

Should Culture in ELT focus local culture?

by

Nadia Bousenine Nafei

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Signature of Student:

A handwritten signature in black ink, consisting of a vertical line on the left, a horizontal line across the middle, and a large, stylized loop on the right that overlaps the horizontal line.

Nadia Bousenine Nafei

Certified by Dr. Ms. **Andrea Roxana Bellot**, Master's Thesis Supervisor

Signature of Supervisor:

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ORIGINAL WORK FORM

STUDENT

Last Name(s)

BOUSENINE NAFEI

First Name

Nadia

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Nadia Bousenine Nafei

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Abstract

Through this study, the importance and relevance of local culture regarding culture teaching in the ELT field will be addressed. Usually in ELT and ESL contexts, most of the target culture either in classroom materials such as textbooks or activities such as listening or speaking is Western Culture, more precisely the British or American, (The United States). However, is it necessary for the target culture to repose on one of these English-speaking countries or the study may focus on a specific wanted or preferred target that could be familiar and closer to both educators and students. This is when local culture teaching in ELT makes sense, it avoids many barriers or inconveniences that could impose the usual option such as religious, preferences, availability, understandability and familiarity. Meanwhile, this study also searches to check how the topic of Culture isn't studied enough or minimally in the core of ELT. Additionally, studying local culture is potentially an option to foster motivation as a motivated learning process in their students in order to acquire their L2 more interestingly and dynamically. This is how we have tested our theory, presenting to a Spanish class of high school students both cultures so they are able and willing to compare, choose, and test how culture-themed classes are motivation triggering as more necessary in their classroom context. The results have shown that there isn't usually one culture wanted to be studied above another but there is a major willingness to have Culture-related classes instead of Grammar-centered ones. This issue needs further investigation in academic systems contrasting the Spanish conventional language teaching system on middle and high school levels.

Keywords: ELT, Culture, Local Culture, English, EFL

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CHAPTER 1: INTRODUCTION

1.1 Background information

This study is willing to focus on culture teaching in ELT regular lessons. The “reason” behind it is always being directed into the same target countries instead of a more local focus. Indeed, English as a lingua franca that has become a salient language to acquire, though, the culture focused on it shouldn’t necessarily be English-speaking countries such as the United States or the United Kingdom, there is more to that. To diversify the use and scope of English language teaching, the focus could be directed into the local cultural context of the class given, this could further engage and motivate students to learn culture through a foreign language. What inspired me to go through this topic has been partially approaches like CLIL (Content and Language Integrated Learning) or ESP (English for Specific Purposes), where content is being studied through a second language (L2). Culture is also content and when a culture is close or familiar to someone’s experiences or origins, there is more attention dragged into that as students often identify or think that know about the matter. Additionally, the gap that could happen linguistically when something isn’t understood could be bridged by understanding the context of the cultural topic or element that is studied. Contrarily, focusing on a foreign culture creates a distance between the students’ interests, identity, and distance to the content itself. I would like to deepen into that and perhaps contribute to much other research done on this purpose which I will mention later on.

Elsewhere, this study is particularly trusting in the fact that the students already are studying their target L2 cultures in their ELT classroom. If culture isn’t tackled at all, then a different focus should be taken. Therefore, this happens for our sample research, which is why the lack of culture teaching in ELT classrooms will also be questioned in this study along the way.

1.2 Theoretical Background

The concept of “culture” is defined as: “The arts and other manifestations of human intellectual achievement regarded collectively as well as the ideas, customs, and social behavior of a particular people or society” by the Oxford Languages Online Dictionary. It can be divided into two sections according to Tomalin and Stempleski (1993), on one

side *big C* culture can be defined as '*achievement culture*' (literature, arts and history) whereas *small c* is defined as '*behaviour culture*' (customs, habits, local traditions). Both *big C* and *small c* are generally focused on an English native-speaking country such as the U.S., U.K., Australia or Canada, but what if we were to switch that partially to the local context using English? (Local to every country or city where the course is taken of course) This study particularly looks forward to delving into this issue in the specific context of EFL, at least, our experimental sample will belong to an EFL teaching context.

The experiment will especially try to answer the following question; "What if we could do half and half?" I consider this option all the more interesting for students' and teachers' experiences. The theory of students increasing their interest and motivation on local culture-related content is present in several studies, two of them being Devo Yilmaz Devrim and Yasemin Bayyurt (2010) and Farhat Jabeen and Sayed Kazim Shah (2011). Students are described to prefer studying their surroundings' cultures and how their local environment deals with the L2 rather than just studying a foreign culture of an English-speaking country that most of them haven't visited yet. In fact, this can even make students have negative prejudices about those countries since the only thing they know about them is that they are a reference to follow in L2 as if their country couldn't be one. This latter idea is specifically opposed by the religious context of Muslim students in Pakistan within Jabeen and Shah's research.

In fact, if the local culture were to be studied, this would have the same benefits of a CLIL method focused on the topic of culture, they would be studying culture that may directly involve their backgrounds and situations. They would identify with what is being tackled and would even add more background information that may be lacking. Here, the students know or can reach the culture they are studying, they are not symbolically and physically far from it anymore, which should mean that potential boredom over these types of subjects could also decrease.

Meanwhile, Indah Yusniawati & Budi Lestari's (2020) have found that target language culture studies may not be suitable for every type of ELT context. Some traits couldn't be accepted. Not going that far, we may have the example of countries that may be in political and economic tensions with the United States or capitalist countries in general. For instance, Zhichang Xu's (2013) research treats particularly China as having managed to create its own ELT multicultural courses around its local culture drifting considerably from the Western one.

There will be always situations where the cultural focus must be changed from one side to the other, and this may be fine., it's actually what we will try to figure out.

Nevertheless, with this theoretical procedure, the prior culture instruction in ELT classes is something that we have into consideration. This focuses on the introduction of a local culture within a class that focuses on the L2 culture, though, if it is not the case. There is a need to secure and question the absence of culture within the L2 learning lessons as the consequences this could bring. Seelye (1984) states that language teaching has a prominent sociocultural role in a way that culture cannot be detached from language as they are both intertwined, the target society must also be understood and studied as the language is itself a social skill and a social ticket to join or interact with the target society. Now acquiring the target language goes beyond grammar acquisition, particularly when talking about pragmatics, social norms, verbal and non-verbal rules, behaviors, and customs. It's worrying that these socio-cultural salient skills are often overlooked and reduced to simple Grammar teaching in ELT. What is even worrisome is that most part of our institutions or instructions principally focus on grammar teaching while aspiring to make the students reach L2 proficiency, again, only by teaching Grammar and not the context of it, the reality, the culture, the society beyond simple verb tenses or tests on the 4 skills thought to qualify proficiency in a language. These are Listening, Speaking, Reading, and Writing. Though this would make a topic for another TFM and would go out-topic, there must be a rethinking of the structure and ways L2's are taught nowadays. No matter how far we think culture is already being taught or communicative teaching methods used in ELT, the reality is another one. We are still using the same methods we often like to call "*old-fashioned*" years later. One of the study's foci will be directed then into the lack of culture in ELT teaching whatsoever.

1.3 Literature Review

The Literature review section will present different literature sources that have influenced and supported the theoretical background as well as thinking dynamics of this study. Several articles deserve attention, and these will be explained as well as their relationship with the intention of this study. The role of culture in ELT has been a subject of discussion for decades, then, it has been interesting to find how these articles may coincide or drift in their ideas, furthermore, it is not only a question of the role of culture within ELT but also of the context where this is willing to be taken part of, the target audience this could

potentially interest, the method in which it can change and bring change to traditional ELT teaching old-fashioned methodologies.

1.3.1. Introducing Culture into ELT classes.

The importance of sociocultural knowledge as well as an additional focus on language. Turkan and Çelîk (2007) argued that a second or foreign language learning is a “*socially constructed process*” just as are all the other socially mediated activities. Furthermore, Seelye (1984) assured that culture is embedded within every aspect of society. Therefore, language learning should not be separated from the society that is using it, either learning or target audience. This theory encompasses the intention of treating culture with its proportionate weight in ELT classes. Something I have learned throughout my studies is that not everyone has grown or had the opportunity to study culture when learning languages. The usual focus for these lessons was typically the language, to be precise, grammar. Now, culture can’t be separated from this language, if it is, therefore sociocultural, intercultural, pragmatic, and target-like proficiency skills can’t be attained under any circumstances. The sole teaching of a language brings all of its context within. If in a certain country for instance, every subject including the language subject is taught in the country’s official language, it means there is more to that language than just the language itself, right? Therefore, why second and foreign languages are taught only through their grammar? It doesn’t make sense in terms of having a very reduced scope of a diverse and multifaceted dimension brought by a language, this dimension can effectively be entitled to “culture”.

1.3.2- Cultural Diversity in English Language Teaching: Learners’ Voices

Duc Chinh’s (2013) research tackles the new aspect of interculturality within ELT in Vietnam. ELT is globalizing English learning through international contexts. That is why the focus has lately stopped being native speaker competencies and target cultures. Cultural diversity is taking an important role, and this study tries to acknowledge what are the perspectives of the students on this, particularly, since this research is situated in Vietnam’s ELT context. This study matches my curiosity and aim of knowing what the students think about the contrast between what they could possibly be studying and what they are currently studying. In studies like these, students’ opinions are salient to find possible solutions or changes in the outcome.

1.3.3 Learners’ Perspectives on Local Culture in English Language Teaching.

Wutun, Arafah, and Yassi (2018) delve into the local and contextual diversity of the classroom itself. The article shows that it may be difficult to teach local culture in English Language Teaching (ELT) because of the huge diversity of learners' contexts so it must always be adapted, but what about the students' perspectives? Their research has found that most of the students in the context of the classroom studied in Indonesia have found it easier to learn English through local cultural input. The results have also shown that the experience ended up being fun and bringing a positive learning ambiance, fitting into my theory above. Following this theory, according to the positive results surrounding an improvement of a learning atmosphere and attitude, motivation in its emotional definition as "enthusiasm" could be considered as a factor within the progression of this sample change.

