for cultural information on their own. After consulting with the students' school English teacher, it was decided to present the information to the students instead because of differences in students' English knowledge levels and the limited class time.

The objective of the presentation was to introduce students to the Commonwealth of Australia in a way that would positively affect their motivation and ICC. To positively affect motivation, the presentation utilized suggestions made by Byram (1989) by keeping in mind

students' interests and needs. The presentation addressed students' needs by incorporating the cultural elements of the lesson into a lesson focusing on vocabulary required by the curriculum, hobbies. To be in line with the students' interests, the presentation included a video from a show meant for teens (H2O – just add water, 2017) and information about popular sports.

The intervention included a presentation with general information about the Commonwealth of Australia following advice given by the classes' school English teacher who warned that the students would not be familiar with the country and could struggle to follow the lesson otherwise. The matching handout (please see Appendix G in the Appendices) was used as a vocabulary revision activity, The reading activity (please see Appendix H in the Appendix) attempted to apply cultural texture to the vocabulary topic 'Hobbies.' The reading activity was a text of 244 words about two teenagers from Sydney who want to move to Canberra and have very different hobbies. Striving to positively affect student motivation, the text was about one teenager with sporty hobbies and one with artistic hobbies.

Although limited to one school lesson, the intervention endeavoured to create a balance between fulfilling the interests of a variety of students, as suggested by Ur (2012), and focusing on elements that can be used as tools for cultural understanding, as encouraged by Corbett (2003). Throughout the lesson students were asked to compare information they were learning about Australia to their knowledge of hobbies and habits in Catalonia, Spain.

## **2.4 Procedure**

The practical portion of the study was conducted over a total of 100 minutes. The pre-questionnaire and pretest were given to students on 14 March 2024, the intervention was conducted on 18 March and the posttest, post-questionnaire, and discussion were carried out on

20 March 2024. The procedure was implemented over three consecutive lessons. The pretest and pre-questionnaire were filled out by students at the end of their school EFL class on 14 March, the students were given 15 minutes to do so. The intervention was given in the form of a class on 18 March and lasted 60 minutes, the length of one regular school EFL lesson at the school. The post-questionnaire, posttest and discussion were completed on 20 March and took a total of 25 minutes. Students were given 15 minutes for the posttest and post-questionnaire and the discussion lasted for 10 minutes. The study lasted for a week with three days between the pre-treatment and intervention and one day between the intervention and post-treatment.

A detailed description of the intervention is provided for a better understanding of the intervention class lesson plan. The teacher began by explaining that the class was going to be about two girls who live in Australia, their country and their hobbies. The teacher then started the presentation titled “Let’s visit Australia” (see Slide 1 in Appendix F in the Appendices). The teacher explained that the full name of Australia, the country, is “The Commonwealth of Australia” (see Slide 2 in Appendix F in the Appendices). Following this step, students read the names of the Australian states and territories and were taught the capital of Australia (see Slide 3 in Appendix F in the Appendices). The students went on to learn about the Australian flag (see Slide 4 in Appendix F in the Appendices). The students were asked if they could identify any element of the Australian flag. Then, it was explained that the Australian flag contains the Union Jack showing Australia’s historic ties with Great Britain, the Southern Cross, which is important for navigation in the southern hemisphere, and the Commonwealth Star with seven points, six points for the six states and one representing the combined territories (Croft, n.d.).

Afterwards, the teacher asked the students if there were any animals that they associated with Australia (see Slide 5 in Appendix F). The teacher stated that the kangaroo and koala are

often associated with Australia since the kangaroo, along with the emu, is on the Australian Coat of Arms, and the koala is associated with the country's wildlife. The teacher then explained that the Great Barrier Reef is also considered one of the icons of Australia (Australian symbols, 2022) and showed students a video about the Great Barrier Reef (Park, 2021) so that they could remember that this is a coral reef system rich in aquatic life (see Slide 6 in Appendix F in the Appendices). For Slide 7 in Appendix F, students were then asked about popular sports in Spain and told that the most popular sports in Australia traditionally are rugby, cricket and Australian football, but that soccer has become increasingly more popular (Cooney, 2023). The teacher also explained that Australian Football is more similar to what the students think of as rugby – the sport is played with an oval ball, on an oval field with two six-meter goalposts, and players are allowed to tackle each other under the shoulders (Nauright, 2024).

For Slide 8 in Appendix F, the teacher first asked the class about common Catalunyan traditional dances. After the students answered, the teacher explained that Bushdancing developed from the cultures of the early settlers and that many dances have their roots in British and Celtic dances (Ellis, 2013). The students then watched a video showing children dancing to the 'Heel and Toe Polka,' a bush dance (Bushwackersband, 2019). Finally, the teacher showed a video from the Australian TV show H2O Just Add Water (H2O – just add water, 2017) (see Slide 9 in Appendix F in the Appendices). The video was used to demonstrate the Australian accent to the students.

After the presentation, the students did a matching activity (see Appendix G in the Appendices) which had the goal of covering needed vocabulary related to topics. The students were allowed to match the pictures to the words on their own and the teacher intervened only if the students were struggling with any vocabulary items.

Finally, students completed a reading activity (see Appendix H in the Appendices). The activity began with a matching activity with the purpose of students revising information about Australia that was previously mentioned (bush dancing, the Great Barrier Reef, the capital of Australia, and the part of Australia Sydney is in). The matching activity was followed by a reading activity. Students were given time to read the text on their own and answer the questions. Lastly, one student read the text out loud and the teacher and students checked the answers together.

## 2.5 Data Collection and Statistical Analysis

This section covers the approach taken to organizing and scoring the data of the pre-questionnaire, post-questionnaire, pretest and posttest. The questions are divided into three sections corresponding to the study's three research questions. The three categories are data related to the effect on motivation, data related to the effect on ICC awareness, and data related to the effect on cultural knowledge. An overview of the division of data and the corresponding approaches to their analyses is provided in Table 2.

**Table 2.**

*Overview of Data Collection and Analysis*

Section	Means of data collection	Data analysis
Section 1: Data related to the effect on motivation.	Pre-questionnaire and post-questionnaire: Likert scale questions and one multiple-choice question.	Quantitative analysis: paired samples t test.
Section 2: Data related to the effect on ICC awareness.	Pre-questionnaire and post-questionnaire: Likert Scale questions. Discussion.	Quantitative analysis: paired samples t test. Qualitative analysis.
Section 3: Data related to the effect on cultural knowledge.	Pretest and posttest. Pre-questionnaire and post-questionnaire.	Quantitative analysis: paired samples t test. Quantitative analysis: Descriptive statistics.

### ***2.5.1 Sections 1: Data Related to the Effect on Motivation***

Pre-questionnaire and post-questionnaire questions related to the effect of the intervention on student motivation are questions 11, 12, 15, 17, and 18. Please see Appendix B for questionnaire questions divided by type, Appendix C for the full pre-questionnaire and Appendix D for the full post-questionnaire. The questions related to the effect on motivation were Likert scale questions and one multiple-choice question. Each answer was given a score weight that was added for each student. The cumulative score for each student was used to compare the pre-questionnaire and post-questionnaire results using a paired samples t test. The possible answers and scores per answer for the Likert scale were: Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly agree (5). Students could choose one answer per question. The possible answers and scores per answer of the multiple-choice questions were: Fun (1), Interesting (1), Enjoyable (1), Boring (0), Useful (1), and Useless (0). Students could choose more than one answer.

### ***2.5.2 Section 2: Data Related to the Effect on ICC Awareness***

Questions from the pre-questionnaire and post-questionnaire related to the effect of the intervention on students' ICC awareness are questions seven, 13, 14, and 19. These questions and the section they belong to can be found in Appendix B, the full pre-questionnaire in Appendix C and the full post-questionnaire in Appendix D. These questions were all Likert Scale questions. The possible answers and scores per question were: Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly agree (5). The culmination scores of the students were compared using a paired samples t test. Furthermore, descriptive analysis of the students' answers during the discussion intended to construct a better understanding of the students' attitudes towards ICC.

### ***2.5.3 Section 3: Data Related to the Effect on Cultural Knowledge***

Data on the effect of the intervention on students' cultural knowledge about Australia was collected using the pretest and posttest which had 8 questions carrying one point each (please see Appendix E for the tests). The data was analyzed using a paired samples t test. To better understand the data, students were asked Likert scale questions (please see Additional questions in Appendix B). Answers to these questions were not scored as they were intended to be analyzed using descriptive analysis.

## CHAPTER 3: RESULTS

This chapter covers the results of the paired sample t tests, descriptive analyses, and thematically analyzed qualitative data. The findings are divided into three sections corresponding to the three research questions of this study. For each section, the data is organized so that statistical analysis of quantitative data is presented first, followed by descriptive analysis of quantitative data and, finally, thematic analysis of qualitative data. The first section is concerned with the change in motivation students experienced from the onset to the conclusion of the study, the second with the change in ICC awareness, and the third with the change in cultural knowledge.

### **3.1 Section 1: Data Related to the Effect on Motivation**

#### ***3.1.1 Inferential Statistics***

This section covers the statistical analysis of the data related to the effect of the intervention on student motivation. This section includes the analysis of the results for questions 11, 12, 15, 17, and 18 (for a list of relevant questions please see Appendix B). The questions are Likert Scale questions and multiple choice questions. Likert Scale questions were scored using a 1-5 scale while the multiple choice question answers received scores of one or zero. To analyze the pre-questionnaire and post-questionnaire findings a paired samples t test was used to compare the summed answer scores for the pre-questionnaire and post-questionnaire in JASP. There was a difference in students answers from the pre-questionnaire to the post-questionnaire. This difference is significant with a  $t(36)=-3.264$ ,  $p=0.002$  with a medium effect size Cohen's  $d$  (please see Table 3).

