

**Increasing 8th-Grade Students' Understanding of Cultural Differences: An Action
Research Project at Bartolomé Lobo Guerrero School**

Oscar Alberto Quintero Sánchez

ICESI University

MTEFL SD

Dr. JoEllen Simpson

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Chapter One

1. Introduction

This project impacted thirty 8th grade students at Bartolomé Lobo Guerrero School, who demonstrated a basic user level of English proficiency. The students showed enthusiasm for learning English, engaging actively in classroom activities, however they faced difficulties in peer relationships which did not create an appropriate teaching and learning environment. This issue was evident in their resistance to work in group and in their use of inappropriate language when addressing classmates. Therefore, increasing intercultural awareness for 8th grade students may help them understand and appreciate different local cultures which are reflected in the diverse student body.

This understanding can foster tolerance, empathy, and open mindedness, which are crucial skills for students to face an increasingly diverse world. Intercultural awareness is about fostering a mindset that values diversity, promotes understanding, and encourages respectful interactions among individuals from different cultural backgrounds (Burikova, 2020). Furthermore, intercultural awareness aids teachers in being sensitive to cultural diversity in the classroom, which can enhance the teaching and learning experience.

Cultural awareness plays a vital role in ELT as it facilitates understanding, adapting, and effectively responding to different cultural contexts (Procel, et al., 2023). By introducing local cultural topics and implementing collaborative activities that promote teamwork and cultural exchange, the English class can help students develop a sense of pride and connection to their own cultural heritage while also fostering an appreciation for other cultures. These activities allow students to share their own traditions, customs, and experiences, fostering a respectful and participatory environment for cultural expression. Pérez and Téllez (2018) emphasized the

importance of recognizing our traditions, background, and values as a means to enhance cultural awareness. This is particularly relevant in the context of language learning, where understanding one's own culture is crucial for effective communication and engagement with other cultures.

Furthermore, by engaging in intercultural exchanges with their classmates, students can increase their perspectives and enhance their awareness of cultural diversity. This can ultimately lead to improved tolerance, empathy, and open mindedness, which are essential qualities for successful intercultural communication and interaction.

The intervention for the research included the implementation of a project-based learning approach in English classes to enhance 8th grade students' understanding of cultural differences. It focused on teamwork and intercultural exchanges, encouraging students to share and learn from different cultural perspectives. Therefore, activities were structured to research students' family culture and heritage.

1.1. Research Question

How does a project-based learning approach affect 8th-grade students' understanding of each other's cultural differences in an English class at Bartolomé Lobo Guerrero School?

1.2. General Objective

To analyze how a project-based learning approach affects 8th-grade students' understanding of each other's cultural differences in an English class at Bartolomé Lobo Guerrero School.

1.3. Specific Objectives

- i. To design and implement a project-based learning activity that explores the importance of students' family culture and heritage.

- ii. To identify students' intercultural awareness related to family heritage before and after the implementation of the project-based learning activity.
- iii. To assess students' self-awareness and respect for their own culture and that of others through a qualitative approach.

1.4. Justification

The complexities of intercultural awareness highlight the necessity for 8th-grade students to understand cultural interactions. Recognizing and appreciating diversity in English class is essential for students to cultivate an inclusive and enriching learning context. This argument not only benefits individual students but also contributes to a more harmonious and understanding society. Therefore, teachers have to encourage students to learn about each other's cultures helping them foster empathy and mutual respect. This understanding can reduce stereotypes and prejudices, creating a more inclusive classroom environment where all students feel valued and respected (Ramos-Holguín, 2021).

Integrating cultural content into English Language Teaching (ELT) is essential for enhancing students' communicative and intercultural competence. This integration encourages students to appreciate diversity and critically reflect on their own and others' cultural perspectives (Procel, et al., 2023). Eighth grade students at Bartolomé Lobo Guerrero School do not like to work in different groups. That is to say, they just want to work with their close friends or classmates from the same cultural background. However, by introducing local cultural topics and implementing collaborative activities that promote teamwork and cultural exchange, the English class can help students develop a sense of pride and connection to their own cultural heritage while also fostering an appreciation for classmate's' cultures. Pérez and Téllez (2018) pointed out that when we reflect on our own traditions, we become more aware of what makes our culture unique, helping better understand and respect other cultures. Therefore,

cultural tasks offer meaningful opportunities for students to express their backgrounds and values, promoting a classroom atmosphere of openness and mutual respect.

Furthermore, by interacting with peers from different cultural backgrounds, students can expand their perspectives promoting critical thinking and intercultural sensitivity. Fernandez, et al. (2024) emphasize how fundamental it is to include cultural components in language learning. Students can better appreciate cultural distinctions and relationships studying Afro-Colombian history guiding them to a richer understanding of diverse cultures. Therefore, 8th grade students must understand their own history, family culture, and heritage in order to recognize and value themselves as members of their family. In this way, they can accept and respect their peers developing intercultural awareness.

Chapter Two

2. Literature Review

The literature review section of this research focused on three main topics: intercultural awareness, cultural awareness and project-based learning. These were crucial for comprehending the influence of cultural differences on 8th grade students in Bartolomé Lobo Guerrero School. The objective of this literature review is to analyze existing research on intercultural awareness, cultural awareness and project-based learning in education, and how these concepts could provide a comprehensive understanding of the theoretical foundations that could increase 8th-grade students' understanding of each other's cultural differences.

2.1. Intercultural Awareness

Intercultural awareness was the first aspect that was explored. It emphasizes understanding and respecting cultural differences. In the context of this project, developing students' intercultural awareness might help them appreciate their classmates' own culture and increase a sense of mutual respect, tolerance, and empathy promoting a positive classroom environment.

English teachers do their job teaching the foreign language focusing on speaking, reading, writing and listening, and this is very important for students to be able to communicate in English. However, teachers should think beyond and realize that increasing students' understanding of each other's cultural differences is fundamental to better comprehend the student's community, the world and their active role in society. Burikova (2020) stated the importance of gradually developing an inner sense of the equality of cultures, understanding one's own and others' cultures, and showing a positive interest in both similarities and differences and this was fundamental to building students' intercultural awareness. Identifying common ground could facilitate connection between students, while acknowledging differences

promoted respect and curiosity. Liu (2015) emphasized the importance of incorporating practical, systematic, and learner-focused strategies in EFL instruction to improve students' cultural awareness and communication abilities. By incorporating these principles and approaches into EFL teaching practices, educators could create a supportive and engaging learning environment that increases students' intercultural awareness, and communicative competence.

Pekerti and Thomas (2003) confirmed that individuals could adapt their communicative styles in intercultural interactions and this was a key aspect of intercultural competence, enabling persons to manage cultural differences effectively and build meaningful relationships across cultures. Hence, communication in intercultural interaction contributed significantly to students' intercultural awareness by highlighting the importance of understanding and adapting to different communication styles in cross-cultural contexts. Chen (2014) emphasized the significance of recognizing the distinct characteristics of one's own and others' cultures to effectively modify communication patterns and behaviors in intercultural interactions. According to Saharani (2023), students became more careful in their communication, avoided cultural misunderstandings, and became motivated to learn about other cultures. Thus, students' language proficiency and communication skills were increased by intercultural awareness.