1.3.4. Cultural Context: Learners' Attitude towards the Teaching of Target Language Culture

When tackling religious and cultural contexts within cultural learning, Jabeen and Shah's (2011) research is pertinent as it intends to show that some cultural materials of Western Target culture could rather be considered inappropriate or unwanted in different cultural contexts. I previously mentioned China (Xu 2013), yet some religious contexts also face these types of issues. This specific study takes place in a Pakistani school. Their questionnaires focused on beliefs, customs, social organization, gestures, and notions of personal space and arts of the target language culture. The results have shown that learners have an exponentially negative attitude towards the teaching of the target language culture, they and several Muslim countries' educational systems would prefer to bring the focus back to the Islamic culture, or at least this is what this study pretends to show. Therefore, there is a specific willingness to focus on the studies in their local culture or at least their Muslim context, following this theory, students should feel attracted and then have a more positive reaction to local culture than a foreign, we could go beyond that and consider that positive reaction as the "motivation" factor we are or will seek during this study.

1.3.5. Students' Understandings and Preferences of the Role and Place of Culture

Elsewhere, Devrim and Bayyurt (2010) study is similar to the previous one as they tried to compile information through questionnaires and interviews of Turkish students to know what students' preferences on the role of culture are and what should their focus be

on ELT classes. The results have shown that they would like to tackle both local and Western English cultures. The issue of native and non-native teachers' preferences is also tackled, and they have described that there is no preference either for non-native or native English teachers, both should work and are preferred. This study encompasses most part of my theories as what I seek to know is if local and Western culture can both be taught and are compatible as preferred by the teacher and students. Meanwhile,

1.3.6. The Potential of Local Culture in English Language Teaching (ELT)

Now, delving explicitly into the benefits studying a local culture could bring. Yusniawati and Lestari's (2020) article shows the results of a theoretical review-based study on the potential of using local cultural materials under the domination of Western cultural materials in the global ELT context. They further imply that teachers using local culture-related materials would potentially smooth students' achievement of English competencies. The latter would fit with the questions on the motivation of the students' interrogations that are aimed at this very research. Likely, this study will try and play an important role in what students think about studying local culture.

1.3.7. The benefits of CLIL and how introducing content in language teaching is beneficial in ELT.

The CLIL approach is quite recent in terms of the ELT history but is taking gradually more strength as time passes by. The truth is that many instructors and educators still have doubts about this approach as they believe an approach colliding with content and language teaching could potentially add more work to both sides or even end up deleting one of those two sides as they merge. Now, CLIL is highly beneficial in terms of pushing students to understand and develop their communicative expression and comprehension skills as they are studying content through an L2. Meaning that the focus is no longer on the language but on the content, which follows Seelye's (1984) theory of culture implementation in the ELT classroom. In fact, Gajo (2007) stated that in ideal circumstances, non-language subject learning might even benefit from being instructed in another non-L1 language. Beyond that, the communicative purpose of CLIL is what this study is looking for when implementing culture, at least, that approach is the one the experimental class will take. As Bruton (2013) explained, "What makes CLIL so attractive in current L2 pedagogy is that the content is expected to give the use of the foreign language (FL) a communicative purpose". Precisely, intercultural and

sociocultural knowledge are the ones that help to improve proficiency from a communicative point of view.

1.4. Research Questions and Hypotheses

After both previous parts, gathering enough information and arguments on where this study is going to be directed, the main gist of it is willing to search, study, and try to answer the following questions:

RQ1: Is it possible to tackle both local culture and Western culture in ELT teaching?

RQ2: What are students' perceptions on systematically targeting the Western culture in most part of ELT lessons?

RQ3: Do students feel more prone to learn L2 when they relate it to their local culture than the target culture?

RQ4: Should culture have a bigger role in ELT teaching classes?

These questions will be the focus and guidance of this study's development and conclusion. Subsequently, the following hypothesis can be stated according to the above Research questions:

H1_a: The target culture implies the learning motivation and, therefore, the efficiency of the students.

H1₀: The target culture has nothing to do with the students' learning motivation nor efficiency.

H2_a: Target culture and local culture are compatible within the same ELT context.

H2₀: Target culture and local culture aren't compatible within the same ELT context.

H3_a: Students prefer local culture to Western culture in L2 learning.

H3₀: Students don't prefer any specific culture in L2 learning.

H4_a: Students feel attracted to study their L2 culture instead of the Language exclusively.

H4₀: Students don't feel attracted to study their L2 culture instead of the Language exclusively.

CHAPTER 2: METHODOLOGY

2.1. Sample

My sample relates to a high-school classroom, their age is between 16 and 17, and their CEFR level is around B1 based on the material and textbooks used in class adapted to that level. This class belongs to Escola Joan XIII school in Tarragona, Spain. Their L1 for the most part of them would be Spanish although, there might be some small exceptions. The L2 language studied in this case is English. The sample starting the experiment consisted of 18 students, however in the second session, three students were missing reducing our statistical study to 15 students. Meanwhile, there are usually absentees throughout the classes and this sample was the only one available for the requirements of English proficiency as well as having been given two hours. Indeed, remaining a short period of time is still better than only one hour scheduled in the beginning.

2.2.1. Participant Data Protection

All the students had to make their legal tutors (since they all are underaged) sign a consent form where students are given permission to undergo the experimental session so, I can use results and data collection to include and investigate throughout my study. (APPENDIX A) This was given in Spanish so there wouldn't be comprehension difficulties for the parents or tutors when reading and signing. I provide it in the Appendix section so you can fully see the material and documentation given to the students.

2.3. Materials

The materials used for this experimental class have been a few. As it is entirely an oral and communicative session around instruction and discussion. The only materials used have been the whiteboard and pen. Their workbooks to work in their paired activity or to write some concepts learnt if they will. Finally, activity sheets (APPENDIX B) and pre or post-tests and questionnaires have been provided to them. (APPENDIXES C to F). It must be noted that the questionnaires have a definition space in order to explain any possible doubt during the completion of the questionnaire itself. As there is a lack of

available time, these couldn't be explained along the way, though, they will quickly be briefed in the experimental sessions.

2.4.1. Procedure

In this section, I will explain the procedure that I have in mind when running the experiment on the sample that I have been teaching in my practicum center.

Firstly, I would like to explain to students what is upcoming. This will start by making them do a **pre-test** with cultural questions that would treat both local and Western cultures and then I will be giving them the **pre-questionnaire** to see what their opinions regarding the introduction of local culture are. It is important to give them the test before the questionnaire as you can see in Appendixes C and E, the legend box is already giving the answer to several questions of the Test such as the definition of the concepts of big C and small c. Most of these topics will be imparted afterward in the experimental sessions.

Secondly, I would run the experiment in two class sessions with the Tutor's permission focusing on local culture in the target language and eliciting answers and participation from the students to also talk about their local cultural preferences, passions, or curiosities. Because of the short time we have been given, the experimental sessions will be two, hence it would start with a theoretical study on Culture and Big and small c's, followed by an oral group activity, a reading comprehension activity and a trivia-like oral Q&A activity that will have the role of a final short game to summarize up both sessions.

Finally, I would also provide a **post-test** similar to the first one, to test their cultural knowledge and see if they have scored higher than the first one checking this way their improvement and the existence of a great effect size possibly showing a positive result to the mixing of both cultures or to the introduction of culture in EFL context. Therefore, I would in the same second session provide a **post-questionnaire**. Some questions would change in order to see if they liked or not the experience (See APPENDIX C and D).

After having gathered these results and materials I would then try to use them in my study by testing their significance and correlation to my research questions.

I think that the best option for this case in both questionnaires and tests would be using a **paired-sample t-test** to check the evolution of the same class between two different periods.

2.4.2. Procedure of the experimental class divided into two sessions..

Session 1:

0) Make them fill the pre-tests and questionnaires. (15 minutes)

1) Warm – Up (10 minutes):

- **Ask** about examples of Culture. And proceed to **define** it, what it is, and its two sub-categories. *Big C* (Surface Culture) and *Small c* (Deep Culture).
- Define the categories beneath each and proceed to ask and give examples of each in both Cultures, British and English. Explain all of this with an iceberg drawing to create a more impacting and visual input catch.

2) Paired Oral Activity (10 minutes):

- In pairs, make them write one sentence or two about a peculiar Cultural element that has marked them or been liked by them, it may be in the Culture they prefer, either local or British. This isn't recorded as the pertinent data will be included in Pre and post-questionnaires, tests, and activity sheets, this is meant to foster students' participation and implication. (5 minutes)

Then there would be an **oral discussion**_checking randomly student's answers. (5 minutes)

Session 2:

3) Warm-up (5 minutes):

Remember what the previous session was about, and the concepts studied, therefore, students would be asked to summarize it.

4) Individual Activity Sheet (15 minutes):

- Individually, students should complete the sheet activity of Appendix B.

Once these 15 minutes are finished, the remaining time would be devoted into a common **correction**.

5) Final Game (5 minutes):

In an oral Trivia-like form, divide the class into two groups and ask them questions.

Rules:

- The group getting to 3 points first wins.
- Raise your hands or it won't be counted as a point.
- If one group gets the answer wrong, it will be the turn of the other group.
- The winner group gets to decide a punishment for the loser group. (This punishment must be abided by the teacher and myself to confirm it is correct enough.)

6) Final Discussion (3 minutes):

Final discussion and summary of the class. Ask them perhaps if they've liked the session, however, this will be explained in the post-tests and questionnaires.