**Table 3.***Paired Samples T Test- Motivation*

Paired Samples T-Test							
Measure 1		Measure 2	t	df	p	Cohen's d	SE Cohen's d
Prequestionnaire	-	Postquestionnaire	-3.264	36	0.002	-0.537	0.153

*Note.* Student's t-test.

**3.1.2 Descriptive Statistics**

This section covers descriptive statistical analysis of the summative result and for each question individually. The section aims to contribute to the overall understanding of the results. The descriptive data covered below refers to questions 11, 12, 15, 17, and 18 from the pre-questionnaire and post-questionnaire (for questions divided into sections see Appendix B, for the full pre-questionnaire see Appendix C, and see Appendix D for the post-questionnaire). The summative data is analyzed using a paired samples t test. The data for the individual questions was not analyzed using a paired samples t test and is meant to show differences in the number of answers for each option. The data can be used to better understand the effect of the intervention on the group of participants.

The descriptive statistics for the summative result show that the difference in results, although significant, is slight (please see Table 4). The results show that there is a difference in mean and standard deviation between the pretest and posttest. The mean increased from  $M=14.351$  in the pre-questionnaire to  $M=15.732$  in the post-questionnaire and the SD changed from  $SD=2.889$  in the pre-questionnaire to  $SD=37.90$  in the post-questionnaire. Still, the corresponding plot diagram (please see Figure 1) shows that there is a clear increase in motivation after the intervention.

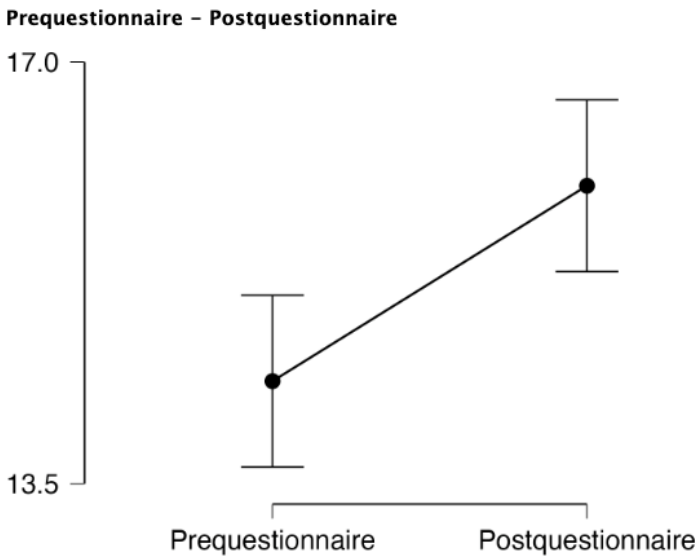
**Table 4.**

*Descriptive Statistics- Motivation*

Descriptives					
	N	Mean	SD	SE	Coefficient of variation
Prequestionnaire	37	14.351	2.889	0.475	0.201
Postquestionnaire	37	15.973	3.790	0.623	0.237

**Figure 1.**

*Plot Diagram- Changes in Motivation*



The 11<sup>th</sup> question in the pre-questionnaire and post-questionnaire asked students about their opinion regarding learning about Australia in their English classes (please see question 11 in Appendix C and Appendix D). The possible answers were: interesting, enjoyable, fun, useful, useless and boring. Comparing the number of students who chose each answer in the pre-questionnaire and post-questionnaire shows an increase in the number of students who found learning about Australia fun, enjoyable, useful, and boring and a decrease in students who found it interesting and useless (please see Table 5).

**Table 5.**

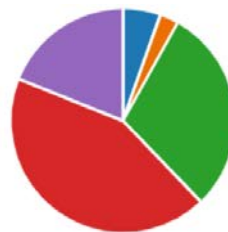
*Students' Opinions on Learning about Australia*

Possible answer	Number of students who chose the answer	
	Pre-questionnaire	Post-questionnaire
Fun	10	12
Interesting	26	24
Enjoyable	14	19
Useful	6	9
Useless	4	0
Boring	1	3

Question 12 asked students about the effect of learning about Australian culture on their future work (please see question 12 in Appendix C and Appendix D). When asked the same question in the post-questionnaire, the number of students who agreed decreased from 43% to 32% and the number of students who strongly agreed decreased from 19% to 16%. An increase can be seen in the students who were neutral, from 30% to 41%. The percentage of students who disagreed increased from three to eight per cent. For 'Strongly disagree,' the rate decreased from five to three per cent. The number of students who chose each answer and a visual representation of the data using a pie chart can be seen in Figure 2 and Figure 3 for the pre-questionnaire and post-questionnaire, respectively.

**Figure 2.**

*Learning About Australia and Employability- Pre-Questionnaire Results*



**Figure 3.**

*Learning About Australia and Employability- Post-Questionnaire Results*



Question 15 asked students why they were learning English, students were able to choose more than one answer (please see question 15 in Appendix C and Appendix D). The number of students who chose each answer in the pre-questionnaire and post-questionnaire can be seen in Table 6. The number of students increased or remained the same for all options except for “I would like to visit an English-speaking country,” where there was a decrease in the number of students who chose the answer.

**Table 6.**

*Students’ Reasons for Learning English*

Chosen answer	Number of students who chose the answer	
	Pre-questionnaire	Post-questionnaire
It is one of my school lessons	26	31
It will help me find a job when I am older	27	29
It allows me to watch movies in English	15	15
I would like to live in an English-speaking country	13	15
I would like to visit an English-speaking country	20	17

For question 17, when asked if they enjoyed the activities in their English class in the pre-questionnaire (please see question 17 in Appendix C), 15 students were neutral and 11 disagreed. Out of the other 11, seven students agreed, three students strongly agreed and one student strongly

disagreed (Please see Figure 4). When asked if they enjoyed the activities in the intervention in the Post-questionnaire (please see question 17 in Appendix D), 13 students were neutral and 3 students disagreed. Out of the remaining 21 students, 16 agreed and 5 strongly agreed (please see Figure 5).

**Figure 4.**

*Enjoyment of EFL Activities- Pre-Questionnaire Results*



**Figure 5.**

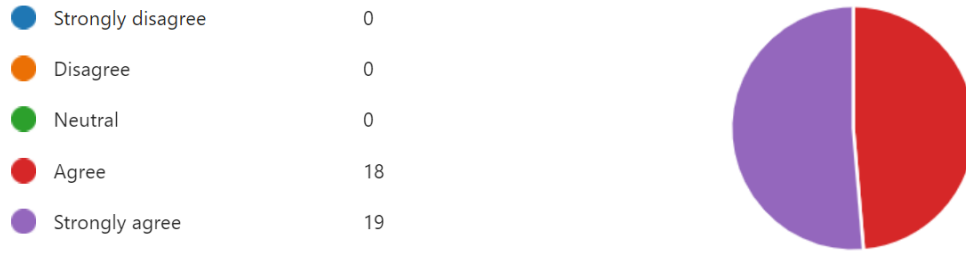
*Enjoyment of EFL Activities- Post-Questionnaire Results*



Question 18 asked students if it is important to study English because of job prospects (please see question 18 in Appendix C and Appendix D). In the pre-questionnaire, 49% of students agreed and 51% strongly agreed with the given statement about English affecting employability (please see Figure 6). When the same question was asked in the post-questionnaire, 51% strongly agreed. The other 49% was made out of 10 students who agreed (27%), 6 students who were neutral (16%), and 2 students who strongly disagreed (5%) (Please see Figure 7).

**Figure 6.**

*Studying English and Employability- Pre-Questionnaire Results*



**Figure 7.**

*Studying English and Employability- Pre-Questionnaire Results*



**3.2 Section 2: Data Related to the Effect on ICC Awareness**

**3.2.1 Inferential Statistics**

This section presents the analysis of the data related to the effect of the intervention on students' ICC awareness. Questions that were analyzed for this section are questions seven, 13, 14 and 19 in the pre-questionnaire and post-questionnaire (for questions divided into sections see Appendix B, for the full pre-questionnaire see Appendix C, and see Appendix D for the post-questionnaire). The data was analyzed using a paired samples t test in JASP. The inferential statistical analysis shows that the change of results from the pre-questionnaire to the post-questionnaire was statistically insignificant since  $t(36)=-1.076$ ,  $p=0.289$  and the effect size for Cohen's d was low (see Table 7).

**Table 7.***Paired Samples T-Test – ICC Awareness*

Paired Samples T-Test						
Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
Prequestionnaire	- Postquestionnaire	-1.076	36	0.289	-0.177	0.161

Note. Student's t-test.

**3.2.2 Descriptive Statistics**

Descriptive statistics can help us better understand the effect of the intervention on students' self-assessed ICC awareness. The summative data related to the section was analyzed using a paired samples t test. For a better understanding of the results, answers given to the individual questions in the pre-questionnaire and post-questionnaire are also compared below. A paired samples t test was not done for the individual questions meaning that the descriptive data provided below applies to only the sample. Still, understanding changes in individual factors can contribute to thoroughly understanding how the participants were affected by the intervention.