Exploring local cultures encourages learners to investigate the diversity and complexity of local and national cultural groups. This exploration should help them realize that cultural identities are multi-faceted and that these groups connected with global communities (Baker, 2011). There are not homogeneous cultures; every group has its own subcultures, differences, and changing traditions recognizing that different perspectives existed in the same cultural group. Therefore, it is important to promote a classroom environment where learners can actively engage with and reflect on cultural differences increasing their intercultural communicative competence.

Intercultural awareness involves not only understanding and respecting different cultural groups but also having the ability to adapt behavior, communicate effectively, and navigate diverse cultural contexts. For example, Schwarzenthal, et al. (2019) asserted that intercultural awareness goes beyond intergroup attitudes by emphasizing knowledge, awareness, and behavioral flexibility in dealing with different worldviews and cultural practices. This includes applying knowledge in real interactions for students. They should adapt to diverse contexts for effective communication and relationships. Therefore, students understand different perspectives encouraging empathy and respect.

Some research in Colombia also analyzed intercultural awareness in education. Castañeda Usaqué (2012) argued that the process of intercultural awareness involves uncovering and understanding one's own culturally conditioned behavior and thinking, as well as recognizing the patterns of others. Therefore, intercultural awareness is key in understanding cultural behaviors without judgment, fostering understanding and cultural sensitivity in students. Recognizing cultural patterns allowed Castañeda Usaqué to identify that students appreciated the diversity and shared experiences. They enhanced critical thinking analyzing assumptions and stereotypes, guiding them to value different cultures.

Álvarez and Bonilla (2009) emphasized the role of dialogue in the classroom where students engage in discussions about cultural issues linked to linguistic content. This communicative process allows students to share their perspectives and experiences, fostering a deeper understanding of different cultural viewpoints and practices. The authors discovered that discussions in the English classroom focused on topics that were connected to cultural issues. This involved looking at customs, traditions, values, or behaviors that were part of students' cultures. Consequently, the exchange of ideas might have helped them understand that other students had different ways of thinking and behaving, which might have increased students' intercultural awareness.

It is important to integrate multicultural literary texts into English as a Foreign Language (EFL) in order to improve students' intercultural communicative competence. Gómez Rodríguez (2013) reported that students cultivated critical thinking, enhanced cultural awareness, and fostered positive attitudes towards diversity when they engaged with literature from different cultural contexts. His research demonstrated that this not only helped subjects improve their language skills but also encouraged them to develop understanding and share the feelings of people from other cultures. As a result, they gained a deeper respect for cultural differences, which enhanced their ability to communicate effectively.

The development of intercultural awareness in students is essential for fostering mutual respect and effective communication in different cultural contexts. That is, it improves interpersonal relationships and enriches all learning experiences, reducing stereotypes and prejudices while giving students essential communication and adaptability skills for interacting in an intercultural classroom. By integrating cultural understanding into English language instruction, educators can enhance students' communicative competence and promote a positive classroom environment that values diversity.

2.2. Cultural Awareness

Cultural awareness was the second aspect that was studied, and it highlighted the importance of understanding students' own cultural identity to recognize and respect others' cultures incorporating cultural perspectives into language teaching. This project incorporated some cultural activities which might help students to connect with their own family culture and heritage while increasing an appreciation for the cultural differences of their peers.

Kramsch (2013) argued how culture has changed from being viewed as just a part of language study to being closely linked with the daily lives of speech communities. This change

underlined the importance of integrating cultural issues into language teaching-learning.

Furthermore, Samovar, et al. (cited in Purba, 2011, p. 45) declared:

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication.

Understanding the cultural context of a language helps learners comprehend the nuances of the language better (Kim, 2002). Consequently, adequate research and pedagogy in language learning involve going beyond linguistic proficiency to incorporate cultural competence and awareness (Kim, 2020). Integrating cultural perspectives increases cultural awareness among learners, allowing them to appreciate and respect different cultural practices, beliefs, and values immersed in language (Yurtsever & Özel, 2021). Hence, individuals can develop a cultural awareness that enables them to navigate intercultural interactions with sensitivity and understanding (Kramsch, 2014).

Procel, et al. (2023) affirmed that integrating cultural content into ELT makes the learning experience more relevant and meaningful for learners. It helps students connect language learning to real-life situations and cultural contexts, increasing their engagement and motivation. Incorporating cultural issues and social learning activities in the classroom can promote collaborative learning experiences (Alshenqeeti, 2016). Students can work together to explore cultural topics, discuss language challenges, and solve problems, leading to increased interaction, cooperation and cultural awareness. Thus, being culturally aware fosters empathy and respect towards people from different cultural backgrounds, motivating learners to engage more deeply with the language and culture, as they try to communicate in a way that is respectful and inclusive from different perspectives (Brainee, 2024). Moreover, Porto (2009)

emphasized that cultural awareness is essential in foreign language education to ensure that there is congruence between what content is taught and how it is taught, aligning with students' abilities to learn. In doing so, educators contribute to building an inclusive and engaging space that supports deeper learning and broader student engagement. Hence, teachers contribute to building an equitable and effective classroom that increases comprehension and engagement among all students.

Larawi, et al. (2023) conducted a study at Universitas Muhammadiyah Bone, which revealed that the majority of EFL students demonstrated an awareness of their own culture during the learning process. This awareness was closely linked to their cultural knowledge, indicating that students recognized the significance of understanding both their own culture and the target culture in language learning. That study indicated that cultural awareness fostered empathy and open mindedness among students. Therefore, while learners explore and reflect on the experiences and perspectives of others, they become more tolerant and understanding, which is crucial for building a meaningful learning environment.

Additionally, a supportive learning environment should be created incorporating cultural education into EFL programs. Students achieve a more profound comprehension of the terminologies and concept that vary across cultures by familiarizing learners with expressions unique to different cultures (Towairesh, 2021). Thus, this environment can increase student's cultural awareness and sensitivity towards the cultural backgrounds of their peers, and they feel encouraged to explore and discuss cultural differences promoting a more inclusive classroom atmosphere.

Pourkalhor and Esfandiari (2017) confirmed that the cultural context of the learners can influence the relevance of the material being taught. That is, when cultural elements are integrated into language lessons, students can connect more easily with the content because it reflects their own lived experiences and heritage. That relevance can enhance students'

motivation and facilitate cultural awareness making the learning process more enjoyable and meaningful. Thus, cultural awareness can facilitate collaborative learning experiences where students share their own cultural backgrounds and learn from one another. This exchange of cultural knowledge enhances language skills and fosters a sense of student's community.

Some studies conducted in Colombia also examined the role of cultural awareness in education. Barrera Cardenas (2013) reported that the significance of cultural awareness in teaching English as a foreign language (EFL) lies in understanding how the English language connects with cultural expressions. When students are culturally aware, they can better comprehend the cultural differences and how these are reflected in English. Moreover, fostering cultural awareness in EFL teaching encourages respect and intercultural understanding, which enhance the learning experience and prepare students for interactions in different environments. Therefore, cultural awareness in EFL teaching not only enriches language learning, but also increases comprehension of the cultures presented in the classroom.