7) Make them fill the post-tests and questionnaires. (15 minutes)

2.5. Expectations

In this section, the expectations of what could happen will be further explained. What is expected through this experiment is that students will somehow feel more distanced with the British culture than their local culture. Hence, through this CLIL-like approach, it is expected for them to perform better in the local culture-themed questions as well as agree strongly with the Likert questions putting ahead local culture above British. What is also expected is for them to not score too high in the pre-questionnaires as they have never been in touch with any type of culture in their ELT and perform higher in the post-tests and questionnaires proving that the experimental session may have changed their minds. At last, what is expected in the tests, in the same way, is that they will perform lower in the pre- than in the post-tests.

Moreover, the rhetorical questions of the questionnaires, it is expected to have diverse answers in order to show a broader scope of thoughts between the students, thus, have different preferences in which type of culture to choose and which type of cultural topics to choose as well. As we are trying to check the preference of a local culture to a British culture, it is expected for students to choose a local culture as well. However, it may be expected that a minority choose the British culture as they may feel less attracted to a culture they already know taking into account that an occidental culture has less cultural context and religious context than Mid-East, Oriental, and Asian cultures.

2.6. Data Analysis

The data has been analyzed through two forms. Firstly, descriptive statistics as the JASP software have been used to analyze the test (APPENDIX E and F) scores differences and the Likert scale of the questionnaires (APPENDIX C and D) as well as their possible variation in between the experimental classes. To complete this information and quantitative data, there will also be a study on the questions that focused on expression and were asked to be written and answered carefully. These, contain information on their thoughts and if these have changed or not before and after the experimental class. Therefore, two different sources are providing data to this study in different ways.

CHAPTER 3: RESULTS

This chapter provides the results of the statistical, descriptives analysis, and qualitative rhetorical answers from the questionnaires. Paired T-tests and descriptives have been run and followingly presented to illustrate the findings. In section 3.1, both pre and post-test descriptive and statistical data will be shown. Then in section 3.2, the Likert questionnaires results will be dealt with. Then finish finally by section 3.3 where the qualitative sample answers extracted from them will be revealed.

3.1. Tests scores qualitative analysis

The test as you may see on APPENDIXES E and F is graded on 15 points. These had questions on general culture, both recurrent in the experimental session and on the questionnaires.

Table 1
Students' t-test statistics

Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
Pre-Test	- Post-Test	-7.054	14	< .001	-1.821	0.619

Note. Student's t-test.

Table 2
Descriptives of the Pre and Post tests

Descriptives

	N	Mean	SD	SE	Coefficient of variation
Pre-Test	15	7.067	1.831	0.473	0.259
Post-Test	15	12.283	2.059	0.532	0.168

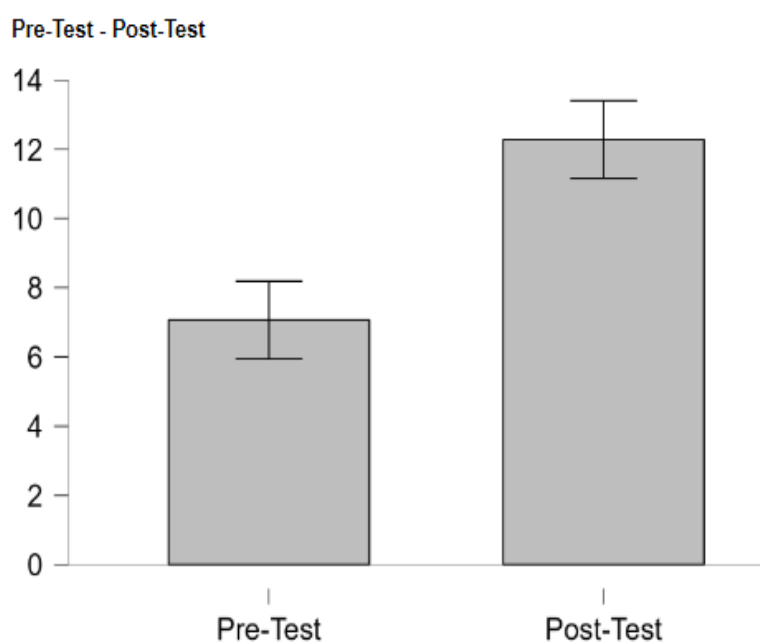
The results from the pretest (M = 7.067, SD = 1.831) and the post-test (M = 12.283, SD = 2.059) show that the student performed higher after the collaborative local and British cultures sessions and the difference between tests is significant $t(15) = 7.054$. $p < .001$ with a medium Cohen's d effect.

Therefore, we reject the null hypothesis in favor of the alternative hypothesis.

The p value is <0.001 which means that group has performed differently each time. It also supports the rejection of the null hypothesis here tested.

Meanwhile, the effect size from this Cohen's d appears to be 0,619 which is medium for an effect size ($>0,500$). Therefore, there is a considerable increase of the results and performance.

Figure 1
Pre-Test and Post-Test Bar plots



The descriptives of the bar plots above show how the means deviation has increased after the experimental session in a noticeable way, the difference is undeniable.

3.2. Questionnaires scores quantitative and qualitative analysis

These questionnaires were based on a Likert Type, 30 questions were given to answer between 5 options, from Strongly Agree to Strongly Disagree. Then, 3 last rhetorical questions were given in order to receive written feedback and thoughts on the topic. It also will complement the following qualitative data. The scores have been calculated statistically by summing up the answers and converting them into points, therefore from Strongly Disagree to Strongly Agree represent the scale from 0 to 5 points for each question. Then, all of the scores were taken into account while doing once again paired samples t-tests for these pre and post-questionnaires.

Table 3
Students' t-test statistics

Paired Samples T-Test ▼

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
Pre-Questionnaire	- Post-Questionnaire	-3.048	14	0.004	-0.787	0.317

Note. For all tests, the alternative hypothesis specifies that Pre-Questionnaire is less than Post-Questionnaire.
Note. Student's t-test.

Table 4
Descriptives of the Pre and Post tests

Descriptives

	N	Mean	SD	SE	Coefficient of variation
Pre-Questionnaire	15	102.800	7.043	1.818	0.069
Post-Questionnaire	15	113.533	15.052	3.886	0.133

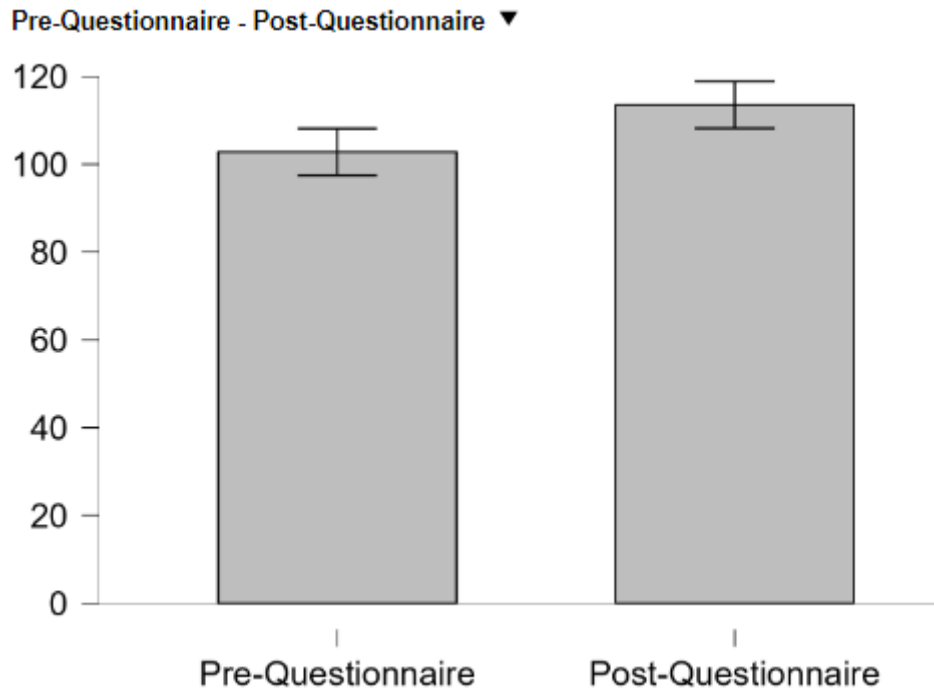
The results from the pretest (M = 102.800, SD = 7.043) and the post-test (M = 113.533, SD = 3.886) show that the student performed higher after the collaborative local and British cultures sessions and the difference between tests is significant $t(15) = 3.048$. $p = < .004$ with a small Cohen's d effect.

Therefore, we reject the null hypothesis in favor of the alternative hypothesis.

The p value is < 0.004 which means that the group has performed differently each time. It also supports the rejection of the null hypothesis here tested.

Meanwhile, the effect size from this Cohen's d appears to be 0,317 which is small for an effect size ($< 0,500$). Therefore, there is a slight increase in the results performance between both sessions.

Figure 2
Pre and post-questionnaire Bar plots



The latter Bar plots show how the difference between both is small as they reach around the same high score. The standard mean of the questionnaire scores have scored high in both analyses which is significant in a Likert Questionnaire.

3.3. Rhetorical questions and additional quantitative data

The study couldn't just be satisfied with this statistical data and test results on knowledge and Likert scale scores. So, in the questionnaires, the last part was designed to extract relevant and critical answers from students as it contained three rhetorical questions to answer. These are key when giving more precise and customized feedback regarding culture and local culture in ELT. This next part is going to show relevant answers that have significance in the study and the purpose of the latter. Here are three different parts for the three corresponding questions.

1 - Most relevant answers to the first question: "Do you think Culture is missing when learning English in class? Why?"