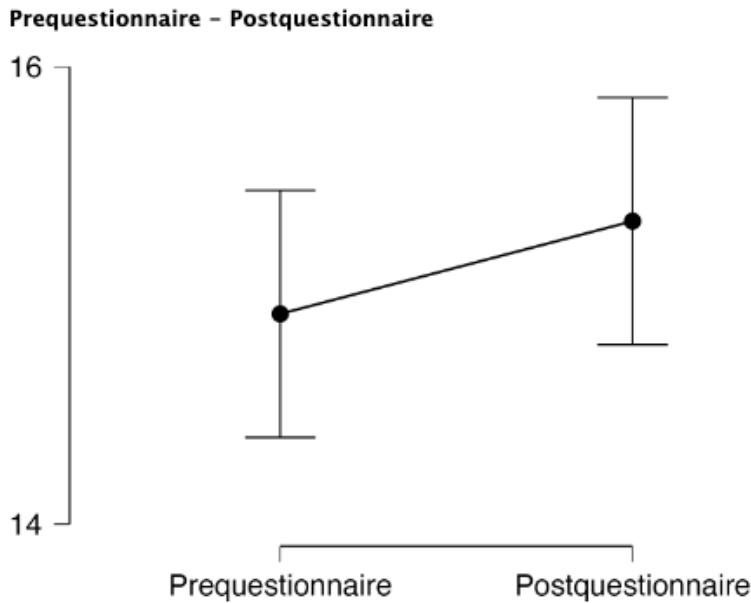
The descriptive statistics show that there is a slight change in the means of the pre-questionnaire (M=14.919 SD=2.361) and post-questionnaire (M = 15.324, SD = 2.358), but that they are relatively close (please see Table 8). The close change in mean is visually represented with the descriptive plot diagram (please see Figure 8).

**Table 8.***Descriptive statistics- ICC Awareness*

Descriptives					
	N	Mean	SD	SE	Coefficient of variation
Prequestionnaire	37	14.919	2.361	0.388	0.158
Postquestionnaire	37	15.324	2.358	0.388	0.154

**Figure 8.**

*Plot Diagram- Changes in ICC Awareness*



When asked if they enjoy learning about other cultures in question seven of the pre-questionnaire (please see question seven in Appendix C), 49% agreed that they enjoy learning about other cultures while 41% were neutral. Furthermore, 8% strongly agreed while 1% disagreed (please see Figure 9). In the post-questionnaire (please see question seven in Appendix D), when asked the same question, 51% agreed and 16% strongly agreed. Twenty-seven percent were neutral, 3% disagreed and 3% strongly disagreed (please see Figure 10).

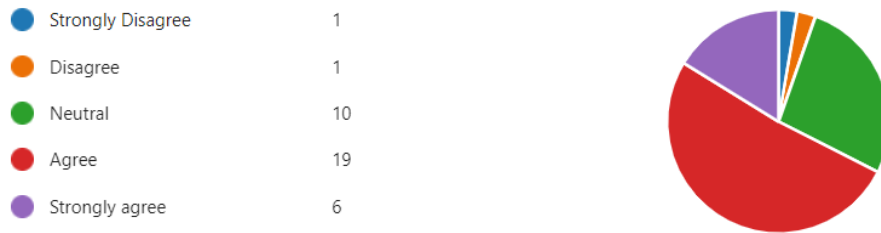
**Figure 9.**

*Enjoyment of Learning About Other Cultures- Pre-Questionnaire*



**Figure 10.**

*Enjoyment of Learning About Other Cultures- Post-Questionnaire*



Question 13 in the pre-questionnaire and post-questionnaire asked participants whether they agreed with the statement that learning about Australia would help them see how Australia is different from their own country (please see question 13 in Appendix C and Appendix D). Question 14 in the pre-questionnaire and post-questionnaire asked whether students agreed that learning about Australia would help them see how Australia and their country are similar (please see question 14 in Appendix C and Appendix D). In both cases, there was an increase in students who were neutral (please see Table 9 for Question 13 and Table 10 for Question 14).

**Table 9.**

*Students' Awareness of Cultural Differences- Results*

Answer chosen	Percentage of participants who chose the answer	
	Pre-questionnaire	Post-questionnaire
Strongly disagree	0	1
Disagree	2	0
Neutral	11	15
Agree	14	13
Strongly agree	10	8

**Table 10.**

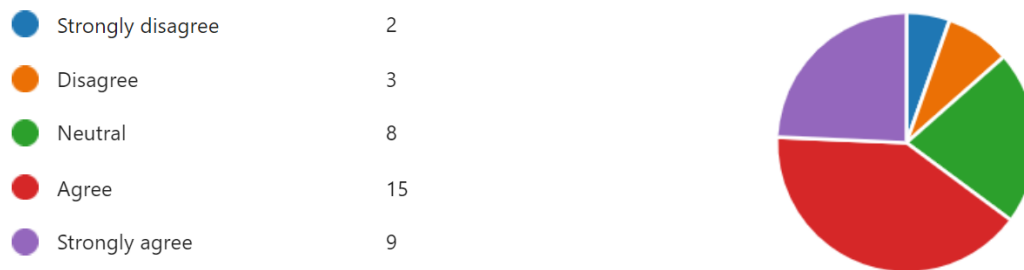
*Students' Awareness of Cultural Similarities- Results*

Answer chosen	Percentage of participants who chose the answer	
	Pre-questionnaire	Post-questionnaire
Strongly disagree	7	2
Disagree	1	4
Neutral	13	20
Agree	13	8
Strongly agree	3	3

Lastly, in question 19, students were asked whether it is important to study English because it allows the learner to better understand other cultures (please see question 19 in Appendix C and Appendix D). In the pre-questionnaire, 41% of students agreed and 24% of students strongly agreed. Out of the other 35% of students, 22% were neutral, 8% disagreed and 5% strongly disagreed (Please see Figure 11). In the post-questionnaire, 35% of the students agreed and 30% of the students strongly agreed. The other 35% consisted of 30% of students who were neutral and 5% who disagreed, none of the students strongly disagreed (please see Figure 12).

**Figure 11.**

*Learning English and Cultural Understanding- Pre-Questionnaire*



**Figure 12.**

*Learning English and Cultural Understanding- Post-Questionnaire*



**3.2.3 Qualitative Data**

As a class students were asked questions and could voluntarily give answers to them. These questions intended to give students an opportunity to express their opinion on how ICC was taught through Cultural information and activities in the intervention and in previous classes. The questions and summary of the answers were:

1. What did you enjoy about today's class?

Students said that they did enjoy the class, but that this was because of the activities and not the content. They were neither for nor against learning about culture, but liked the inclusion of videos and pictures in the class.

2. How have you learnt about English-speaking culture in your classes before?

Students explained that they have learnt mostly about British Culture and about US culture to a lesser extent. They claimed that they had not learnt about Australia in neither their English nor other school lessons. They added that they had typically learnt about culture during English week (a week filled with English learning activities) and when they have a teaching intern who is from an English-speaking country.

3. Can you recognize any similarities or differences between Australia and your country?

Students struggled to identify similarities and differences at first. They named differences such as language. When it comes to the similarities, students named beach activities and activities in nature.

4. Would you like to learn more about Australia?

Students said that they would like to continue learning about other cultures be it Australia or cultures of other countries and regions.

5. What do you think about the TV show H2O? Is it similar or different from what you watch?

The students found the show enjoyable, but slightly outdated and meant for a younger audience. They added that they watch YouTube and other internet content more than TV shows generally.

### **3.3 Section 3: Data Related to the Effect on Cultural Knowledge**

Finally, a paired samples t-test was used to measure the changes in students' cultural knowledge of the Commonwealth of Australia. Additionally, descriptive statistics are provided to help better understand how these findings apply to the group of participants. The paired samples t test analysis was used to compare students' pretest and posttest scores (please see Appendix E for the full test). To contribute to the understanding of the correlation between students' self-assessment of their cultural knowledge and shown cultural knowledge on the pretest and posttest, descriptives are provided for relevant pre-questionnaire and post-questionnaire questions. The relevant questions are questions three, four, five, six, eight and 16 of the pre-questionnaire and post-questionnaire (for questions divided into sections see Appendix B, for the full pre-questionnaire see Appendix C, and see Appendix D for the post-questionnaire).

### 3.3.1 Inferential Statistics

The paired samples t test showed a change in results from the pretest, at the onset of the study, to the posttest, at the conclusion of the study. The results of the t-test are significant,  $t(36) = -16.981$ ,  $p < .001$ , with a very high effect size (see Table 11 below).

**Table 11.**

*Paired Samples T Test- Cultural Knowledge*

Paired Samples T-Test							
Measure 1		Measure 2	t	df	p	Cohen's d	SE Cohen's d
Pretest	-	Posttest	-16.981	36	< .001	-2.792	0.452

*Note.* Student's t-test.

### 3.3.2 Descriptive Statistics

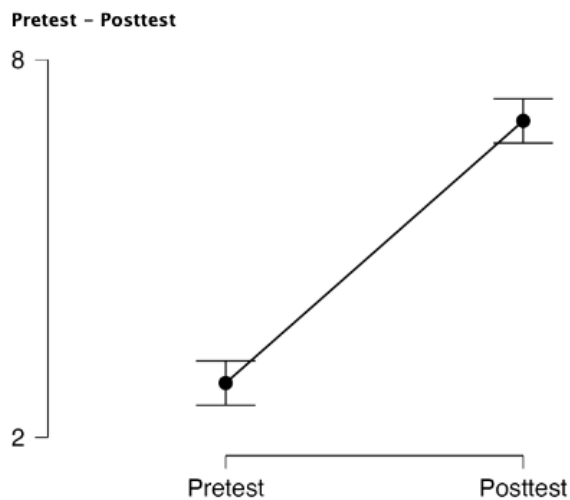
Descriptive statistics can help give a clearer image of the change in students' scores from the onset of the study to its conclusion. The descriptive analysis of the pretest and posttest was done using a paired samples t test. The descriptives for individual relevant questions of the pre-questionnaire and postquestionnaire are provided to better understand the relationship between students knowledge and self-assessed knowledge of Australia.