Fandiño Parra (2014) declared that teaching culture goes beyond simple language instruction, it involves understanding and reflecting on different beliefs, attitudes, and behaviors that shape communication. This means that learners do not only acquire linguistic skills but also develop an awareness of the cultural contexts in which the language is used. The integration of cultural understanding into language teaching can encourage learners to challenge their own ideas and stereotypes about other cultures. This analysis is essential for students to develop more understanding of cultural diversity and to promote respect toward classmates from different cultural backgrounds.

Cultural awareness is important in language teaching since it increases respect and understanding among students by integrating their own cultural identities with those of their peers. By including cultural elements in language lessons, teachers can build a more engaging

and inclusive learning atmosphere, enhancing language skills and students' cultural perceptions, which prepare them for meaningful intercultural interactions.

2.3. Project – Based Learning

Project-based learning is the last aspect that has been considered, being applied as the methodological framework for this research. It engages students in collaborative projects that require teamwork, investigation, and communication. By relating students in cultural tasks, PBL might encourage critical thinking and cooperative learning, giving students practical opportunities to apply language skills while increasing students' understanding of each other's cultural differences.

Astawa, et al. (2017) affirmed that Project-Based Learning (PBL) is defined as a learning strategy that is organized around projects. In a PBL classroom, students are actively involved in planning, implementing, reflecting, and evaluating their own learning by working on authentic tasks. This way, learners are empowered to assume responsibility for their educational experiences. PBL fosters a collaborative learning environment where students interact with each other. This interaction helps them learn from one another, discuss their cultural experiences, and incorporate these perspectives into their work, building a collaborative and supportive classroom environment (Ngadiso, et al., 2021). Thus, this reflection can help students think critically about their own cultural identities, encouraging them to consider how their culture influences their own attitudes, as well as how they relate to and understand others' cultures.

Yaprak (2022) pointed out that PBL contributed to personal empowerment, as students felt more responsible and active in their learning process. Her subjects reported feeling more confident when sharing their learning experiences and presenting their projects. Collaborating with peers was one of the most effective and enjoyable aspects for students because they

appreciated exchanging ideas, collecting information, and working as a team, which helped them hear different perspectives and improve their interpersonal skills. Almulla (2020) also emphasized that PBL promotes students' critical thinking, problem-solving, collaboration, and communication skills, which are essential for success in the modern world. These skills are beneficial for students, including those from underserved backgrounds who might not have had as many opportunities to develop them in traditional educational settings. Therefore, when students participate in practical and collaborative projects, they tend to understand difficult ideas better and remember what they have learned because they are in a supportive learning environment where they can share knowledge helping them articulate their thoughts and feelings more effectively.

In addition, through the PBL experience, teachers can learn about their students' skills and difficulties. Teachers are able to observe how students work on tasks, helping teachers identify students' strengths and needs (Yamada, 2020). It is not just about giving students grades, but teachers can see how students progress, how they think, what skills they acquire, and where they need support. Thus, this understanding allows teachers to adopt a more learner-centered approach encouraging a respectful and positive classroom. Zhang and Ma (2023) admitted that students who engage in project-based learning improve higher-order thinking skills, which are crucial for problem-solving and critical analysis. PBL also has a positive effect on students' attitudes about learning, leading to increase interest and motivation in their educational experiences.

Taking about some research in Colombia, Vargas (2012) declared that EFL classrooms can be powerful places for both learning a language and teaching citizenship. Through project-based learning, students can engage with real-life social issues, which not only improve their communicative skills in English but also increase their critical thinking and social awareness. Hence, the classroom should be viewed as an inclusive learning environment where interaction

and negotiation help build knowledge together. Torres and Rodríguez (2017) affirmed that PBL promotes a meaningful learning environment where students feel responsible for their own knowledge. They become more engaged in speaking activities because the project drives them to communicate effectively to reach their goals. This engagement leads learners to have a more favorable view of learning English and taking part in speaking activities. Therefore, the necessity to discuss ideas during project work takes students to express their thoughts, which include discussions about cultural contexts. This experience enhances their communicative competence and increases their awareness of how cultural differences affect interactions.

Agudelo and Vasco (2019) reported that PBL encourages students to take responsibility for their learning. Instead of just sitting back and receiving content, they become engaged participants in the learning process. They learn to make decisions, collaborate with peers, and engage in critical thinking, which are essential components of autonomous learning. Besides, this approach facilitates small group discussions and presentations, where students can share their findings and personal experiences related to their cultures. This dialogue allows students not only to express their own cultural identities but also to learn from their peers, leading to an understanding of the different backgrounds in their classroom.

Project-based learning (PBL) involves learners in teamwork and meaningful learning experiences, helping them think critically, communicate better, and understand different cultures. This teaching method enhances language skills and encourages students to be responsible for their learning process, making the classroom more inclusive and lively. Teachers build a dynamic school environment using PBL, where students actively construct knowledge, connect with their peers, and apply language skills in meaningful contexts, increasing cultural sensitivity and building a respectful environment.

Chapter Three

3. Research Methodology

3.1. Introduction

Increasing intercultural awareness and understanding cultural differences are essential components of modern education, particularly in different school environments. This research project explored increasing 8th-grade students' understanding of each other's cultural differences at Bartolomé Lobo Guerrero School through the implementation of project-based learning in English class. This study tended to enhance communicative abilities while also helping students appreciate each other's cultural backgrounds by incorporating aspects of their family culture and heritage.

3.2. Research Design

The research philosophy for the study was interpretivism, and a qualitative approach was selected for data collection. The research strategy was action research, using qualitative methods. The time horizon for data collection was longitudinal.

3.2.1. Sampling Strategy

3.2.1.1. Context

The project took place in an 8th-grade English class at Bartolomé Lobo Guerrero School. It is located in Lleras Restrepo neighborhood, 13th district of the city of Cali. It is considered an ethno-educational school due to its geographic location. It has about 1600 students in the morning and afternoon school schedules. This school handles students from 1, 2 and 3 strata who have different dimensions of socioeconomic vulnerability which are transferred to school and are reflected in not only discipline problems such as physical and verbal violence,

thefts, bullying and more, but also psychosocial risk such as consumption of psychoactive substances, suicidal thinking, self-harm, sexual abuse and cyberbullying (PEI, 2024 p. 36).

The school has a computer room, televisions, projectors, two home theaters, fans, air-conditioning, and internet. Nevertheless, not all of these facilities are available in every classroom, and some of them are out of order. In the English classroom, the teacher has access to a TV, projector, home theater, fan, air-conditioning, laptop, and internet. However, the home theater is non-functional, and the internet connection is very intermittent.

3.2.1.2. Participants

This project impacted thirty 8th grade students, at Bartolomé Lobo Guerrero school, who were at a basic user level in English. All of the students and their parents or legal guardians in this research project signed the informed consent form. These students showed some interest in learning the foreign language as they actively participated in English activities. However, they faced challenges in establishing good relationships with their classmates. They struggled to use appropriate language when addressing their peers, which obstructed their ability to associate with one another. Consequently, they were not enthusiastic about working in groups. Additionally, these students came from low socio-economic backgrounds, as their families did not have stable employment. Their parents frequently moved from one job to another.