Table 5

Sample of recurrent answers to the first rhetorical question

- Student A: <i>“Yes, we only learn about grammar”</i>
- Student B: <i>“Yes, because we don’t learn about culture, we learn how to do grammar and listenings.”</i>
- Student C: <i>“Yes to learn English is important to know culture”.</i>

Most of the answers are: *“Yes, we only do grammar”*. All the answers are affirmative as most of them tackle the sole focus on grammar within ELT in both pre-and post-questionnaire phases.

2- To the second: “Would you like to study local culture? British culture? Or both? Why?”

Table 6

Sample answers to the second rhetorical question

- Student A: <i>“Both because I think both are interesting”</i>
- Student B: <i>“Both, every knowledge is welcome.”</i>
- Student C: <i>“Local culture because British culture only works in England and local culture works in my local country”</i>
- Student D. <i>“I would like to study British, because I already know what is about my own culture.”</i>

Most of the answers agree on having both cultures in the classroom settings study environment in both pre- and post-questionnaire phases. The exceptions are stated above. The majority choosing both or a single culture state the reason behind the choice being *“interesting”* topics.

3 - Third and last question: “What would you like to study in English Culture classes?”

Pre-Questionnaires:

Table 7

Sample answers to the third rhetorical question in pre-questionnaire

- Student A: <i>“Culture of the E.E.U.U.”</i>
- Student B: <i>“I would like to study football culture”</i>
- Student C: <i>“The sports because cricket, baseball, rugby, football are more famous in USA and England than here.”</i>
- Student D: <i>“About the regions of the UK, their customs and about curiosities of London”</i>
- Student E: <i>“General knowledge, everything, big C and small c.”</i>
- Student F: <i>“The traditions, dances, songs...About this culture...”</i>
- Student G: <i>“I would like to study often culture”</i>
- Student H: <i>“I’d like to study about art and music, in my opinion is the most interesting part of culture”</i>

Post-Questionnaires answers:

Table 8

Sample answers to the third rhetorical question in post-questionnaire

- Student A: <i>“The art and music from different countries”</i>
- Student B: <i>“British Culture”</i>
- Student C: <i>“Questions of General culture that are important to the world.”</i>
- Student D: <i>“about region art and their cultures and traditions.”</i>
- Student E: <i>“E.E.U.U. culture”</i>
- Student F: <i>“Curiosities”</i>
- Student G: <i>“Every culture in the world.”</i>
- Student H: <i>“The typical dances, songs, traditions...”</i>

The answers remain approximately the same before and after the experimental session.

Most of the contributions are either culture alone or the ones stated above.

CHAPTER 4: DISCUSSION

The discussion section holds in this particular study a salient and almost leading position as it will not only revoke and go back to the results but interpret them, interpret what they show, what they have missed, what they have or have not answered and most importantly, answer the question that entitles this thesis. Should ELT tackle local culture? If not, what type of culture must be introduced, must culture be introduced at all? Of course, starting this very section with many questions is the point of the study itself, that's why this section will try to answer all of those doubts. However, it is always known that sometimes answering questions may trigger even more questions ahead. To begin with, this section will try to study and discuss the findings found (or not) in the results above in chapter 4.1, going beyond the scores and the meanings dragged with them, the very own opinion of the sample students regarding the topic that concerns us. Then would follow the study on the limitations of this experimental procedure in chapter 4.2, study and circumstances to insist above all that, of course, we have obtained certain results, confirmed and denied certain theories in this study, though, it was only this specific occasion with this specific circumstances, this doesn't take any credibility or reliability to this study the other way around, it pushes to other people, instructors, researchers and linguists to try out the same in their very own circumstances and procedures. Besides the fact that the concept of "local" can open many doors to many results, experiments, and experiences in this vast field of research, this study is willing to also push the same dynamic elsewhere to increase diversity within the issue of local culture in ELT.

4.1. Potential significance of the findings

This chapter will be devoted to interpreting the significance of the findings stated in the previous **Chapter 3**. Going from a more visible level to an invisible one, the section will start by showing what has been shown and confirmed or denied through the statistical and qualitative data from the results in chapter 4.1.1. Followed by what has not been shown in the results regarding the expectations or interpretations lying beyond the visible figures and statements in section 4.1.2. Finally, this section will end with the students' perceptions and thoughts on the experimental class and the topic of study itself.

4.1.1. Key findings

Tests:

This part will try to study what the results have shown in the same order the results section has been organized. Precisely this same order follows the pattern of this entire chapter, from explicit to implicit, from relevant to salient. Therefore, let's start by looking at what the test results have shown. Well, in **Table 1** and **Figure 1**, the scores of the sample students almost doubled between the before and after the sessions. From a mean of 7.067 to 12.283 to be precise. Of course, this may have not that much merit when taking into account that something new is being taught to a sample of students, evidently, that concept was unknown and known right after, which, potentially may result in a higher score for the most part of the students. This does not have much relevance from this point of view. However, what may have relevance is what type of questions were answered correctly in both. Whereas, in the pre-tests, the scores were low, most of the questions correctly answered had specialized in local culture. This is something expected as local culture is a concept that is closer to them than the foreign one. Still, some of the questions entailing local culture were not answered correctly. Particularly questions 3 and 8. (See Appendix E) What the post test provides us with is that the most part of the answers that were correctly answered entailing such higher scores were the ones targeting local culture. Now, this could have two explanations, either these questions were easier and better known than the ones that were targeting British culture, or students had been drawn more to local culture input than the British one causing them to only remember local cultural elements more than British. Either way, the results have shown a considerable increase in the scores with a middle effect size of 0,619 and a mean that has increased by more than 5 points out of 15. The significance of the improvement is undeniable.

Hence, we can partially answer some Hypothesis statements raised by this study.

1 - H1_a: The target culture implies the learning motivation and, therefore, the efficiency of the students.

The first hypothesis can be accepted in terms of having had the main part of the high scores relying on the local culture-centered questions. We can't really confirm the motivation side of the hypothesis yet, but efficiency-wise, there has been a good score increase and input retention on local culture and not on the British one. This could have to do with their sense of awareness or familiarity with the context of the input.

2 - H2_a: Target culture and local culture are compatible within the same ELT context.

As a matter of fact, the questionnaires' results part will further the answer to this, yet this experimental session has been given by showing both cultures simultaneously. Despite both cultures being given at the same time, there has been an increase of scores and the input has been acquired properly as students performed better from the first pre-test. After the session, British culture questions have also been answered correctly, therefore, both cultures were learned without many difficulties before and after. However, this requires the skill of being able to teach both cultures at the same time and may be more difficult than it sounds. Though, through a comparison type of lesson logic, it is feasible.

Questionnaires:

Concerning the three last hypotheses, it would be better to try to answer them by analyzing the results of the questionnaires. The scores of the Likert questionnaires have been surprisingly high. It is certainly positive in terms of showing how the students are open to receiving new content, patterns, or foci of study. As you may have seen, the effect size has ended up being 0.317 which is small for an effect size. Truth be told, the means of both pre and post-questionnaires drift in a small amount, around 11 points, from 102.800 to 113.533. This may be a small change and if our study was analyzing other types of changes and progression, it would have been negative to not have a meaningful change. However, what we were looking at here was that the high scores, significant by themselves, stayed as high or higher at the end and it successfully stayed not only as high but even slightly higher than the prequestionnaires. Indeed, we have interesting findings with the results this time. To be precise, we have tried to compare the scores that the students had between the pre and post-questionnaires, and out of 15 students, 13 scored higher than their pre-questionnaires. The two students who did not score that high have an easy justification. One of them, marked this time Strongly Disagree on questions 13 and 18 meaning that there is a higher interest in culture-themed classes rather than usual grammar classes so far. He changed his mind and did not care to mark correctly that question which made him more attentive and correct his opinion from the pre-questionnaire and insinuated he is now, after taking the culture-themed class, more interested in these types of classes. The other student that scored less in his post-questionnaire was because he marked Strongly Disagree on question 22 which signified preferring British culture over local culture. He corrected himself and has shown this way his preference for local culture over British culture. These findings are really meaningful in terms of having gotten everyone to improve their scores, meaning a positive reaction

towards culture and local culture study even after having had the experimental sessions. And if there have been some exceptions, these exceptions have given proof of mind changing in order to show their cultural preferences but in any case, to show a negative or disregarding vision over culture and local culture English classes.

Now, let's answer the remaining questions and the hypothesis can be answered with the results.

The first hypothesis mentioned motivation when learning culture in ELT. This Likert questionnaire was composed the most part of it in statements approving and preferring or not culture in ELT. Most precisely local culture versus British culture. If the scores have been high, it means that most of the answers have been positioned between Neutral and Strongly Agree. Hence, the motivation level of the students can be proved by these answers.

Meanwhile, several questions insinuated the preference for local culture study above British "target" culture. These have also been answered positively, meaning that they did have a preference for local culture particularly. With this, we can successfully answer the third research question: "Do students feel more prone to learn L2 when they relate it to their local culture than the target culture?" as its corresponding hypothesis. On a first time we may think that there is a preference for local culture with the question answers and high scores, nevertheless, let's get more precise while comparing the scores in 3 specific questions in the post-questionnaires. Taking a closer look at the following questions 18, 19, and 20:

Table 9

Screenshot of the questionnaire

18. I would like to **only** study British Culture in English class.

19. I would like to study **only** Spanish Culture in English class.

20. I would like to study **both** Spanish and British Cultures in English class.

These three questions represent when compared the **preference of choosing** one, or the **indifference** of choosing both when answering. Considering that, since it is the post-questionnaire scores, these are the final impressions of the students **after** having had the experimental sessions. Then we can show and interpret the following results:

- 9 students scored higher in question 20 than in questions 18 and 19, meaning that they want to do both and not choose one specifically, both have been chosen and liked. Hence, this can be interpreted as if both have given good experience overall and both can be acquired and learned simultaneously.
- 4 students have scored the same score for the three questions, meaning that there is no preference or interest between both cultures as any choice would be okay. This one leads to indifference the most. They are not after one specific culture but to study just culture and get a change in their regular ELT lessons.
- 2 students scored higher in question 19 than in questions 18 and 20, meaning that there is a preference exclusively for the Local (Spanish) culture rather than British or both cultures.
- 0 students scored higher in question 18, meaning that no one preferred exclusively the British culture.
- All these questions have been answered between Neutral to Strongly disagree, meaning that no one felt excluded or not interested in culture and culture-themed classes.