Students' pretest and posttest scores, which were intended to reflect their cultural knowledge of Australia, increased by approximately four points on a test where they could achieve eight points maximum (please see Table 12). The mean increased (from  $M=2.865$  in the pre-questionnaire to  $M=7.027$  in the post-questionnaire) as well as the standard deviation (from  $SD=1.330$  for the pretest to  $SD=1.171$  in the posttest). The increase in results from the pretest to the posttest is visually represented with a plot diagram (see Figure 13).

**Table 12.**  
*Descriptive Statistics- Cultural Knowledge*

Descriptives					
	N	Mean	SD	SE	Coefficient of variation
Pretest	37	2.865	1.171	0.192	0.409
Posttest	37	7.027	1.230	0.202	0.175

**Figure 13.**  
*Plot Diagram- Changes in Cultural Knowledge*



The descriptive analysis of relevant pre-questionnaire and post-questionnaire questions is also given. These are questions three, four, five, six, eight and 16 of the pre-questionnaire and post-questionnaire (please see Appendix C and Appendix D).

In the third question of the pre- and post-questionnaire, students were asked which cultures they had learnt about in their ESL classes (please see question three in Appendix C and Appendix D). In the pre-questionnaire, three said they had not learnt about any cultures in their classrooms. One person said they had learnt about Canadian and Australian culture. Out of the remaining 33

participants, 24 said that they had only learnt about British culture and eight stated that they learnt about British and American culture. In the post-questionnaire, 25 participants said that they had learnt about Australian culture. The total number of participants who said that they had learnt about British culture decreased from 33 participants to 17. The number of students who stated that they have learnt about American Culture decreased from nine to eight (please see Table 13).

**Table 13.**

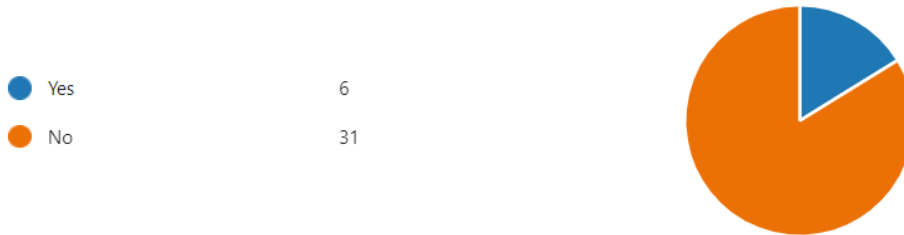
*Learnt English Speaking Cultures- Results*

Chosen answer	Number of students who chose the answer	
	Pre-questionnaire	Post-questionnaire
American Culture (United States of America)	8	9
British Culture (United Kingdom of Great Britain and Northern Ireland)	33	17
Canadian Culture (Dominion of Canada)	1	1
Australian Culture (the Commonwealth of Australia)	1	25
None of the above	4	2

The fourth question of the pre-questionnaire and post-questionnaire asked students if their textbooks allowed them to learn about the culture of the Commonwealth of Australia (please see question four in Appendix C and Appendix D). In the prequestionnaire, 31 out of 37 students reported that they could not learn about the Commonwealth of Australia from their textbooks (please see Figure 14). In the post-questionnaire, 32 out of 37 participants said their school textbooks do not allow them to learn about Australia (please see Figure 15).

**Figure 14.**

*Australia in EFL Textbooks- Pre-Questionnaire*



**Figure 15.**

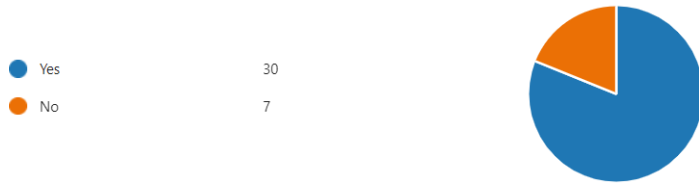
*Australia in EFL Textbooks- Pre-Questionnaire*



Questions five and six of the pre- and post-questionnaire asked students whether they could find Australia on a map and recognize the Australian flag, respectively (please see questions five and six in Appendix C and Appendix D). In the pre-questionnaire, 81% of participants said that they could recognize Australia on a map (please see Figure 16), and 76% claimed that they could recognize the Australian flag (please Figure 17). In the post-questionnaire, there was an increase in the number of participants who thought that they could find Australia on a map and that they could recognize Australia's flag. More particularly, 97% of the participants said that they could find Australia on a map (please see Figure 18) and 95% stated that they could recognize Australia's flag (please see Figure 19).

**Figure 16.**

*Australia's Geographic Location- Pre-Questionnaire*



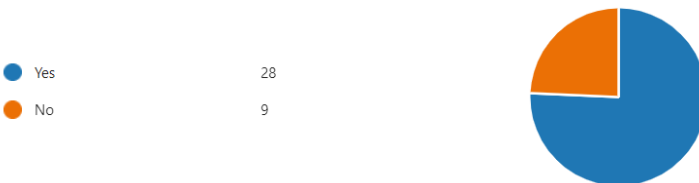
**Figure 17.**

*Australia's Geographic Location- Post-Questionnaire*



**Figure 18.**

*Australia's Flag- Pre-Questionnaire*



**Figure 19.**

*Australia's Flag- Post-Questionnaire*



Pre- and post-questionnaire questions five and six corresponded to pretest and posttest questions one and two, respectively. Pretest results showed that 68% of students were able to

locate Australia on a map (please see Figure 20). Results for the question asking students to identify Australia’s flag showed a lower number of students were able to do so, 11% (please see Figure 21). The posttest showed that 86% of the students were able to correctly locate Australia on a map (please see Figure 22) and 97% were able to recognize Australia’s flag ( please see Figure 23).

**Figure 20.**

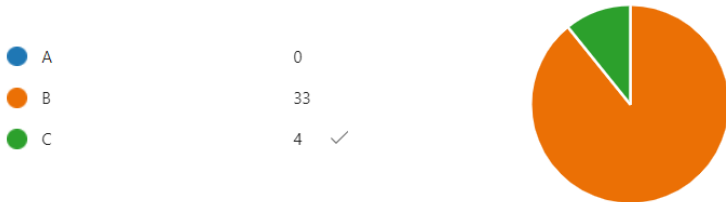
*Australia's Geographic Location- Pretest*



*Note. The orange section of the pie chart corresponds to the correct answer (B).*

**Figure 21.**

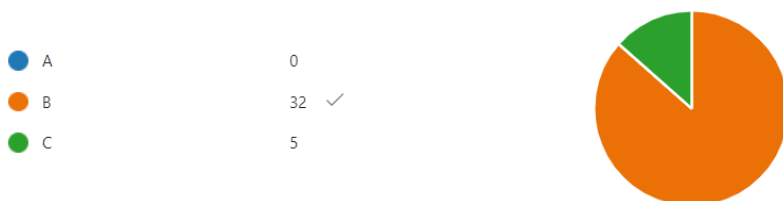
*Australia's Geographic Location- Posttest*



*Note. The green section of the pie chart corresponds to the correct answer (C).*

**Figure 22.**

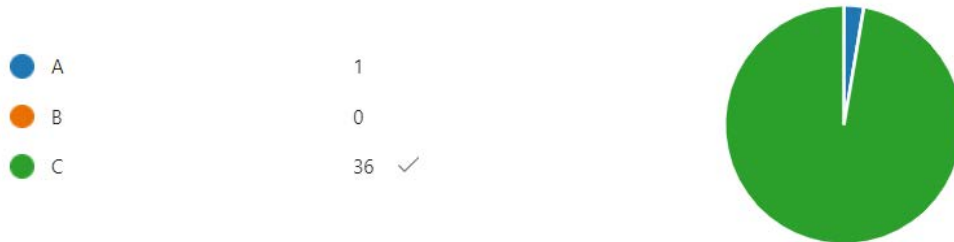
*Australia's Flag- Pretest*



*Note. The orange section of the pie chart corresponds to the correct answer (B).*

**Figure 23.**

*Australia's Flag- Posttest*



*Note. The green section of the pie chart corresponds to the correct answer (C).*

Students were asked about their self-assessed knowledge of Australia in question eight of the pre-questionnaire and post-questionnaire (please see question eight in Appendix C and Appendix D). In regards to the pre-questionnaire, 51% disagreed with the statement “I think I know a lot about Australia (the Commonwealth of Australia),” 32% were neutral, 11% strongly disagreed and 5% agreed (please see Figure 24). In the post-questionnaire, 51% of students were neutral, 32% disagreed, 11% agreed, 3% strongly agreed and 3% strongly disagreed (please see Figure 25). Overall, there was a decrease in the number of students who strongly disagreed and disagreed and an increase in the number of students who were neutral, agreed and strongly agreed.