Talking about the English teacher, he has a degree in foreign languages, English-French. He has worked at Bartolome Lobo Guerrero school since 2019, but he has taught English to 8th grade students since 2024. He is a serious but friendly person, who likes to teach not only the foreign language but also values.

3.3. Data Collection Methods

3.3.1. Pre-post Questionnaires

Two questionnaires were designed to gather specific information related to students' perception about family culture and heritage. The teacher provided the questionnaire No.1 "Family culture" for students to answer at the very beginning in Cycle 1 (see appendix 1). He gave the questionnaire No. 2 "Family heritage" at the very beginning in Cycle 2 (see appendix 2). These questionnaires were provided in English, and the teacher explained them if necessary. These two questionnaires were answered again when the didactic sequence ended in Cycle 3. The photocopies were answered individually by 33 students during class time.

3.3.2. Designing of the Action Plan

A didactic sequence titled My Family Culture and Heritage Journey was designed to increase not only students' understanding of their own culture, but also classmates' cultures in the English class.

Didactic Sequence

My Family Culture and Heritage Journey

Introduction

This didactic sequence was designed for 8th grade students from 13 to 15 years old. Students explored the importance of their family culture and heritage through the creation of a family cultural and heritage presentation using apps or software like Canva, PowerPoint, CapCut. This final presentation was created in technology class. Through this activity, students not only practiced their English speaking and writing skills, but also experienced an understanding of their own identity and respect for classmates' cultures. The didactic sequence was divided into three (3) cycles. Each cycle was made up of three (3) consecutive classes of

45 minutes each on Tuesday mornings. Therefore, the didactic sequence was made of three parts, each with three cycles that took one week each, for a total of nine (9) classes. During the didactic sequence, the teacher organized groups of 3 students in some classes for doing peer activities. In total, eleven 11 groups were created. These groups were intentionally formed with students who did not usually work together and were the same during the group tasks. During the interaction of these groups, the teacher marked and took note using the observation sheet (see appendix 3). Each class is described below.

Cycle 1

This was titled “exploring my family culture”, and students focused on exploring their own family culture and their classmates’ family culture.

Class 1

First of all, the teacher provided the Questionnaire No.1 “Family culture questionnaire” (see appendix1) to collect specific information related to students' perception about family culture.

Then, the teacher started with a discussion about “*Can you say any traditions or customs from your own family culture? Why are these important for you?*” To help students activate their prior knowledge and personal experiences, the teacher started saying his own example: “*My family attends mass every Sunday at 8:00 a.m. because this fortifies our Catholic beliefs*”. Students participated saying their answers either in English or Spanish. Then, they wrote their own answers in English in their notebooks. They could use their cellphone or dictionary to translate their answers into English.

Afterward, the teacher showed students the videos “Values: Family Culture RethinkEd Video” and “My Family Culture” (watch the videos <https://www.youtube.com/watch?v=hm9jXECVzk0> and

<https://www.youtube.com/watch?v=kMJQWaoxa24>). They presented examples of family culture allowing students to see how cultural values and traditions are lived in families. Students participated by saying what they understood about the videos. Then, the teacher explained the unknown vocabulary in the videos related to family culture. Later, students wrote in their notebooks a list of their own family cultural customs according to the videos.

Class 2

In the next class, students, in groups of 3 organized by the teacher, interacted with their peers talking about their own family cultural customs that they had written. Then, students completed the Family Cultural Customs Table (see appendix 4) that was designed to help them organize their thoughts and reflect on the importance of their family customs. Each student completed the table with their own information about family cultural customs and those of their work group asking them some questions such as “*Where are you from? What are your languages? What are your typical meals?* After completing the table, students answered the question: what did you find the most interesting about your classmates’ family cultural customs? And why? They wrote the answers in their notebooks. Then, they participated in class by saying their answers.

Class 3

In the third class, students compared and contrasted the family cultural customs in a table (see below) according to the last activity. Later, students participated in class saying the common and uncommon family cultural customs found.

Family Cultural Customs Comparison table

Customs	Similarities	Differences
Origin		
Languages		
Typical meals		
Special dishes		
Celebrations		
Religious Practices		
Spiritual beliefs		
Head of the family		
Daily wear		
Special occasion outfits		
Family values		
Recreational activities		

Later, in the same groups of 3 students, the teacher gave them a text about the teacher's family cultural customs (see appendix 5). The students read the text and underlined the vocabulary related to the teacher's family cultural customs. The teacher walked around the classroom and helped each group with this activity. Students could use their cell phone or dictionary during the activity. Finally, each student wrote a similar text using their own information about their family cultural customs.

Cycle 2

This was titled exploring my family heritage, and students focused on exploring their own family heritage and their classmates' family heritage.

Class 1

First, the teacher provided the questionnaire No.2 "Family heritage questionnaire" (appendix 2) to gather specific information related to students' perception about family heritage.

Then, the teacher asked students "*What is heritage for you?*" They participated by saying their answers. Then, the teacher asked them "*What is family heritage for you?*" Students participated again saying the answers. These questions were designed to help learners think about their own backgrounds and share their opinions. Later, the video titled "FamilySearch/Every Family Has a Story, Discover Yours" was shown (watch the video <https://www.youtube.com/watch?v=wxuY1IzH4h0>). Students participated saying what they understood about the video, and how they related it with family heritage. Then, the teacher explained the video. The central message was that every family has its own special and valuable story, and through family search, everybody can discover and preserve these stories for future generations. The video was selected to encourage students to explore their family tree to connect with their past, enriching their life and feeling more connected to who they are.

Class 2

In the second class, the teacher encouraged students to do their family research by providing the Questionnaire No. 3 titled "My research family heritage" (see appendix 6). Students, keeping the same groups of 3 from Cycle 1, answered the questionnaire to help each other. This questionnaire guided students to investigate important aspects of their family history. The teacher walked around the classroom and helped each group better understand the family

heritage questionnaire. Students took this questionnaire home to answer it more adequately in dialogue with their family.

Class 3

In the third class, the teacher explained to the students the final project. They had to create a family cultural and heritage presentation using apps or software like Canva, PowerPoint, or CapCut. The teacher presented some examples. He explained the key points that the family cultural and heritage presentation had to include:

- Original title
- Student's name and grade
- Relatives' pictures, their names and relationship
- Information from their own family cultural customs table and research family heritage questionnaire
- One sentence explaining the importance of the family cultural and heritage presentation for their own cultural identity
- One sentence explaining the importance of learning about their classmates' family culture and heritage.

Students were encouraged to make their presentations visually attractive, easy to understand, and highlight the most important aspects of their family culture and heritage. Students did a draft or example of their presentation in their notebooks during this class. Finally, they created their final presentation in technology class. The presentation was sent by e-mail to the teacher's e-mail.

Cycle 3

During this Cycle of 3 classes students presented their final projects to their peers. Each presentation was around 3 minutes. It focused on celebrating the value and diversity of their family cultures and heritage. Thus, the activity had as a goal to foster an inclusive classroom environment where different cultures were respected. After the presentations, a session was opened where students could say what they liked the most and suggested some improvements. Finally, after finishing this Cycle, students answered again the questionnaires No. 1 and No. 2 family culture and heritage (See the complete didactic sequences in the appendix 7).