The Likert questionnaires have therefore shown an increase and high motivation and preference to learn local culture in their regular ELT lessons. Nevertheless, the second part of the questionnaires which represents our third part of the results section almost holds the major role of this study. The Literature and Theoretical background of this study primarily focused on the preferences and thoughts of the students on this matter and on the willingness to receive such a change definitively. In order to precisely check their thoughts and have a clearer picture, rhetorical questions have been needed and introduced within the questionnaires.

On a first time, the last research question asked is the role of culture should be bigger in ELT classes. As you may have seen, the first rhetorical question in the questionnaires is: “Do you think Culture is missing when learning English in class? Why?”. Now, as a starter, this introduces and crafts a bridge to better critical thinking on the following two questions. Yet, it is the sole question where all the samples and students have agreed to answer the same thing. They all have answered affirmatively and precise that the only thing they do in their ELT classroom is “*Grammar*”. Now, this could have different interpretations. Either what they mean is that they would like to have something else than grammar when having their language classes or, they would particularly have a preference

on having more culture on English classes, whether it is theirs or the target country's culture, in this case, Britain. The truth is that completing this information with the fact that the performance of the tests has been outstanding and worked out as expected considering that not only one but two cultures have been introduced at the same time. We can accurately answer that Culture can and is wanted to have a bigger role in ELT, it is feasible to do, and it may bring a change within the dynamic and perception of ELT classes as well as the according performances.

Passing onto the second rhetorical question: “Would you like to study local culture? British culture? Or both? Why?” The answers were not the ones we expected previously but still, do answer and support our first research question: “Is it possible to tackle both local culture and Western culture in ELT teaching?” Most of the answers have chosen both cultures to study in ELT, they have thought of both cultures as interesting, or at least this was the argument most part of the participants chose to justify their choice. However, if you check **Table 6** in the results section, some students have chosen specifically one culture to study, especially students C and D have answered: “Local culture because British culture only works in England and local culture works in my local country ” and “I would like to study British, because I already know what is about my own culture.”. These contributions help to make the idea that choosing a specific culture in a specific context may depend on the relationship already established with that particular culture, the knowledge of it, the willingness to accept it or the reasons to reject it. The nuances to cultural choices may have deeper nuances and perspectives than thought at first.

Finally, the last and third rhetorical questions also brought significance to the meaning of the results. Keeping in mind that this question was: “What would you like to study in English Culture classes?”, there has been a variety of answers in both pre and post questionnaires. These have both been extracted and highlighted in the results section as it is important to see if there has been a change or even more precise answers after receiving the cultural sessions.

Table 7

Sample answers on third rhetorical question in pre-questionnaire

- Student A: <i>“Culture of the E.E.U.U.”</i>
- Student B: <i>“I would like to study football culture”</i>
- Student C: <i>“The sports because cricket, baseball, rugby, football are more famous in USA and England than here.”</i>
- Student D: <i>“About the regions of the UK, their customs and about curiosities of London”</i>
- Student E: <i>“General knowledge, everything, big C and small c.”</i>
- Student F: <i>“The traditions, dances, songs...About this culture...”</i>
- Student G: <i>“I would like to study often culture”</i>
- Student H: <i>“I’d like to study about art and music, in my opinion is the most interesting part of culture”</i>

Post-Questionnaires answers:

Table 8

Sample answers on third rhetorical question in post-questionnaire

- Student A: <i>“The art and music from different countries”</i>
- Student B: <i>“British Culture”</i>
- Student C: <i>“Questions of General culture that are important to the world.”</i>
- Student D: <i>“about region art and their cultures and traditions.”</i>
- Student E: <i>“E.E.U.U. culture”</i>
- Student F: <i>“Curiosities”</i>
- Student G: <i>“Every culture in the world.”</i>
- Student H: <i>“The typical dances, songs, traditions...”</i>

Promptly, checking the following Tables 7 and 8, only the relevant and valid answers have been stated, as the other ones weren’t relevant or just stated “culture” as a concept. Even though we have seen in the previous question that they would have a preference to study both cultures, in this last question, the answers were clear and specific.

It is interesting how every student had a different cultural preference. In the pre-questionnaires, even though they didn't know about the concept of culture in its entirety, they mentioned concepts that weren't really mentioned afterward in the experimental session. For instance, Student A's U.S.A.'s culture preference or student B's (Table A) football culture preference was something unexpected and interesting to find out as they have themselves given new cultural topics and target cultures to tackle in ELT without being local or British cultures.

Both in pre and post-questionnaires, most of the participants' answers implicated general culture and culture as a concept which was vague enough, see students G and F answers on Table 8. On another hand, many others perceived culture in its recurrent social perception as traditions, dances and songs, see answers of students F and H for Table 7 and A, D, H for Table 8.

Moreover, contributions that were creative at first such as answers of students A, B, C and D from Table one where fields such as sports, geography and the United States and curiosities have ended up changing in the post-questionnaire into fields that focused more "*curiosities*" of their chosen culture as well as a focus on the music and artistic side of the culture that contains both Big and small c's. This could have be explained by the simple fact that the cultural sessions may have guided them or given them specific content that may have particularly been liked and appreciated by the students, hence, general curiosities and cultural artistic related content similar to the in-class activity sheet (APPENDIX B) may have created an impact on them. Though, this is meaningful to be thoroughly analyzed in the following part where the student's perspectives are to be interpreted.

4.1.2. Students' Perceptions of the benefits of the experimental class

After acknowledging what the results have shown there is a major part of its implication into the thoughts of the sample students. Whether culture should tackle local culture or culture in ELT classes concerns both the teacher and institution's side but also the students themselves. Here, I would like to go beyond what the results have shown and interpret the meaning and perception of the students facing this issue. The students have shown two types of benefits of having culture in ELT.

The first benefit is stop doing grammar and having more culture within the classroom lesson plan. As we have seen, several students giving the same answer to a rhetorical question is often rare in these types of polls. Though, here the answer was unanimously the same, students have agreed that culture was strongly lacking in the ELT classes and most of them have justified this through an excessive focus on Grammar. Of course, grammar as a concept usually concerns every field of a language study, not necessarily the written, verbal and syntactical part of it.

However, through the observation period previous to the experimental sessions, I could see and notice how the methodology of ELT wasn't really appreciated or productive from the students' perspectives. As a matter of fact, what I have seen so far was a mix between a GTM (Grammar-Translation method) and reading comprehension lexical exercises fill and correct dynamics every single time. If not only the themes, topics and focus don't change but, the method of how things are studied doesn't change as well, something close to boredom or monotony is to be expected as a result, it is inevitable. It could happen with any other pattern similar to this one. Hence, this particular experimental session presented not only a new focus but also new dynamics and lesson patterns involving more the student's voices. A voice that usually isn't that much relied on when building language lessons in ELT. Hence, changing the focus and giving more weight to the students' contributions when building lessons, especially when building local culture lessons, is something that may involve students to participate and pay attention. If their questionnaire scores remained high or even higher, if their answer to the first rhetorical question was unanimously positive to the fact that there is a need of culture in ELT, it means that students are truly open to change their focus and do something else. To get a change into monotony, at least that is what may be interpreted from these results. After all, changes are natural and something bound to happen in every path in every field as it brings improvement and evolution through history.

The second main perception that the student's answers have given is that they all have different interests and thoughts regarding the focus of their cultural studies as well as what they wish to study. As you may see the answers to the third question are salient as they have shown an extreme variety of tastes and preferences. This is fine and even great when linking it to our study. What does a variety of preferences mean when answering this specific question?

- There is a willingness and intention of genuinely wanting to follow cultural-themed classes. Both local and British ones. They could have just answered “culture” without delving or specifying further but they did specify what they would like to study. In other words, they are interested in tackling culture in class, they are looking forward to having more of it in their ELT classroom.
- Elsewhere, having this diversity may directly link the culture study and local culture study to concepts like CLIL. We have seen different topics such as “football”, “sports”, “arts”, “music”, “dances”, “traditions”, “E.E.U.U. culture” and so on... All of these topics can represent by themselves a CLIL class where the focus is centered on the topic while the language is the meaning of teaching and discovering the topic. Therefore, in their perspective, the students would like to treat different topics without treating the language itself (answers to question 1), thus, the concept of CLIL is really taking meaning between the results and conclusions.

Therefore, the perspectives and opinions of the students seem to be quite positive and open to following culture-themed classes in ELT. Both British and Spanish or one in specific, here, their choices drift greater.

4.1.3. What the results do not show

On the other hand, there should be a commentary on what was not shown by the results and perhaps how this didn't really meet the pre-experimental expectations. In this section, we will explain how the absence of certain information may condition our way of interpreting and answering the questions.

First, what was missing and precisely had the main role of the results section was the difference of the preference between Local and British cultures, these were important to make an idea and answer as well as guide the entirety of the study, however, it was the minority that has chosen one over the other. Even though the questionnaires scores have been high, this means that they are motivated to study culture, but they don't really care, all of them seemed fine and as we have seen previously comparing the results of questions 18,19 and 20 as well as the second rhetorical question, there hasn't been any preference on local culture as we expected. Excepting one or two students, they all have shown that they are fine with any, both, or even another one if it is a culturally themed

class and it brings a change. So, this may still bring some doubts on answering the title of this study.