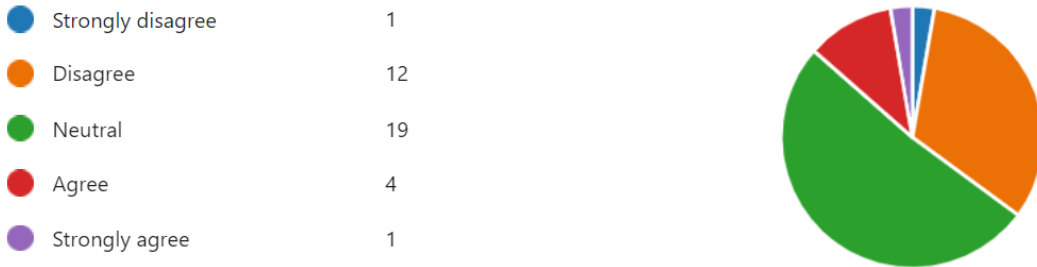
**Figure 24.**

*Self-Assessed Knowledge of Australia- Pre-Questionnaire*



**Figure 25.**

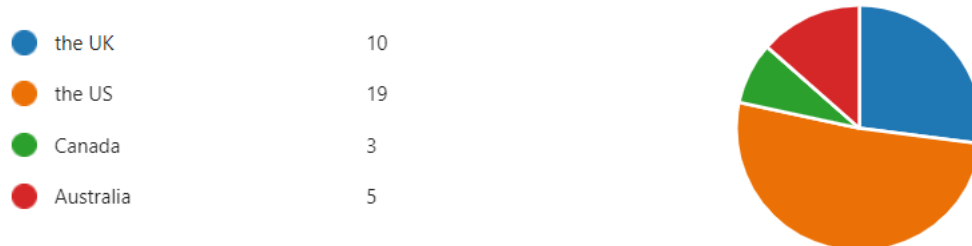
*Self-Assessed Knowledge of Australia- Post-Questionnaire*



Question 16 in the pre- and post-questionnaire asked students to choose one country they would want to visit (please see question 16 in Appendix C and Appendix D). When choosing which English-speaking country they would like to visit in the pre-questionnaire, 51% of participants said that they would visit the US. Out of the remaining 49%, 27% said that they would visit the UK, 14% said that they would visit Australia and 8% said that they would visit Canada (please see Figure 26). For the same question in the post-questionnaire, 51% of participants said that they would like to visit the US. The remaining 49% was made up of 14% who wanted to visit Canada, 16% who wanted to visit Australia, and 19% who wanted to visit the UK (please see Figure 27).

**Figure 26.**

*Countries Students Would Visit – Pre-Questionnaire*



**Figure 27.**

*Countries Students Would Visit – Post-Questionnaire*

● the UK	6
● the US	19
● Canada	5
● Australia	7



## CHAPTER 4: DISCUSSION

This section covers the potential significance and implication of the findings, as well as the study's limitations and suggestions for future research. The section discusses the inferential statistics and how they relate to the study's research questions and hypothesis statements. Furthermore, a discussion of the descriptive statistics is provided to better the understanding of how the intervention affected the particular group of participants.

### 4.1 Potential Significance of the Findings

The potential findings of the study are divided into three subsections corresponding to the three hypotheses and research questions. The subsections include a discussion of the paired samples t tests that indicate the significance of the data, the descriptive data that allows for a better understanding of the participants' perceptions of the intervention, and the qualitative data.

#### *4.1.1 Section 1: Data related to the Effect on Motivation*

This section is concerned with the portion of the data that helps to understand the possible effect of the intervention on students' self-assessed language learning motivation. This section addresses the first research question, null hypothesis and alternative hypothesis. The first null hypothesis ( $H_{0,1}$ ) proposes that teaching Australian culture in the EFL classroom does not lead to changes in students' self-assessed motivation for learning the language. On the contrary, the first alternative hypothesis ( $H_{a,1}$ ) states that there is a change in student's language learning motivation as a result of teaching Australian culture in the EFL classroom.

The paired samples t-test analysis of the relevant pre- and post-questionnaire questions for the study's sample ( $N=37$ ) indicates that the teaching of Australian culture in the EFL classroom had a significant effect on students' self-assessed language learning motivation ( $t(36)=-3.264$  and

$p=0.002$ ) (please see Table 3). Consequently, the results of the study support  $H_{a.1}$ . Cohen's  $d$  being  $-0.537$  suggests that the effect on student motivation from the onset of the study to its conclusion was positive. The positive effect of the practical portion of the study can also be seen in the increase of the mean, from 14.351 for the pre-questionnaire to 15.973 for the post-questionnaire (please see Table 4 and Figure 1).

Interestingly, the descriptive analysis of the individual questions points to there being a decrease in indicators for certain types of motivation for individual students even though the data indicates that there was a potential increase in the motivation of the class as a whole. This decrease can be seen in:

- 1) A slight increase in the number of students who found learning about Australia boring (see Table 5),
- 2) A decrease in students who agreed that learning about Australia was helpful for future work prospects (see Figures 2 and 3),
- 3) A slight decrease in the number of students who wanted to visit an English-speaking country (see Table 6), and
- 4) A decrease in the number of students who agreed with English being useful in the context of finding work in the future.

A possible reason for an indication of an overall increase in motivation, but a decrease in particular types of motivation for individual students can be explained by the intervention not addressing the interests of all students due to its length.

#### ***4.1.2 Section 2: Data Related to the Effect on ICC Awareness***

This section discusses the data that implies whether there was a possible effect of the intervention on students' self-assessed ICC awareness. This section is concerned with data related to the second research question, null hypothesis and alternative hypothesis. The second null hypothesis ( $H_{0,2}$ ) claimed that the effect of teaching Australian culture on students' self-assessed ICC awareness would not be significant. The second alternative hypothesis ( $H_{a,2}$ ) posited that the teaching of Australian culture in the EFL classroom would lead to significant differences in students' self-assessed ICC awareness.

The statistical analysis of the relevant pre- and post-questionnaire questions suggests that there was not a significant change in students' ICC awareness from the onset to the conclusion of the study. The results of the paired samples t test,  $t(36)=-1.076$  and  $p=0.289$ ) and a low Cohen's  $d$  of  $-0.177$  (see Table 7), are in support of  $H_{0,2}$ . The descriptive findings of this section of the study show that there is an increase in the mean, from 14.919 in the pre-questionnaire to 15.324 in the post-questionnaire (see Table 8), but that it is slight.

A possible explanation for the insignificant results can be found when taking into consideration the qualitative data of the class discussion. The qualitative data indicates that students' previous EFL education provided them with limited opportunities for developing ICC (Please see 3.2.3 Qualitative Data). Since developing ICC involves a complex process that involves students' attitudes and skills, one class might be too short of a period. Especially when students have not been faced with ICC education in their EFL lessons before.

### ***4.1.3 Section 3: Data related to the effect on cultural knowledge***

Data that posits whether the effect of the intervention on cultural knowledge was significant is discussed in this section. This section addresses information related to the third research question, null hypothesis statement and alternative hypothesis statement. The third null hypothesis statement ( $H_{0,3}$ ) stated that the teaching of Australian culture would not have a significant effect on students' Commonwealth of Australia cultural knowledge. The third alternative hypothesis ( $H_{a,3}$ ) posited that the effect of teaching about Australian culture would have a significant effect on student's cultural knowledge of the Commonwealth of Australia.

The paired samples t-test analysis of the pretest and posttest results suggested there was a statistically significant difference between the pretest and posttest results,  $t(36) = -16.981$ ,  $p < .001$ , with a very high effect size (see Table 11 below). The findings of the study support  $H_{a,3}$  since they indicate that teaching Australian culture in the EFL classroom has a significant effect on students' Australian cultural knowledge.

The descriptive analysis of the overall scores indicates that the effect of teaching Australian culture on cultural knowledge is positive. The mean score of the students' answers increases from  $M=2.865$  for the pretest to  $M=7.027$  for the posttest (please see Table 12 and Figure 13).

Furthermore, the descriptive analysis of the individual questions can contribute to the understanding of students' possible perceptions of Australian cultural knowledge. Students' lack of knowledge about Australia can be seen in 51% of students disagreeing with the statement "I think I know a lot about Australia" (please see Figure 24). Additionally, the pre-questionnaire shows that only one student thought that they had learnt about Australia in EFL lessons prior to the intervention (please see Table 13). Another indicator of students' lack of learning about culture

in the EFL classroom can be seen in 31/37 students in the pre-questionnaire (please see Figure 14) and 32/37 students (please see Figure 15) not viewing their EFL textbooks as a source of cultural information related to Australia.

An interesting comparison can be made between the number of students who claimed that they could find Australia on a map and recognize Australia's flag on the pre-questionnaire and the number of students who were able to do so on the pretest. Although 81% of the participants said that they could see Australia on a map in the pre-questionnaire (please see Figure 16), 68% were actually able to do so on the pretest (see Figure 20). When it comes to being able to identify the Australian flag, 76% of participants said that they could do so (please see Figure 17) while 11% successfully identified the flag in the pretest (please see Figure 21). The discrepancies in the pre-questionnaire and pretest answers could indicate that students are unfamiliar with information about Australia and lack the ability to properly self-assess their cultural knowledge.

#### **4.2 Limitations of the Study**

First, the information given during the class was limited by the time allotment for the intervention session. Consequently, students were not able to focus on all aspects of Australian culture that they were not familiar with and even the material covered was fairly surface-level. In particular, students did not learn about Australia's external states and were not able to explore other pronunciation differences in Australian English apart from the pronunciation of /o/ in certain words. It should also be acknowledged that time limitations resulted in the cultural and linguistic diversity of Australia not being acknowledged. So that the rich history and multiculturalism of English-speaking regions are not oversimplified, culture should be regularly included in EFL curriculums.