3.3.3. Assessment

Qualitative rubrics for Cycle 1 and Cycle 3 were designed (see appendix 8). The Cycle 1 rubric assessed how well students participated in class discussions, worked together in groups, and wrote clear and organized texts. The Cycle 3 rubric assessed the family cultural and heritage presentation focusing on criteria such as content, clarity and organization, visual elements, and important sentences. Cycle 2 was not assessed because the outcome of this Cycle was reflected in Cycle 3.

3.3.4. Observations

The observation sheet was planned to gather qualitative data on how students understand each other's cultural differences during the didactic sequence. That observation sheet was divided into 6 aspects of analysis: participation and interaction, cultural self-awareness, understanding of cultural differences, emotional responses, communication skills and family culture and heritage presentation. They had indicators rated on a scale of 5 points (1 = Not Observed, 2 = Emerging, 3 = Developing, 4 = Competent, 5 = Excellent). The teacher marked the level observed when students interacted in groups of 4, except aspect number 6 (family culture and heritage presentation). This aspect was only marked during Cycle 3. The

teacher also wrote additional notes if necessary, according to strengths observed or areas for improvement.

3.4. Data Analysis

The data analysis focused on assessing the impact of a project-based learning (PBL) intervention on 8th-grade students' understanding of cultural differences at Bartolomé Lobo Guerrero School. The analysis integrated qualitative and quantitative data from pre- and post-questionnaires, classroom observations, and presentations on cultural heritage created by the students.

3.4.1. *Identifying patterns*

A qualitative interpretive approach guided the data analysis, aligning with the study's action research design. The analysis focused on identifying changes in students' intercultural awareness and cultural sensitivity before and after the PBL intervention. Data were triangulated from the following sources:

Pre- and post-questionnaires (Family Culture and Family Heritage) showed changes in knowledge and attitudes.

Observation sheets documented students' participation and interaction, cultural self-awareness, understanding of cultural differences, communication skills, and emotional responses during three cycles.

Student presentations provided evidence of individual reflection and intercultural competence.

The results of this analysis supported the study's conclusions about the efficiency of project-based learning in increasing intercultural understanding and underlined recommendations for future classroom practice.

3.4.2. Narrating Teacher's Observations

This involved telling a detailed and coherent story based on students' behavior. The teacher recounted the main events that happened through the classroom activities. He selected unusual events that showed how and why the direction of the research changed. Besides, he focused on groups of three students and their activities describing students' roles. He also focused on issues that arose as he observed and took notes on their practice.

3.5. Limitations

- i. The time was short to carry out adequate research work.
- ii. Students showed apathy to the subject matter, making the research work tedious.
- iii. Students did not respond with activities left for home due to lack of parental support.
- iv. Some parents did not agree with their children's participation in this research project.
- v. There were other school activities that hindered the proper development of the research project.

3.6. Summary

This research project proposed to participate to the growing field of intercultural teaching by exploring the effectiveness of project-based learning in increasing students' understanding of cultural differences. By navigating the complexities of cultural identity within the classroom, this study tried to empower students to embrace diversity and cultivate meaningful intercultural connections.

Chapter Four

4. Results and Discussions

4.1. Pre-Questionnaires

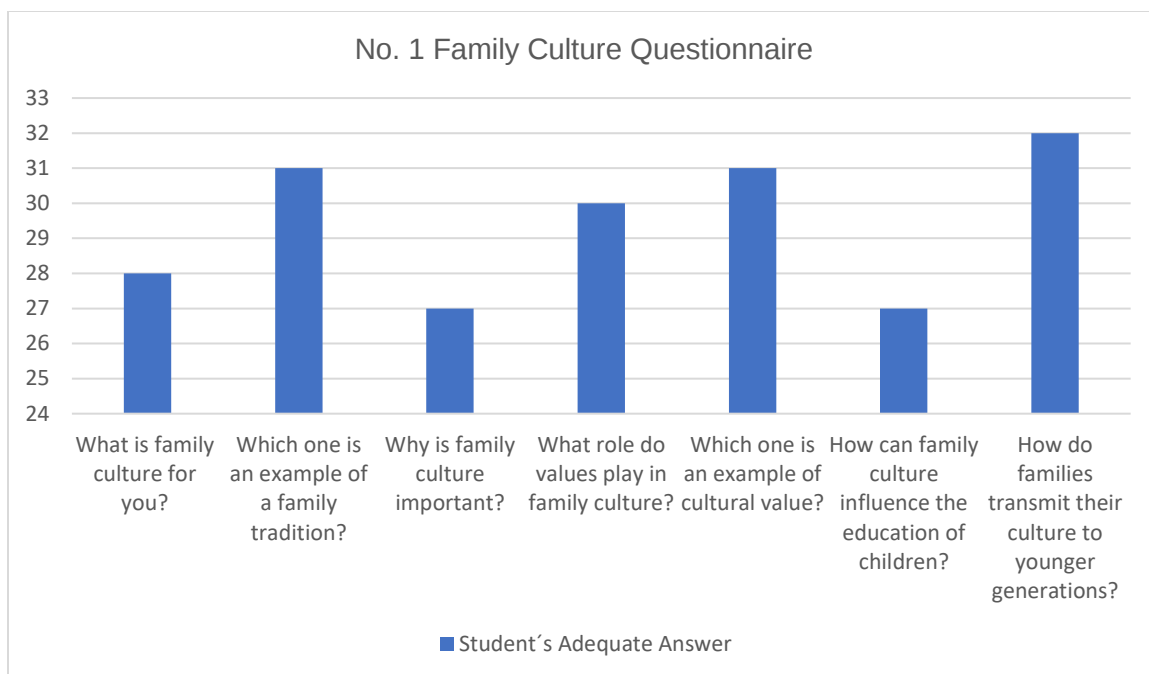
The results from the pre-questionnaires given to 8th-grade students at Bartolomé Lobo Guerrero School provided important information about their initial understanding of family culture and heritage. These findings act as a starting point for assessing how well the project-based learning (PBL) method enhances students' awareness of cultural differences.

4.1.1. No. 1 Family Culture Questionnaire

The first pre-questionnaire given on November 6th focused on students' perceptions of family culture and it was answered by 33 students presented in the classroom. The figure 1 shows that a significant majority of students demonstrated an appropriate understanding of family culture across most of the questions. The percentage of adequate answers ranged from 81.8% to 97.0%, indicating that students generally had a good understanding of the concepts related to family culture. Particularly, the question "How do families transmit their culture to younger generations?" with the answer "c) They tell stories, celebrate traditions, and share values" received the highest percentage of appropriate answers (97.0%). This finding suggests a strong awareness among students of how cultural practices are passed down through generations, a result supported by Pérez and Téllez (2018), who emphasizes the role of family traditions in reinforcing cultural identity and transmitting values across generations.