Secondly, the rhetorical questions have been thought of as a tool of getting a more specific picture of the thoughts of the students about the session and two types of cultural settings. However, there haven't been many fully written or satisfactory answers, many just conformed by answering "yes" or "no" and adding one or two extra words. For instance, answers like "*Yes, it's interesting*", "*Yes, culture*" or "*I like culture*" may have stayed quite short to our expectations. More information and more words were expected as each one was supposed to really show a fan of possibilities and ideas, however out of 15, perhaps 4 to 5 answers truly went beyond expected and explained further their choices as prompted in the questions.

Finally, one thing that was expected either and couldn't be found was a greater difference in scores between pre and post-questionnaires. We were expecting to have much lower scores in the pre-questionnaire or at least to have higher, though, to get a huge difference as this is supposed to be something that shouldn't necessarily motivate students before having culture in their classroom, they should have felt more war and have scored lower as they should feel a greater impact and change after having received the cultural themed sessions. However, these were scored high at the very beginning, which has its positive meaning though, statistically, made it less interesting or revealing.

4.2. Limitations of the study

The first limitation that even forced me to change the direction of this work is that students in Spain or at least most part of their institutions work and teach with the known and so-called old-fashioned GMT method (Grammar-Translation Method), focusing their classes on translation and Grammar. This makes their level of English proficiency and comprehensibility rather low, as they are used to do almost everything in their L2, at least the sample class did. On the other side, I was considering the sample would already have a British or American cultural background after studying it in class, but they haven't and they don't study culture, except listening or reading every now and then, the focus mostly on the language. Now, this made me direct the study from choosing and having to introduce them only local culture in the experimental class into having to introduce them both Local and British Culture in one single session which already may be overwhelming for me and for, make them choose or lead into one side and focus the entire process into

asking them if actually focusing culture itself would motivate them first, before emerging into the nature and actual topic of the Culture they would tackle.

The second limitation of this study is that perhaps it should be done with two samples each experiencing one different culture so they can be asked on the other one, perhaps this research can't compare its results to known stipulated findings that could have used a One-Sample T-test. However, time constraints have forced me to manage with only one class, on top of that I only have been given two hours to give the experimental sessions, tests and questionnaires completion included. There is also a considerable disparity between the level of the class chosen and the rest, despite being in the same grades, the levels of English proficiency are not the same at all, in terms of doing a multiple-sample test, the difference between both could endanger the reliability of the study or the comparison and comprehensibility of the study itself.

A third limitation could potentially be the time constraints since these types of differences should be more notorious when being able to watch and experience with the sample for more than only one session, to not mention that we have limited the lessons to small C, although, it would have been interesting to also see the results of students studying the Big C after a while and if the answers to the post-questionnaires questions dealing with an implementation of local culture could have possibly made any change on a long term duration, because of time constraints, we had to rush this into two sessions excluding the pre and posttests and questionnaires distributions before and after.

At last, the results of the pre and post-questionnaires can also be influenced by the cultural preferences and identities of our sample students which may also be a variable affecting our study. We can judge this after the already high results of the pre-questionnaires.

4.4. Implications for further research

After having achieved the discussion and results section so far, some statements may be considered when thinking about this study or thinking about recreating and deepening further research around this very same topic or related. This study has brought meaningful considerations and observations to the field, in fact, it has contributed to a different perspective of ELT's research. Now, it is wise to see what can be retained or changed in order to get more productive results onwards. The following statements must be taken

into account as the principal implications for further research, guiding and helping future procedures, theories, and experiment-induced research.

In fact, this study should ideally be repeated in different cultural and linguistic contexts. This could potentially bring a diversity of results and interesting reactions to nourish our field of linguists internationally. Especially when the cultural and local context holds a major role in the institutions and students' daily lives as was the case for Jabeen and Shah's (2011) research where the link was more religious in the case of a Muslim population or in the other side in Zhichang Xu's (2013) research, where the link was more political and cultural rather than religious.

Following this same idea, the study should be repeated with different L1s and L2s. The different contexts and diversities lying on the L1 cultural contexts may give stronger or drifting results regarding the position of local culture within the perspectives of the students and institutions willing to try this theory. Meanwhile, trying to replicate the study with several samples at the same time could also bring in more reliability, and diversity in the results or on the opposite, a more monotonous result. As this study may be replicated with every possible level of English and every possible grade or institution, we don't necessarily need one or several samples that are identical or advanced on an ELT point of view, culture and local culture can be tackled whenever and wherever.

Furthermore, due to some traits and observations of the results that may be related to the short time given to the procedure and to the experimental sessions, this study must be recreated with its due time and patience, with days of thoughts, hours of observation and preparation and hours of experimental sessions, as well as giving more time to complete the questionnaires that did indeed require more time than given in this specific case. Time must also be given in one side to local culture and on the other side (if not already given) to the Target culture so the barrier between both is made clearer. Especially, the researcher or instructor should try to make the sample students answer more attentively the rhetorical questions as they are extremely important, for this more time to answer more carefully the questionnaires is needed.

Finally, this study could ideally be repeated with sample classes that already do have a culture studied in their daily ELT classes so the impact with the local culture is greater. This is important in order to explore the possibility of introducing local related subjects such as culture or other academic subjects such as history or science supporting even

more the theory of introducing CLIL as the preference of a local focus compared to target foci.

Notwithstanding the statements, this experiment has resulted in interesting findings that have had a more positive weight than negative to our cause, culture-wise, students have been open-minded to treat new topics, methods and ELT foci before and after the experimental sessions, which is a great success as it means that the students are open for the change, to try new things. At the same time, local culture was something that intrigued them and has been liked on the same ladder as the British culture, they wouldn't mind doing both, just like in Devrim and Bayyurt (2010)'s study results with their Turkish samples, they have liked the culture and have scored on good levels in both, tests and questionnaires, therefore, having students so open minded to welcome local cultural classes can boost our expectations and results as well as support our theory of widening the position of local culture in ELT as well as the culture role for those cases where the ELT place devoted for culture is so small.

CHAPTER 5: CONCLUSION

To conclude this study, several things must be stated as meaningful findings and theories that can be retained for the ELT linguistic research field.

Starting this study, several studies have raised the issue of the Culture role in ELT classes as well as its focus and content. Thanks to studies like Turkan and Çelîk (2007), we have asked the role of Culture in ELT, if it has its pertinent role or if it deserves an even bigger position within the classroom lesson. But this study needed a more precise purpose to delve into, hence, the fact of exploring European countries' education systems started to draw a more precise objective, here, we have centered our study in Spain, Spanish culture in precise is extremely rich and interesting, making it one of the countries most visited around Europe, its gastronomy, culture, traditions, both big and small c's are strong in this particular site. More recent studies like Wutun, Arafah and Yassi (2018) or Yusniawati and Lestari (2020) have shown us an intriguing and captivating picture of the role of local culture and how it could open its path in ELT, opening fan of possibilities and benefits that can be brought to our educative system as well as its potential impact and performance on our students. Subsequently, we have tried to prove the efficacy of introducing Local culture in ELT replacing it or complementing the usual target culture existing already in ELT, the latter focusing on English-speaking countries such as Great Britain or the U.S. In this case, the experiment took place in a Spanish high school in Catalonia, where a sample group of 15 students went through two sessions learning simultaneously British and Spanish and Tarragona's culture while doing activities and learning about the concept of culture and its nuances. (Big and small c's for instance) Before and after these culture-themed sessions they underwent tests and questionnaires. The results have overall shown that, motivation-wise, students were already motivated to take part in culture-themed classes that they needed to study their ELT's target country culture more, and that local culture could also be embedded in the whole. They thought the same after having experienced the unique culture classes given. Regarding their performances, they have improved as expected in their tests and scored better than in their pre-tests as there were questions regarding our experimental sessions and general culture. The latter meant that, even though the class could be devoted to a sole culture, the goal here was to switch from Target to Local culture, however, since the sample didn't tackle culture in the classroom, both cultures were hence introduced. However, both were

absorbed and learned as well as liked by the students, or this was what the questionnaires scores and answers have told. Now we have noticed that they have liked to tackle their local culture in their L2's as it is a new experience for them, but it also brought change, which is also liked compared to their daily routine and regular learning methods. They also liked to tackle British culture and, in their questionnaires, there wasn't any particular preference as having both at the same time was also a meaningful experience to them. Of course, not having a preference of the local culture doesn't give the positive outcomes we expected at the beginning, still, the results did imply that students are open to studying more culture in class and studying it local as well. Overall, students were more open to classroom methods similar to CLIL where a topic or a certain theme is studied in L2 rather than singularly studying the L2 alone. Now, should culture in ELT focus on local culture? We still don't have the precise answer, but we may say that it should at least be worth trying when there is already a culture study as it may diversify the content and both cultures could be taught and liked at the same time. Yet if as in our particular case, there wasn't any culture in ELT lessons, well the introduction of culture itself is a must and is wanted by the learners themselves. What could be a challenge though would be the willingness of the institutions and instructors to change their routines, lessons, settings, academic structures, and content. That is a possible challenge when implementing these types of changes. Nevertheless, there may be no doubt about the unanimous desire to have and receive change. Change is something normal and has helped us evolve throughout the years, throughout the fields, and throughout the communities. Hence, I encourage other researchers to replicate these same studies with their own local or chosen circumstances or contexts and share their findings in order to gather enough information on this matter. Local culture has much more to give and to be investigated.

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APPENDIX

Appendix A: Spanish Consent Form



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Hoja de consentimiento informado

Título del estudio:¹ TFM: Should Culture in ELT focus Local Culture?