Second, a further limitation is the fact that the teacher is a non-native speaker of English with an American accent who has never been to Australia. Students were only exposed to Australian pronunciation through videos and would only be able to learn what the teacher had learnt about Australia. Still, the class taking place shows that the inclusion of English culture in the EFL classroom does not only have to be done when a native speaker is available. These classes require additional classroom preparation on the part of the teacher especially when they are about cultures that the teacher might not be as familiar with, but are not exclusive only to native speakers.

Third, the study could only address students' self-assessed increase in ICC awareness. The study did not include pre- and post-intercultural behaviour assessment. The combination of the time limitation and the students' lack of previous ICC development meant that testing for specific elements connected with intercultural communicative competencies was challenging. Students' lack of pre-study development of ICC can be seen in their and their teachers' claims that their learning about culture in the EFL classroom is limited.

Lastly, due to time limitations, the study's intervention consisted of the integration of cultural texture into one vocabulary lesson. How teaching culture affects students' needs and interests when the class covers grammar that is to be tested as part of the school course assessment could result in a different effect on student motivation.

#### **4.3 Suggestions for Further Research**

This study's results indicated that teaching Australian culture had a significant effect on student motivation and cultural knowledge, but an insignificant effect on students' ICC awareness. Future studies could focus on teaching particular elements, or one element, of intercultural communicative competencies through the inclusion of an Anglophone culture in EFL lessons. Limiting the focus of the study to a predefined ICC element could allow students to better identify

their level of ICC and could make the testing of the specified aspect of ICC achievable within a limited window of time. Moreover, further research can take advantage of the linguistic situation in Catalonia which results in students already being exposed to a plurilingual environment. Studies can take advantage of the fact that students can look for pragmatic and cultural differences among Spain's different regions and apply this knowledge to the understanding of the scope of ICC.

What the study included as the cultural information taught to students was limited. Future studies could address the effect of Australian culture with the inclusion of more specific cultural characteristics. For example, future studies could address Australian slang, a more detailed look at Australia's wildlife, and a lesson about the indigenous communities in Australia. A challenge of the intervention section of the procedure was choosing which materials to include. Since the students' English teacher had stated that they were not familiar with Australian culture, the researcher chose to include an explicit introduction to the country. Regular inclusion of cultural material related to Australia could mean that such explicit instructions are not necessary and that aspects of culture and everyday life that are more interesting to the students' age group can be included. For example, while learning about the same topic as was done during the intervention, the teacher could plan a lesson focusing completely on sports and ask the students to compare the rules of Australian football and soccer. Students could be given a list of rules for Australian football and asked to find a list of soccer rules on their own.

## CHAPTER 5: CONCLUSION

This study explored the effect of teaching Australian culture in the EFL classroom on students' self-assessed motivation, ICC awareness and Australian cultural knowledge. To do so, the study built on previous research and relevant theories in the fields of motivation and ICC in EFL. The intervention lesson plan attempted to integrate tasks that were in line with students' interests, as suggested by Ur (2012), while focusing on aspects of culture that can be used for intercultural exploration, in line with Corbett (2003). The study's pre- and post-questionnaires included questions on integrative and instrumental motivation (Brown, 2007) and task motivation (Byram, 1989). The study incorporated ICC by using teaching materials to show differences and similarities between Catalonia, Spain, and Australia. Teaching materials were used to teach about the everyday life in and nature and geography of the Commonwealth of Australia. Following information on cultural material design (Cullen & Sato, 2000), the study included multimedia materials in the form of videos.

The data collection instruments of the quantitative data of the study were a pre-questionnaire, post-questionnaire, pretest and posttest. Qualitative data was collected through a post-intervention class discussion. The quantitative data was analyzed in JASP using a paired samples t test and descriptively. On the one hand, the findings of the study indicate that the effect of teaching Australian culture in the EFL classroom on students' self-assessed English language learning motivation and Australian cultural knowledge is statistically significant and leads to an increase. On the other hand, the study's findings suggest that the effect of teaching Australian culture in the EFL classroom on students' self-assessed ICC awareness are statistically insignificant, although there is a slight increase in the questionnaire and test results.

The time limitations and students' unfamiliarity with Australian culture meant that the class content was limited. Due to the importance of English language learning and ICC for young people's future prospects, there is a need for a better understanding of the role of culture and ICC skill integration on language learning motivation. Language learning motivation is a key element for student EFL success and should be explored further as students' interests and needs change in the global world. ICC skills involve a range of related elements that can be explored in further EFL research.

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# Appendix A

## Consent form



UNIVERSITAT  
ROVIRA I VIRGILI

### Full de consentiment informat

**Títol de l'estudi:**<sup>1</sup> The Effect of Teaching Australian Culture on Language Learning Motivation amongst 3rd Level ESO Students in Catalonia, Spain

**Dades de contacte de l'investigador principal:**<sup>2</sup> Alekksandra Bozovic, +34642947488, aleksandra.bozovic998@gmail.com, C/ de Santa Joaquina de Vedruna, 5, Tarragona, Catalunya, Espanya

**Informació universitària:** Universitat Rovira i Virgili, University Master's Degree in Teaching and Learning English as a Foreign/Second Language, (+34) 977 77 99 44, master@urv.cat, Av. Catalonia, 35, Tarragona, Catalunya, Espanya

#### Grup de recerca, si escau:

Jo .....<sup>3</sup> amb DNI .....

- He llegit el full d'informació al participant sobre l'estudi del qual se m'ha entregat una còpia.
- He pogut fer preguntes i resoldre els meus dubtes sobre l'estudi i la meva participació.
- Compréc la meva participació a l'estudi d'acord amb allò expressat al full d'informació al participant sobre l'estudi i de les respostes a les meves preguntes, així com els riscos i beneficis que comporta.
- Accepto que la meva participació és voluntària i dono lliurement la meva conformitat per participar a l'estudi.
- Conec que em puc retirar en qualsevol moment de la participació a l'estudi sense que això em pugui causar cap perjudici.
- Estic informat sobre el tractament que es realitzarà de les meves dades personals.
- Dono el meu consentiment per a l'accés i utilització de les meves dades en les condicions detallades al full d'informació al participant sobre l'estudi.  
 Sí  No
- <sup>4</sup>Dono el meu consentiment per a la difusió de les meves dades personals junt amb la publicació dels resultats de l'estudi.  
 Sí  No
- Un cop finalitzada la investigació, és possible que les dades obtingudes siguin d'interès per a altres estudis relacionats. En relació amb això, s'ofereixen les següents opcions:  
 **NO autoritzar** l'ús de les seves dades en altres projectes d'investigació relacionats.

<sup>1</sup> Del projecte de recerca, Tesi Doctoral, TFG o TFM. Si existeix, incloure també el codi o referència de l'estudi.

<sup>2</sup> Indicar les dades de contacte de l'investigador principal; nom, telèfon, correu electrònic i ubicació física.

<sup>3</sup> Indicar el nom i cognoms del participant.

<sup>4</sup> Només si en els resultats de l'estudi que es publicaran apareix el nom de les persones o dades que permetin identificar la persona, així com la seva imatge o la seva veu sense tècniques d'anonimització.



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ROVIRA I VIRGILI

**Sí autoritzar** l'ús de les seves dades en altres projectes d'investigació relacionats.

- <sup>5</sup>Un cop finalitzada la investigació, és possible que hi hagi mostra sobrant. En relació a aquestes, s'ofereixen les següents opcions:

La **destrucció** de la mostra sobrant.

La seva **utilització en futurs projectes** d'investigació biomèdica relacionats amb el mateix tema

<sup>6</sup> I per expressar aquest consentiment, el participant signa en data ..... i lloc ..... aquest full de consentiment:

Signatura del participant .....

<sup>7</sup> I per expressar aquest consentiment, el representant legal del participant signa en data ..... i lloc ..... aquest full de consentiment:

Nom del representant legal.....

Relació del representant legal amb el participant .....

Signatura del representant legal .....

---

<sup>5</sup> Si no hi ha tractament de mostres biològiques es pot eliminar.

<sup>6</sup> Si el participant pot prestar lliurement el consentiment utilitzar aquest redactat fins a la següent nota el redactat del qual es pot eliminar.

<sup>7</sup> Si el participant no pot llegir o escriure, és menor de 14 anys o per qualsevol altre motiu no pot prestar lliurement el consentiment és necessari que el seu consentiment el presti el tutor o representant legal. En aquest cas utilitzarem aquest redactat i eliminarem el corresponent a la nota anterior.