Figure 1

Students' perceptions of family culture



However, there were some aspects where students showed less understanding. The question "Why is family culture important?" and "How can family culture influence the education of children?" with the answers "b) It is important because I can strengthen bonds among my family members" and "b) It can shape their values, beliefs, and behaviors", respectively, had the lowest percentage of adequate answers, 81.8%. This finding indicates that some students had difficulty to fully comprehend the importance and influence of family culture. These results support Burikova's (2020) statement that intercultural awareness should be developed step by step. It starts with knowing our own culture and then moves on to really appreciating how it influences our personal and educational development. But just having this understanding doesn't mean we need activities that encourage students to reflect deeply on how their cultural practices matter and how they affect their personal and educational growth.

4.1.2. No. 2 Family Heritage Questionnaire

The second pre-questionnaire given on November 12th analyzed students' perceptions of family heritage and it was answered by 27 students. Figure 2 shows that students had a less

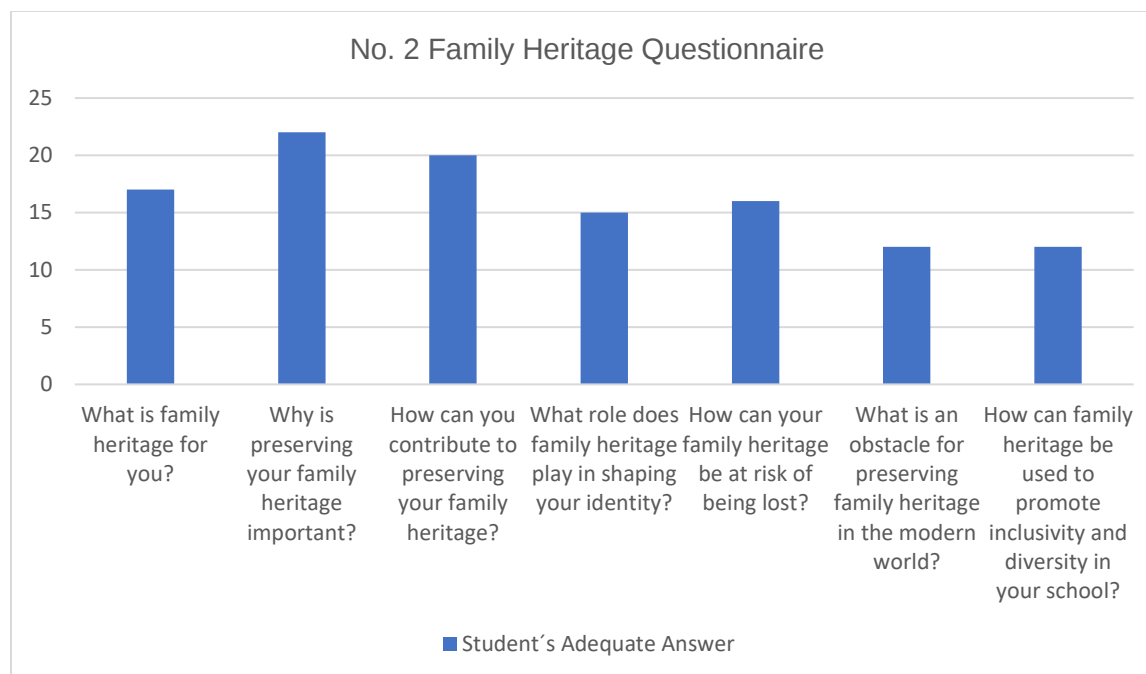
understanding of this idea compared to family culture subjects. 63% of students selected the adequate answer “a) It is the cultural traditions transmitted from my ancestors” to the question, “What is family heritage for you?” This supports Kramsch’s (2013) assertion that cultural concepts must be explicitly taught, as students often confuse similar but different ideas without structured guidance.

Besides, 55.6% of students struggled with the question “What is an obstacle to preserving family heritage in the modern world?” choosing inadequate answers like “a) Support in cultural practices at school” or “b) Interest in history and tradition”.

55.6% of students also found hard to mark the good answer to “How can family heritage be used to promote inclusivity and diversity in your school?” selecting “a) I can study and learn about only my own family heritage to promote inclusivity and diversity” or “b) I can ignore cultural differences to create an identical society and to promote inclusivity and diversity”, instead of choosing the appropriate answer “c) I can study and learn about different family heritage to promote inclusivity and diversity”. This exposes a limited appreciation of the role heritage can play in fostering intercultural understanding, an issue that is in line with Barrera Cárdenas (2013), who emphasized how important it is to link cultural content with students’ real-life experiences in EFL classrooms to encourage empathy and inclusivity. These results suggest that the project-based activities should focus on how heritage can help create respect and understanding among peers. By engaging students in collaborative projects that require them to explore and share their family histories, the PBL approach can help bridge these gaps in understanding.

Figure 2

Students' perceptions of family heritage



Despite these difficulties, 81.5% of students recognized the appropriate answer to the questions “Why is preserving your family heritage important?” marking “b) Because it helps understand the history and identity of my family”, and 74.1% could identify the good answer to “How can you contribute to preserving your family heritage” selecting “c) I can remember and share family stories and traditions”. The data indicates that students have more knowledge about family culture concepts than family heritage, results consistent with Castañeda Usaqué (2012), who emphasized the importance of reflection and personal narratives in fostering intercultural understanding. Therefore, the PBL activities should build on students' existing knowledge of family culture while gradually introducing more complex concepts related to heritage.

The research question of this study is How does a project-based learning approach affect 8th-grade students' understanding of each other's cultural differences in an English class at Bartolomé Lobo Guerrero School? The pre-questionnaire results reveal that while students have an appropriate understanding of their own culture, they may lack the tools to appreciate

and respect the cultural backgrounds of their peers. For example, only 55.6% of students could identify “What role does family heritage play in shaping your identity?” selecting the answer “b) Family heritage can influence my values, beliefs, and traditions”, and 40.7% struggled with the question “How can your family heritage be at risk of being lost?” selecting inappropriate answers like “a) Over-protecting and isolating it from society” or “c) Strong support at school”.

These findings reinforce the argument made by Kramsch (2014) that learners must be guided to go beyond basic cultural knowledge and engage in deeper reflection and comparison of different cultural perspectives. Without this deeper engagement, students may remain confined to an egocentric view of culture that limits their intercultural development. These results suggest that the PBL approach should include activities that encourage students to compare and contrast their cultural practices with those of their classmates, fostering a deeper appreciation for diversity. According to Baker (2011) and Álvarez and Bonilla (2009), dialogic and comparative methods are essential for enhancing students' intercultural communication skills, building empathy, and encouraging a greater understanding of cultural diversity in the EFL classroom.