Datos de contacto del investigador/a principal:² Nadia Bousenine Nafei, nadiadreyar@mail.com, Tarragona.

Grupo de investigación, en su caso: Estudiantes de 1ero de Bachillerato

Yo³ con NIF/NIE/Pasaporte

- He leído la hoja de información al participante sobre el estudio de la que se me ha entregado una copia.
- He podido preguntar y resolver mis dudas sobre el estudio y mi participación.
- Comprendo mi participación en el estudio de acuerdo con aquello que expresa la hoja de información al participante sobre el estudio y de las respuestas a mis preguntas, así como los riesgos y beneficios que comporta.
- Acepto que mi participación es voluntaria y doy libremente mi conformidad para participar en el estudio.
- Conozco que me puedo retirar en cualquier momento de participar en el estudio sin que ello me pueda causar ningún perjuicio.
- Estoy informado sobre el tratamiento que se realizará de mis datos personales.
- Doy mi consentimiento para el acceso y utilización de mis datos en las condiciones detalladas en la hoja de información al participante sobre el estudio.

Sí No

- ⁴Doy mi consentimiento para la difusión de mis datos personales junto con la publicación de los resultados del estudio.

Sí No

- Una vez finalizada la investigación, es posible que los datos obtenidos sean de interés para otros estudios relacionados. En relación con esto, se ofrecen las opciones siguientes:

NO autorizar el uso de sus datos en otros proyectos de investigación relacionados.

SÍ autorizar el uso de sus datos en otros proyectos de investigación relacionados.

- ⁵Una vez finalizada la investigación, es posible que haya muestra sobrante. En relación con estas, se ofrecen las opciones siguientes:

¹ Del proyecto de investigación, Tesis Doctoral, TFG o TFM. Si existe, incluir también el código o referencia del estudio.

² Indicar los datos de contacto del investigador/a principal; nombre, teléfono, correo electrónico y ubicación física.

³ Indicar el nombre y apellidos del participante.

⁴ Sólo si en los resultados del estudio que se publicarán aparece el nombre de las personas o datos que permitan identificar a la persona, así como su imagen o su voz sin técnicas de anonimización.

⁵ Si no hay tratamiento de muestras biológicas, se puede eliminar.



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ROVIRA I VIRGILI

- La **destrucción** de la muestra sobrante.
- Su **utilización en futuros proyectos** de investigación biomédica relacionados con el mismo tema.

⁶ Y para expresar este consentimiento, el participante firma en la fecha y el lugar esta hoja de consentimiento:

Firma del participante

⁷ Y para expresar este consentimiento, el representante legal del participante firma en la fecha y el lugar esta hoja de consentimiento:

Nombre del representante legal.....

Relación del representante legal con el participante

Firma del representante legal

⁶ Si el participante puede prestar libremente el consentimiento utilizar este redactado hasta la siguiente nota cuyo redactado se puede eliminar.

⁷ Si el participante no puede leer o escribir, es menor de 14 años o por cualquier otro motivo no puede prestar libremente el consentimiento, es necesario que su consentimiento lo preste el tutor/a o representante legal. En este caso, utilizaremos el redactado y eliminaremos el correspondiente a la nota anterior.

**Proyectos de investigación / Tesis doctorales / Trabajos de Fin
de Máster / Trabajos de Fin de Grado de la URV**

Información básica de protección de datos

Información básica sobre protección de datos (formato tabular)

INFORMACIÓN DE PROTECCIÓN DE DATOS PERSONALES	
Responsable	El responsable del tratamiento de sus datos personales es la Universitat Rovira i Virgili con CIF Q9350003A y con domicilio fiscal en la calle de l'Escorxador, s/n, 43003 de Tarragona.
Finalidad	Participar en el estudio del Trabajo Final de Máster en los términos que se describen en la hoja de información al participante. En el caso de que el estudio prevea la publicación, difusión y reutilización de los resultados obtenidos incluyendo datos personales, los datos personales serán utilizados para esta finalidad siempre que el interesado/a haya concedido su consentimiento.
Derechos	Puede ejercer los derechos de acceso, rectificación, supresión, portabilidad, limitación u oposición al tratamiento, mediante un escrito dirigido al Registro General de la URV en la misma dirección del domicilio fiscal o mediante su presentación en el Registro General de la Universidad, presencial o telemáticamente, según se indica en https://seuelectronica.urv.cat/registre.html .
Información adicional	Puede consultar información adicional sobre este tratamiento de datos personales denominado El estudio del Trabajo Final de Máster ⁸ y sus derechos en el Registro de Actividades del Tratamiento de la URV publicado en https://seuelectronica.urv.cat/rgod , donde también se puede consultar la Política de Privacidad de la URV. Así mismo, puede consultar esta información en la Hoja de información al participante sobre el estudio. Adicionalmente, puede presentar a nuestros delegados de protección de datos cualquier consulta sobre protección de datos personales en la dirección de correo electrónico del dpd@urv.cat .

Appendix B : In-class Activity

CLASS INDIVIDUAL ACTIVITY

Name: _____

BRITISH CULTURE	LOCAL CULTURE
	
8 CULTURAL CURIOSITIES	
<p>1. There are six resident guardian *ravens of the Tower of London: Harris, Jubilee, Poppy, Gripp, Erin, Branwen, and Edgar. They are intelligent birds that only respond to the Raven master.</p> <p>2. In England, there is a garden containing only lethal dangerous plants. It is called the "Poison Garden", it is located within Alnwick castle. It has even an area specifically devoted to "drugs education" where opium, cocaine and cannabis can be found between others.</p> <p>3. Tea Time: Being English has almost become synonymous with tea drinking. Some prefer it strong others weak, with sugar and milk, just sugar or just milk. Did you know that tea was something they stole from the Chinese Empire centuries ago? Like many other things, Britain stole a lot of Cultural elements...but we won't talk about it now.</p> <p>4. British people don't salute each other with cheek kisses as we usually do in Spain. Here you have a list of some countries that kiss from one to three times to greet other people: One Kiss: Colombia, Argentina, Chile, Peru, the Philippines</p> <p>Two Kisses: Spain, Italy, Greece, Germany, Hungary, Romania, Croatia, Bosnia, Brazil (though, like France, the number can differ by region)</p> <p>Three Kisses: Belgium, Slovenia, Macedonia, Montenegro, Serbia, the Netherlands, Switzerland, Egypt, and Russia.</p>	<p>1. An Unfinished Cathedral: La Tarragona Cathedral bears a similarity to the Holy Family of Barcelona: both are incomplete. The bubonic plague it reached the city, killing part of the population, so the Cathedral was left without manpower and funding.</p> <p>2. Usually you've heard Santa Tecla because of partying right? But did you know that Santa Tecla, patron Saint of Tarragona's remains rested in distant lands. She was born in Iconia, Turkey, and was buried in Malula, Syria. An expedition cross the Mediterranean convinced the King Onsinio of Armenia to agree to an exchange. Then, came the relic that every September 23, lights the city with fire, music and party.</p> <p>3. Spain's population turns out to speak many different languages and dialects depending on the location. 5 languages are considered co-official in their regions: Catalan (9.8 million speakers), Valencian (4.1 million speakers), Galician (2.4 million speakers), Basque (751, 500 speakers), Aranese (5,000 speakers) Despite these co-official languages, 99% of Spaniards can speak Spanish, with varying *accents.</p> <p>4. Did you know that the oldest restaurant existing in the world is located in Spain? It is called "Botin" and is to be found in the Spanish capital city of Madrid. It appears in the Guinness World Records and been opened since 1725.</p>

Answer these questions by writing T (True) or F (False):

1. Santa Tecla was born in Tarragona.
2. One of the guardian ravens of the Tower of London is called Edward.
3. In "Poison Garden", you can find drugs that can arrive to be lethal such as opium.
4. Tea is a British product, it is original from Britain.
5. British people like to greet each other with one cheek kiss.
6. Belgium people greets each other with three cheek kisses.
7. Tarragona's cathedral is still not finished.
8. "Botin" restaurant is the oldest restaurant in the world, it opened in 1701.
9. Spanish co-official languages are only three: Galician, Catalan and Basque.
10. Spanish people, despite of speaking different co-official languages, can most part of them speak Spanish.

Check and highlight the intruder. The one(s) you think doesn't belong to each list:

1. In "Poison garden"'s drug section you can find:

Opium – Cannabis – Lavander – Cocaine - Wine

2. Elements around Santa Tecla's legend:

September, 23rd - Iconia – Armenia – Tarragona

3. From what you know, which of the following isn't a Spanish **accent*:

Andalousian – Murcian – Catalan – Canary – Zaragozaan

4. Elements around Botin restaurant:

1725 – Oldest – Guinness Record – Madrid – Michellin Star winner

5. Elements within the Spanish Culture:

Naps – Tapas – Santa Tecla - Botin restaurant – Tarragona Cathedral – Tea Time – Basque – Three kisses greeting

Did you knew all these curiosities? What surprised you the most? Why?

Appendix C: Pre-Questionnaire

Name: _____

Date: _____

Pre – Questionnaire : British and local Culture

Answer the following questions by ticking the case that you feel identified with.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I would like to study more Culture in class.					
2. I like Culture.					
3. I would like to study British Culture.					
4. I would like to study London’s Culture.					
5. I would like to study local Culture.					
6. I would like to study Tarragona’s Culture.					
7. I would like to study the Culture from other regions of Spain rather than Tarragona.					
8. I would like to study more culture and less grammar.					
9. I know what culture is.					
10. I identify with my local Culture.					
11. I don’t identify with British culture.					
12. I think I will enjoy the upcoming Culture-themed* class.					
13. I would prefer typical English grammar classes rather Culture-themed classes.					
14. I would like to have more Culture-themed classes like the one we will have.					
15. I would participate more in class if it was Culture-themed.					
16. I would like to study my own Culture in English class.					
17. I already know my local Culture so I don’t think I should study it.					
18. I would like to study only British Culture in English class.					
19. I would like to study only Spanish Culture in English class.					
20. I would like to study both British and Spanish Cultures in English class.					
21. I would feel more motivated studying Culture.					
22. I would feel more motivated studying British Culture.					
23. I would feel more motivated studying local Culture.					
24. Culture is funny and interesting.					