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## Projectes de recerca / Tesis doctorals / Treballs de Fi de Màster / Treballs de Fi de Grau de la URV

### Informació bàsica de protecció de dades

#### Informació bàsica sobre protecció de dades (format tabular)

INFORMACIÓ DE PROTECCIÓ DE DADES PERSONALS	
<b>Responsable</b>	El responsable del tractament de les seves dades personals és la Universitat Rovira i Virgili amb CIF Q9350003A i amb domicili fiscal al carrer de l'Escorxador, s/n, 43003 de Tarragona.
<b>Finalitat</b>	Participar en l'estudi del Treball Final de Grau o de Màster <sup>8</sup> en els termes que es descriuen al full d'informació al participant. En el cas que l'estudi prevegi la publicació, difusió i reutilització dels resultats obtinguts incloent dades personals, les dades personals seran utilitzades per a aquesta finalitat sempre que l'interessat hagi atorgat el seu consentiment.
<b>Drets</b>	Pot exercir els drets d'accés, rectificació, supressió, portabilitat, limitació o oposició al tractament, mitjançant un escrit adreçat al Registre General de la URV a la mateixa adreça del domicili fiscal o mitjançant la seva presentació al Registre General de la Universitat, presencialment o telemàtica, segons s'indica a <a href="https://seuelectronica.urv.cat/registre.html">https://seuelectronica.urv.cat/registre.html</a> .
<b>Informació addicional</b>	Pot consultar informació addicional sobre aquest tractament de dades personals denominat Treballs de Fi de Grau o de Màster de la URV <sup>9</sup> i els seus drets al Registre d'Activitats del Tractament de la URV publicat a <a href="https://seuelectronica.urv.cat/rgpd">https://seuelectronica.urv.cat/rgpd</a> on també s'hi pot consultar la Política de Privacitat de la URV. Així mateix, pot consultar aquesta informació al Full d'informació al participant sobre l'estudi. Addicionalment, pot adreçar als nostres delegats de protecció de dades qualsevol consulta sobre protecció de dades personals a la direcció de correu electrònic del <a href="mailto:dpd@urv.cat">dpd@urv.cat</a> .

<sup>8</sup> Indicar "el projecte de recerca" en el cas que es tracti d'un projecte de recerca, "l'estudi de la Tesis Doctoral" en el cas que es tracti d'una tesi doctoral o "l'estudi del Treball Final de Grau o de Màster" en el cas que es tracti d'un TFG o TGM.

<sup>9</sup> Indicar en cursiva "Projectes de recerca de la URV", "Treballs de Fi de Grau o de Màster de la URV" o "Tesis Doctorals de la URV" segons correspongui

# Appendix B

## Pre-Questionnaire and Post-Questionnaire Questions Divided into Categories

### Motivation

#### Question 11

##### Prequestionnaire

11. Learning about Australia (the Commonwealth of Australia) in my English classes would be (choose all that apply): \*

- Fun
- Interesting
- Enjoyable
- Boring
- Useful
- Useless

##### Postquestionnaire

11. Learning about Australia (the Commonwealth of Australia) in my English class was (choose all that apply): \*

- Fun
- Interesting
- Enjoyable
- Boring
- Useful
- Useless

#### Question 12

##### Prequestionnaire and Postquestionnaire

12. Learning about Australian culture will help me work in Australia or with Australian clients when I start working \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

#### Question 15

##### Prequestionnaire and Postquestionnaire

15. I learn English because (chosed all that apply) \*

- It is one of my school lessons
- It will help me find a job when I am older
- It allows me to watch movies in English
- I would like to live in an English-speaking country
- I would like to visit an English-speaking country

**Question 17**

**Prequestionnaire**

17. I enjoy the activities in my English classes.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**Postquestionnaire**

17. I enjoyed the activities in the English class about Australia

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**Question 18**

**Prequestionnaire and Postquestionnaire**

18. It is important to study English because it helps you find a job.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**ICC**

**Question 7**

**Prequestionnaire and Postquestionnaire**

7. I enjoy learning about other cultures.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree

### Question 13

#### Prequestionnaire

13. Learning about Australian culture would help me see how Australia is different from my country. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

#### Postquestionnaire

13. Learning about Australian culture helped me see how Australia is different from my country. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

### Question 14

#### Prequestionnaire

14. Learning about Australian culture would help me see how Australia is similar to my country.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

#### Postquestionnaire

14. Learning about Australian culture helped me see how Australia is similar to my country.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**Question 19**

**Prequestionnaire and Postquestionnaire**

19. It is important to study English because it allows you to understand other cultures better.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**Additional questions**

**Question 3**

**Prequestionnaire and Postquestionnaire**

3. In English classes, I have learnt about (circle all that apply): \*

- American Culture (United States of America)
- British Culture (United Kingdom of Great Britain and Northern Ireland)
- Canadian Culture (Dominion of Canada)
- Australian Culture (the Commonwealth of Australia)
- None of the above

**Question 4**

**Prequestionnaire and Postquestionnaire**

4. My school textbook allows me to learn about Australian (the Commonwealth of Australia's) culture. \*

- Yes
- No

**Question 5**

**Prequestionnaire and Postquestionnaire**

5. I can find Australia (the Commonwealth of Australia) on a map

- Yes
- No

**Question 6**

**Prequestionnaire and Postquestionnaire**

6. I can recognize the Australian (the Commonwealth of Australia's) flag.

- Yes
- No

**Question 8**

**Prequestionnaire and Postquestionnaire**

8. I think I know a lot about Australia (the Commonwealth of Australia).

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**Question 16**

**Prequestionnaire and Postquestionnaire**

16. I would like to visit<sup>1</sup>

- the UK
- the US
- Canada
- Australia

**Were not analyzed**

**Question 9**

**Prequestionnaire and Postquestionnaire**

9. I do not know about Australia (the Commonwealth of Australia), but I wish to learn more.<sup>2</sup>

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**Question 10**

**Prequestionnaire and Postquestionnaire**

10. I do not know a lot about Australia (the Commonwealth of Australia) and I do not want to learn about it.<sup>3</sup>

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

# Appendix C

## Pre-Questionnaire Questions

### Prequestionnaire

\* Required

1. Gender \*

- Man
- Woman
- Prefer not to say

2. Full name \*

3. In English classes, I have learnt about (circle all that apply): \*

- American Culture (United States of America)
- British Culture (United Kingdom of Great Britain and Northern Ireland)
- Canadian Culture (Dominion of Canada)
- Australian Culture (the Commonwealth of Australia)
- None of the above

4. My school textbook allows me to learn about Australian (the Commonwealth of Australia's) culture. \*

- Yes
- No

5. I can find Australia (the Commonwealth of Australia) on a map \*

- Yes
- No

6. I can recognize the Australian (the Commonwealth of Australia's) flag. \*

Yes

No

7. I enjoy learning about other cultures. \*

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

8. I think I know a lot about Australia (the Commonwealth of Australia). \*

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

9. I do not know about Australia (the Commonwealth of Australia), but I wish to learn more. \*

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

10. I do not know a lot about Australia (the Commonwealth of Australia) and I do not want to learn about it. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

11. Learning about Australia (the Commonwealth of Australia) in my English classes would be (choose all that apply): \*

- Fun
- Interesting
- Enjoyable
- Boring
- Useful
- Useless

12. Learning about Australian culture will help me work in Australia or with Australian clients when I start working \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

13. Learning about Australian culture would help me see how Australia is different from my country. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. Learning about Australian culture would help me see how Australia is similar to my country. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15. I learn English because (chose all that apply) \*

- It is one of my school lessons
- It will help me find a job when I am older
- It allows me to watch movies in English
- I would like to live in an English-speaking country
- I would like to visit an English-speaking country

16. I would like to visit \*

- the UK
- the US
- Canada
- Australia

17. I enjoy the activities in my English classes. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

18. It is important to study English because it helps you find a job. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. It is important to study English because it allows you to understand other cultures better. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

---

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# Appendix D

## Post-Questionnaire Questions

### Postquestionnaire

\* Required

1. Gender \*

- Man
- Woman
- Prefer not to say

2. Full name \*

3. In English classes, I have learnt about (circle all that apply): \*

- American Culture (United States of America)
- British Culture (United Kingdom of Great Britain and Northern Ireland)
- Canadian Culture (Dominion of Canada)
- Australian Culture (the Commonwealth of Australia)
- None of the above

4. My school textbook allows me to learn about Australian (the Commonwealth of Australia's) culture. \*

- Yes
- No

5. I can find Australia (the Commonwealth of Australia) on a map \*

- Yes
- No

6. I can recognize the Australian (the Commonwealth of Australia's) flag. \*

Yes

No

7. I enjoy learning about other cultures. \*

Strongly Disagree

Disagree

Neutral

Agree

Strongly agree

8. I think I know a lot about Australia (the Commonwealth of Australia). \*

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

9. I do not know about Australia (the Commonwealth of Australia), but I wish to learn more. \*

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

10. I do not know a lot about Australia (the Commonwealth of Australia) and I do not want to learn about it. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

11. Learning about Australia (the Commonwealth of Australia) in my English class was (choose all that apply): \*

- Fun
- Interesting
- Enjoyable
- Boring
- Useful
- Useless

12. Learning about Australian culture will help me work in Australia or with Australian clients when I start working \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

13. Learning about Australian culture helped me see how Australia is different from my country. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. Learning about Australian culture helped me see how Australia is similar to my country. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15. I learn English because (chose all that apply) \*

- It is one of my school lessons
- It will help me find a job when I am older
- It allows me to watch movies in English
- I would like to live in an English-speaking country
- I would like to visit an English-speaking country

16. I would like to visit \*

- the UK
- the US
- Canada
- Australia

17. I enjoyed the activities in the English class about Australia \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

18. It is important to study English because it helps you find a job. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. It is important to study English because it allows you to understand other cultures better. \*