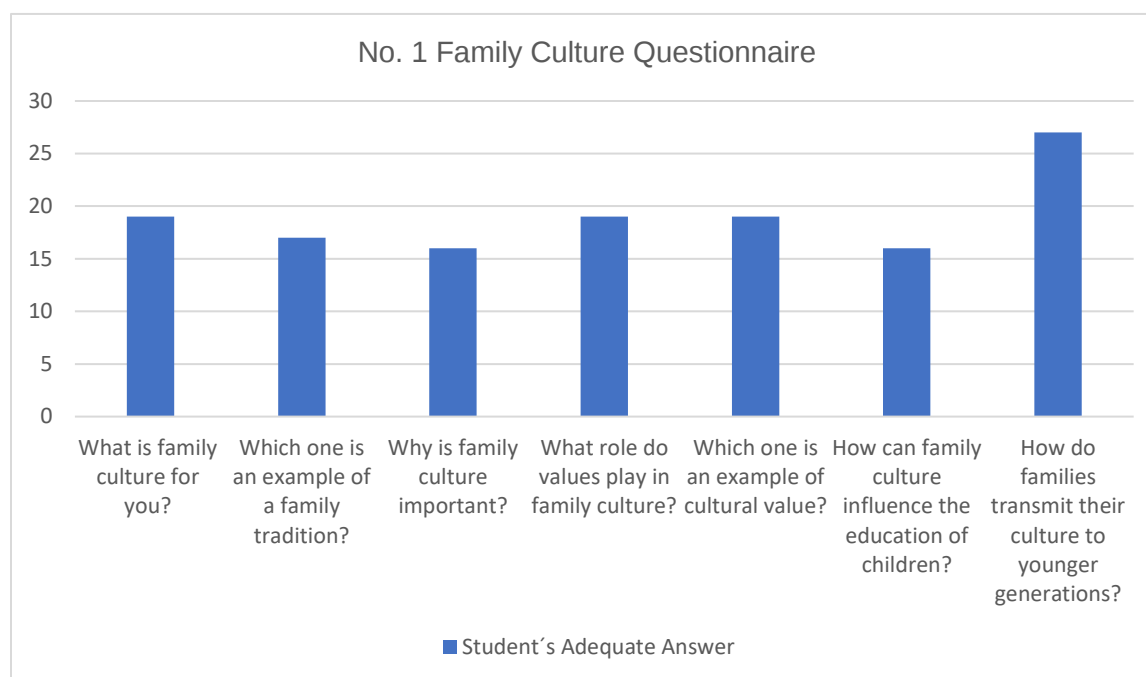
4.2. Post-Questionnaires

The findings from the post-questionnaires show important information about the effectiveness of the project-based learning approach in increasing 8th-grade students' understanding of cultural differences at Bartolomé Lobo Guerrero School. The data collected from the multiple-choice post-questionnaires, given on November 26th, provided a quantitative measure of students' comprehension and appreciation of family culture and heritage after participating in the project. The results are analyzed in relation to the research objectives, which focused on improving students' understanding of different cultures.

4.2.1. No. 1 Family Culture Questionnaire

The first post-questionnaire focused on students' understanding of family culture. It was given on November 26th and it was answered by 26 students presented in the classroom. The post-questionnaire, as shown in Figure 3, shows mixed outcomes. Although students demonstrated a moderate understanding of the key concepts, there was a decline in the percentage of adequate responses when compared to the pre-questionnaire. This change suggests that some students may have faced difficulties in retaining or expressing the ideas introduced during the project-based learning (PBL).

In the question "What is family culture for you?", 70.4% of students selected the adequate answer "c) It is the values, traditions, and beliefs shared by my family", reflecting a decline from the 84.8% reported in the pre-questionnaire. Similarly, only 59.3% of students gave the adequate response "b) It is important because I can strengthen bonds among my family members" to the question "Why is family culture important?", a significant decrease from 81.8% in the pre-questionnaire. The question "How do families transmit their culture to younger generations?", with the good answer "c) They tell stories, celebrate traditions, and share values" also showed a decrease from 97.0% in the pre-questionnaire to 74.1% in the post-questionnaire.

Figure 3*Students' understanding of family culture*

The results suggest that while the PBL activities encouraged students to engage with cultural topics, some students may have struggled to retain or articulate their understanding of family culture concepts. As Porto (2009) argues, language education that is culturally relevant should match the content with what students are ready to learn and help them understand complex ideas by guiding them through reflection and clear teaching. This could indicate a need for more scaffolded activities or reinforcement of key ideas throughout the intervention.

4.2.2. No. 2 Family Heritage Questionnaire

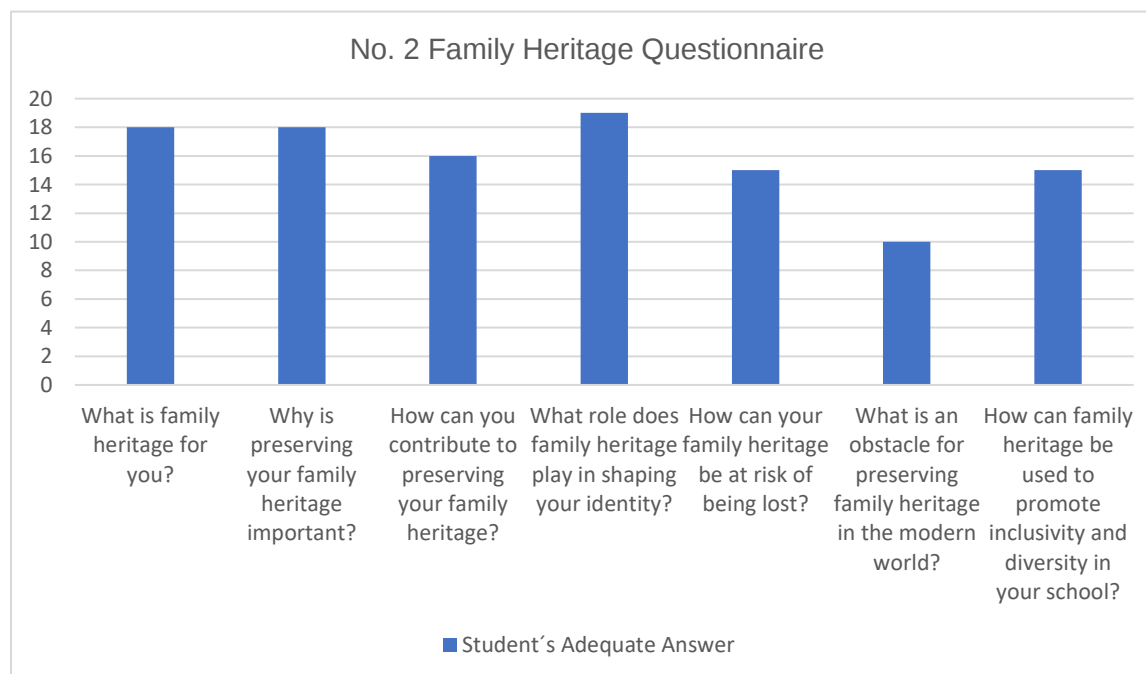
The second post-questionnaire focused on family heritage, and the results were hopeful. It was given on November 26th and it was answered by 26 students presented in the classroom. The figure 4 shows that the question about "What role does family heritage play in shaping your identity?" received a 70.4% adequate response with "b) Family heritage can influence my values, beliefs, and traditions", an improvement from 55.6% in the pre-questionnaire showing

that the PBL activities helped students connect heritage to personal identity. This outcome aligns with Kramsch (2014), who highlights that understanding culture is not just about knowledge but about identity formation. When students reflected on their family roots through activities like heritage research and peer sharing, they demonstrated a growing connection between personal history and cultural values. Moreover, this aligns with the research objective of fostering self-awareness and respect for one's own culture. However, 29.6% of students could not mark the adequate answer indicating a need for more discussion on this topic.