25. I would perform* better studying local Culture rather than British Culture.					
26. *Big C is more interesting than *small c.					
27. I know examples of British Culture so I would participate more.					
28. I know examples of Spanish Culture so I would participate more.					
29. Studying Culture-related subjects is necessary in Bachillerato (History, Geography, Arts, Music, Traditions...)					
30. Studying language (grammar) through a topic (Culture) is more motivating than just studying the language (grammar) itself.					

Now, please, try to answer the following questions shortly and giving your opinion.

I – Do you think Culture is missing when learning English in class? Why?

II – Would you like to study local culture? British culture? Or both? Why?

III – What would you like to study in English Culture classes?

Definitions:

*Themed: With a certain topic, theme.

*Performance: How something is done, carried on.

small c (Deep Culture)*: The more **invisible type of culture associated with a region, group of people, language, etc.

Big C (Surface Culture)*: It refers to the most **visible part of Culture. Holidays, Arts, Popular culture, Literature, Food, Architecture, History, Geography, Institutions...

Appendix D: Post- Questionnaire

Name: _____

Date: _____

Post – Questionnaire : British and local Culture

Answer the following questions by ticking the case that you feel identified with.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I would like to study more Culture in class.					
2. I like Culture.					
3. I would like to study more British Culture.					
4. I would like to study more Culture from London.					
5. I would like to study more local Culture.					
6. I would like to study more Culture from Tarragona.					
7. I would like to study the Culture from other regions of Spain rather than Tarragona.					
8. I would like to study more culture and less grammar.					
9. I know what culture is.					
10. I identify with local Culture.					
11. I don't identify with British culture.					
12. I enjoyed the Culture-themed* class.					
13. I would prefer typical English grammar classes rather Culture-themed classes.					
14. I would like to have more Culture-themed classes like the one we had.					
15. I would participate more in class if it was Culture-themed.					
16. I would like to study my own Culture in English class.					
17. I already know my local Culture so I don't think I should study it.					
18. I would like to only study British Culture in English class.					
19. I would like to study only Spanish Culture in English class.					
20. I would like to study both Spanish and British Cultures in English class.					
21. I would feel more motivated studying Culture.					
22. I would feel more motivated studying British Culture.					

23. I would feel more motivated studying local Culture.					
24. Culture is funny and interesting.					
25. I would perform* better studying local Culture rather than British Culture.					
26. Big C* is more interesting than small c*.					
27. I know examples of Spanish Culture so I would participate more.					
28. I know examples of British Culture so I would participate more.					
29. Studying Culture related subjects is necessary in Bachillerato . (History, Geography, Arts, Music, Traditions...)					
30. Studying language (grammar) through a topic (Culture) is more motivating than just studying the language (grammar) itself.					

Now, please, try to answer the following questions shortly and give your opinion.

I – Do you think Culture is missing when learning English in class? Why?

II – Would you like to study local culture? British culture? Or both? Why?

III – What would you like to study in English Culture classes?

Definitions:
*Themed: With a certain topic, theme.
*Performance: How something is done, carried on.
* <u>small c</u> (<i>Deep Culture</i>): The more invisible type of culture associated with a region, group of people, language, etc.
* <i>Big C</i> (<i>Surface Culture</i>): It refers to the most visible part of Culture. Holidays, Arts, Popular culture, Literature, Food, Architecture, History, Geography, Institutions...

Appendix E: Pre-Test

Name: _____

Date: _____

Pre – Test: British and Local Culture

Choose the right option for the following questions:

• NOTION OF CULTURE:

1- What is the definition of Culture?

- A) It's only about arts and music.
- B) The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
- C) Culture is the arts and other manifestations of human intellectual achievement regarded collectively as well as the ideas, customs, and social behavior of a particular people or society.
- D) All the previous choices.

2- Big C culture is about traditions, languages, behaviors and beliefs. However, small c is about the broader scope of Popular Culture, Food, History, Geography, Arts, Literature, Institutions and so on...

- A) True.
- B) False.

• CULTURAL CURIOSITIES:

3 – Tarragona's Cathedral:

- | | |
|---------------------|--|
| A) Is finished. | C) Will finish this year. |
| B) Is not finished. | D) There is no Cathedral in Tarragona. |

4-The six guardians of the Tower of London are:

- | | |
|----------|------------|
| A) Dogs. | B) Ravens. |
| C) Mice. | D) Cats. |

5- Tea is original from:

- | | |
|-------------|-------------|
| A) England. | C) Morocco. |
| B) China. | E) Japan. |

6- British people greet each other with a:

- | | |
|--------------|---|
| A) Hug. | C) Two cheek kisses. |
| B) One kiss. | D) None of the above, they're not that much physical. |

7- In the Poison Garden in England:

- | | |
|-------------------------------------|---|
| A) There are only poisonous plants. | C) It's called that but there are no poisonous plants in there. |
| B) There are only lethal plants. | D) Is an ideal place to take children in! |

8- In Spain we have:

- | | |
|-----------------------------|--|
| A) 4 co-official languages. | C) Only one language, Spanish. |
| B) 2 co-official languages. | D) We have accents but no other languages. |

9- Santa Tecla:

- | | |
|---------------------------------|---------------------------------------|
| A) Was born in Iconia, Turkey. | C) Is celebrated each September 23rd. |
| B) Was buried in Malula, Syria. | D) All of the above. |

10- Restaurant "Botín" in Madrid is known as:

- | | |
|--|--|
| A) The most luxurious Restaurant in the World. | C) The oldest restaurant in Spain. |
| B) The cheapest restaurant in the World. | D) The oldest restaurant in the World. |

• GENERAL CULTURE:

11- When did the former Queen of England get her driver license?

- | | |
|---------------------|--|
| A) When she was 43. | C) When she was 68. |
| B) When she was 20. | D) Never, she delivered licenses, so she drove under her own name. |

12- What is the currency of England:

- | | |
|-----------|--------------------|
| A) Euro. | C) Pound sterling. |
| B) Lyras. | D) Francs. |

13 – Which F1 teams are British?

- | | |
|--------------------------|------------------------------|
| A) Ferrari and Red Bull. | C) McLaren and Aston Martin. |
| B) Alpine and Mercedes. | D) Athletic and Betis. |

14 – Barcelona is known by which type of traditional dance:

- | | |
|--------------|----------------|
| A) Flamenco. | C) Castellers. |
| B) Sardana. | D) Tango. |

15 – Which Spanish Region exports olive oil worldwide?

- | | |
|--------------|---------------|
| A) Valencia. | C) Andalusia. |
| B) Galicia. | D) Salamanca. |

Appendix F: Post-Test

Name: _____

Date: _____

Post – Test: British and Local Culture

Choose the right option for the following questions:

• NOTION OF CULTURE:

1- What is the definition of Culture?

- A) It's only about arts and music.
- B) The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
- C) Culture is the arts and other manifestations of human intellectual achievement regarded collectively as well as the ideas, customs, and social behavior of a particular people or society.
- D) All the previous choices.

2- Big C culture is about traditions, languages, behaviors and beliefs. However, small c is about the broader scope of Popular Culture, Food, History, Geography, Arts, Literature, Institutions and so on...

- A) True.
- B) False.

• CULTURAL CURIOSITIES:

3 – Tarragona's Cathedral:

A) Is finished.	C) Will finish this year.
B) Is not finished.	D) There is no Cathedral in Tarragona.

4-The six guardians of the Tower of London are:

A) Dogs.	B) Ravens.
C) Mice.	D) Cats.

5- Tea is original from:

A) England.	C) Morocco.
B) China.	E) Japan.

6- British people greet each other with a:

A) Hug.	C) Two cheek kisses.
B) One kiss.	D) None of the above, they're not that much physical.

7- In the Poison Garden in England:

A) There are only poisonous plants.	C) It's called that but there are no poisonous plants in there.
B) There are only lethal plants.	D) Is an ideal place to take children in!

8- In Spain we have:

A) 4 co-official languages.	C) Only one language. Spanish.
B) 2 co-official languages.	D) We have accents but no other languages.

9- Santa Tecla:

A) Was born in Iconia, Turkey.	C) Is celebrated each September 23rd.
B) Was buried in Malula, Syria.	D) All of the above.

10- Restaurant "Botín" in Madrid is known as:

A) The most luxurious Restaurant in the World.	C) The oldest restaurant in Spain.
B) The cheapest restaurant in the World.	D) The oldest restaurant in the World.

• GENERAL CULTURE:

11- When did the former Queen of England get her driver license?

A) When she was 43.	C) When she was 68.
B) When she was 20.	D) Never, she delivered licenses, so she drove under her own name.

12- What is the currency of England:

A) Euro.	C) Pound sterling.
B) Lyras.	D) Francs.

13 – Which F1 teams are British?

A) Ferrari and Red Bull.	C) McLaren and Aston Martin.
B) Alpine and Mercedes.	D) Athletic and Betis.

14 – Barcelona is known by which type of traditional dance:

A) Flamenco.	C) Castellers.
B) Sardana.	D) Tango.

15 – Which Spanish Region exports olive oil worldwide?

A) Valencia.	C) Andalusia.
B) Galicia.	D) Salamanca.