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

---

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 Microsoft Forms

# Appendix E

## Pretest and Posttest

1. Name \*

2. Chose the image that shows Australia (the Commonwealth of Australia) (1 Point)



A



B



C

3. Chose the picture that shows the flag of the Commonwealth of Australia (1 Point)



A



B



C

4. Which is the capital of Australia (1 Point)

Canberra

Sydney

5. Which animals are symbols of Australia (1 Point)

Kangaroo

Pigeon

Wolf

Koala

6. How many states are there in Australia? (1 Point)

7. How many internal territories are there in Australia? (1 Point)

8. The name of one Australian TV show: (1 Point)

9. Chose the animals you can find in the Great Barrier Reef (1 Point)

- Koala
- Kangaroo
- Fish
- Turtle

---

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# Appendix F

## Slides Used During the Presentation Section of the Intervention

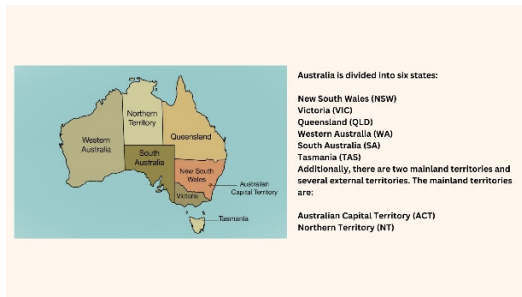
Slide 1



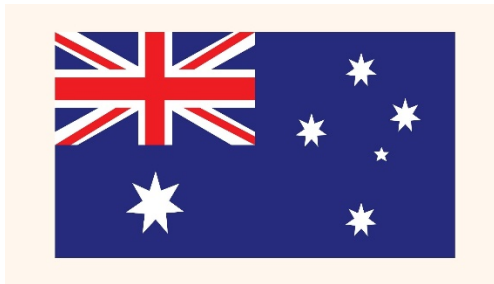
Slide 2



Slide 3



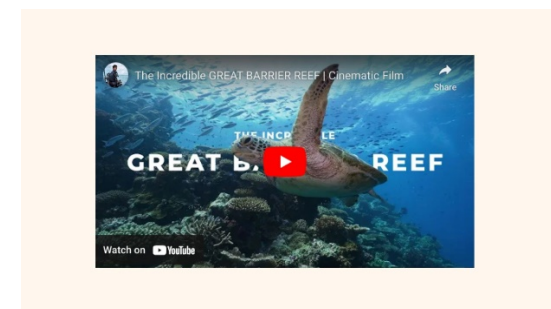
Slide 4



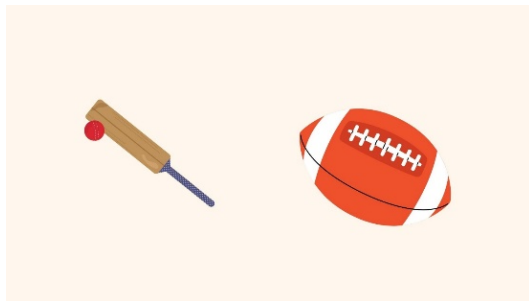
Slide 5



Slide 6



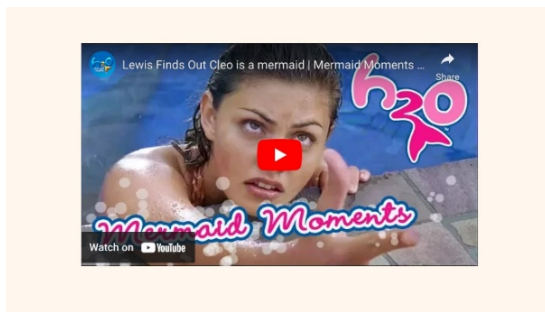
Slide 7



Slide 8



Slide 9



Slide 10

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# Appendix G

## Matching Activity Used During the Intervention

Match the picture to the correct word:

Surfing



Camping



Hiking



Fishing



Cycling



Painting



Acting



Cooking



Kayaking



Knitting




Writing poetry

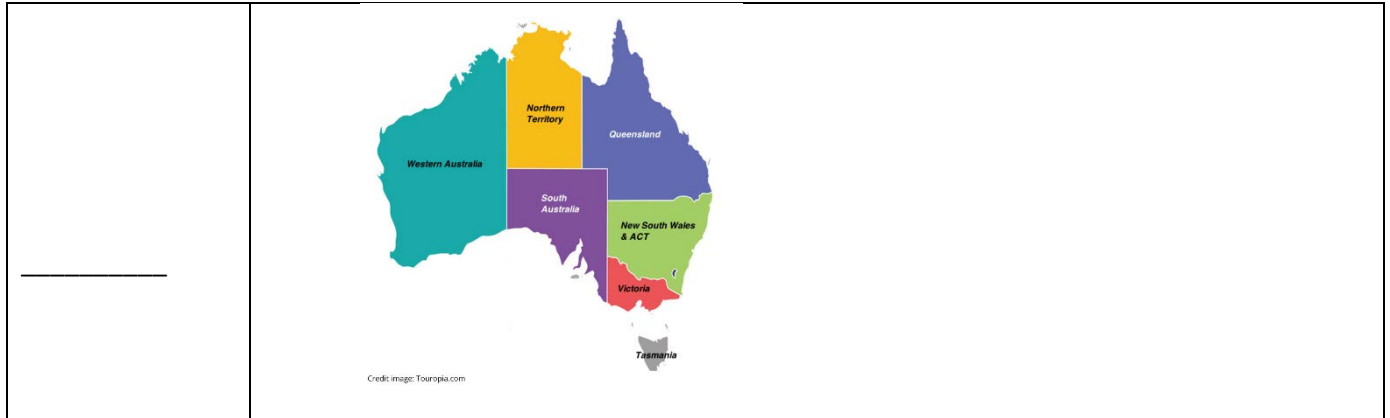


## Appendix H

### Reading Activity Used During the Intervention

1. Before reading the text, do the matching activity below:

<p>In what part of Australia is Sydney?</p> <p>_____</p>	<p>A. Bush dancing is Australia’s version of country dancing.</p>
<p>What is the Capital of Australia?</p> <p>_____</p>	<p>B. The Great Barrier Reef is a site of remarkable variety and beauty on the north-east coast of Australia. It contains the world's largest collection of coral reefs, with 400 types of coral, and 1,500 species of fish (UNESCO, World Heritage Convention).</p>
<p>What is Bush dancing?</p> <p>_____</p>	<p>C. The capital of Australia is Canberra.</p> 
<p>What is the Great Barrier Reef?</p>	<p>D. Sidney is a city in New South Wales, a part of Australia.</p>



## 2. Read the text below

Lucy and Jane are best friends. They live in Sydney, but they want to move to Canberra, the capital of Australia. Even though Lucy and Jane are best friends, they are very different.

Lucy likes to do indoor activities. She's scared of the sea, so she hates kayaking. She never kayaks when she goes to the Sydney Harbour. She is in her school's drama club and she wants to be an actress when she grows up. She will be a famous actress and act in TV shows like "H2O: Just Add Water." Lucy enjoys reading and writing poetry. Her favorite poet is Banjo Peterson. Lucy dislikes hiking and camping, but she went to the Blue Mountains in New South Wales for Jane's birthday last year.

Jane loves to be outside. She plays soccer every day after school. She doesn't like cricket, even though it is one of the most popular sports in Australia. When she grows up, Jane wants to play for the Matildas, also called the Tillies. Jane also likes other outdoor activities like fishing, cycling and especially surfing. She goes to Queensland with her dad to surf and fish. They go fishing in the Great Barrier Reef and surfing on the Gold Coast. Jane goes Bush dancing with her mom on the Weekends. Jane dislikes going to galleries, but Lucy likes to paint and learn about art. For Lucy's birthday, Jane went to the Art Gallery of New South Wales in Sydney.

**3. Answer the following questions:**

1. In what city do Lucy and Jane live?

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2. To what city do they want to move to?

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3. Who is Lucy's favourite author?

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4. Where did Lucy and Jane go for Jane's birthday?

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5. What sports team does Jane want to play for?

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6. Where did Lucy and Jane go for Lucy's birthday?

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7. What sport does Jane not like? Is it a popular sport in Australia?

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## Appendix I

### Presentation information and slides

Taught item	Information and source	Corresponding slide
The full name of the Commonwealth of Australia.		Please see Slide 2 in Appendix F in the Appendices.
Australian states and territories.	Australia contains six states, two internal territories and six external territories ("States, territories, and capitals of Australia at a glance," n.d.).	Please see Slide 3 in Appendix F in the Appendices.
The Australian Flag.	The Australian flag contains the Union Jack showing Australia's historic ties with Great Britain, the Southern Cross, which is important for navigation in the southern hemisphere, and the Commonwealth Star with seven points, six points for the six states and one representing the combined territories (Croft, n.d.).	Please see Slide 4 in Appendix F in the Appendices.
Animals associate with Australia – focus on the Kangaroo and Koala.	The two animals that are on the Australian Coat of Arms are the kangaroo and emu, while the koala is often associated with Australia's wildlife as well and is Queensland's faunal emblem (Australian symbols, 2022).	Please see Slide 5 in Appendix F.
The Great Barrier Reef.	The Great Barrier Reef is considered one of the icons of Australia (Australian symbols, 2022). The beauty of the Great Barrier Reef was shown using Park (2021).	Please see Slide 6 in Appendix F.
Sports that are popular in Australia.	The most popular sports in Australia traditionally are	Please see Slide 7 in Appendix F.

Taught item	Information and source	Corresponding slide
	rugby, cricket and Australian football, but soccer has become increasingly more popular (Cooney, 2023).	
Bushdancing.	Bushdancing developed from the cultures of the early settlers. The music and dance moves have their roots in British and Celtic dances and songs (Ellis, 2013). One type of Bushdance, the Toe Polka, was demonstrated using a video (Bushwackersband, 2019).	Please see Slide 8 in Appendix F.
The Australian accent.	Students were exposed to the Australian accent through a video from a TV show intended for teenagers (H2O – just add water, 2017).	Please see Slide 9 in Appendix F.