In the question "How can family heritage be used to promote inclusivity and diversity in your school?", 55.6% of students marked the adequate answer "c) I can study and learn about different family heritage to promote inclusivity and diversity", up from 44.4% in the pre-questionnaire, indicating a little growing awareness of heritage's role in fostering inclusivity. This supports Barrera Cárdenas' (2013) assertion that connecting cultural content with students' real-life experiences increases empathy and promotes inclusion.

Figure 4

Students' understanding of family heritage



One of the more challenging questions for students was, "What is an obstacle for preserving family heritage in the modern world?" Only 37% of students marked the adequate answer "c) Increased globalization and homogenization of cultures". This reflects Baker's (2011) point that cultural understanding needs to be supported by critical reflection on wider sociocultural influences. Therefore, this suggests that while students understand the importance of heritage, they may need more guidance in recognizing the external factors that threaten its preservation.

The post-questionnaire results show both successes and areas for improvement in the PBL intervention. The decline in some family culture percentages may be attributed to the complexity of the topics or the students' initial overconfidence of their understanding. In contrast, the improvements in questions about family heritage indicate that the teamwork and reflection involved in PBL activities, such as answering, in groups, the questionnaire "My research family heritage", creating a family presentation and showing this work to the class, helped students better understand the importance of heritage in shaping identity and promoting diversity.

These outcomes reflect the purpose of the study by showing that PBL can increase students' intercultural awareness, however the approach may require adjustments to confirm comprehension through all cultural concepts. The results also underline the importance of continuous reflection and dialogue in fostering the complexities of cultural differences.

Finally, the post-questionnaire results should be interpreted carefully, considering factors like differences in student engagement or external influences. Additionally, the short duration of the intervention may have limited students' learning. Future studies might benefit from a longer timeline or the inclusion of more interactive and multimodal activities to enhance the understanding of cultural concepts.

4.3. Observation sheets

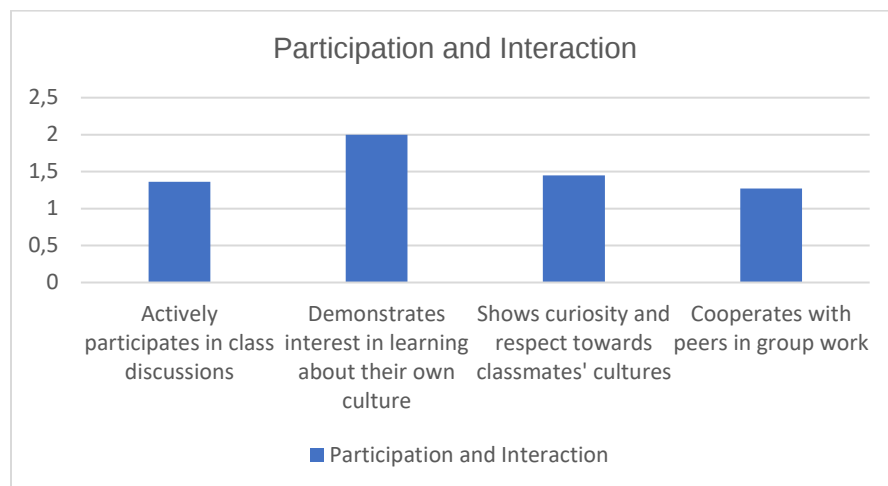
The observation sheets were designed to collect qualitative information about students' understanding of each other's cultural differences during the Project-Based Learning (PBL) sequence. In the teaching sequence, the teacher organized groups of 3 students to carry out peer activities, in that way, facilitating the observation of student behavior and the documentation of interactions. Consequently, a total of eleven groups were created. These groups were intentionally formed with students who did not typically work together and remained the same during the group tasks. The observation sheet was divided into 5 aspects of analysis: participation and interaction, cultural self-awareness, understanding of cultural differences, communication skills and emotional responses.

4.3.1. Observation Sheet Cycle 1

The observation sheet from Cycle 1 presented valuable insights into students' initial engagement with the project-based learning (PBL) activities designed to increase their understanding of cultural differences. Data were collected through an observation sheet rubric from the eleven groups, each one with three learners. The following figures summarize the results observed from Cycle 1 through the eleven groups on a scale of 1 to 5.

4.3.1.1. Participation and Interaction

Students demonstrated partially active participation in class discussions, as indicated in the average score of 1.36. This may be attributed to initial indecision or a lack of familiarity with the new topics presented. However, an emerging average score of 2.00 was noted when students demonstrated interest in learning about their own culture. This supports Burikova's (2020) assertion that intercultural awareness begins with understanding one's own culture before developing appreciation for others. Consequently, personal connections to the topic may play a role in motivating participation.

Figure 5*Participation and interaction*

Showing curiosity and respect towards classmates' cultures were also low, with an average score of 1.45. Álvarez and Bonilla (2009) emphasize that reciprocal interaction is essential to developing students' awareness of cultural diversity, highlighting the importance of structured peer dialogue in activities. Moreover, cooperation with peers in group work received the lowest average score of 1.27. The low scores in this category reveal challenges in fostering engagement with intercultural content and promoting effective collaboration. According to Pekerti and Thomas (2003), adapting communication styles is central to intercultural competence. It is something that students in this context struggled to demonstrate.

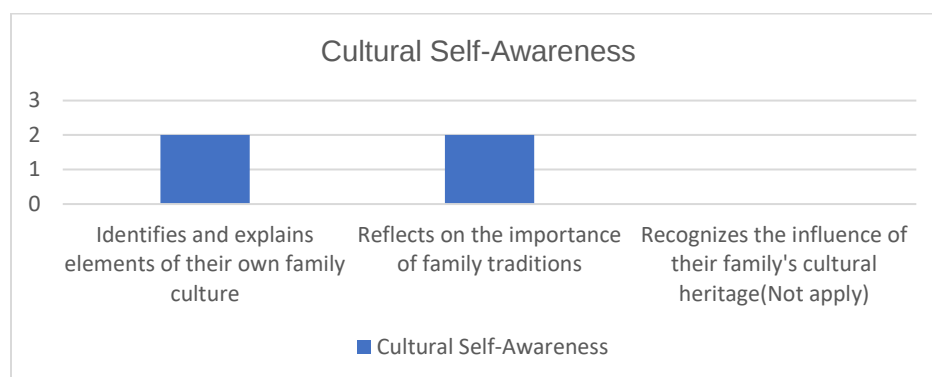
4.3.1.2. Cultural Self-Awareness

Students demonstrated an emerging ability to identify and explain elements of their own family culture, shown in an average score of 2.00. While this indicates an initial level of cultural awareness, many struggled to articulate these elements in a detailed or meaningful way. In the same way, the importance of family traditions was generally superficial, also averaging 2.00. This pattern supports findings by Gómez Rodríguez (2013), who noted that while students may

recognize cultural elements, structured tasks are needed to promote deeper reflection and critical thinking.

Figure 6

Cultural self-awareness



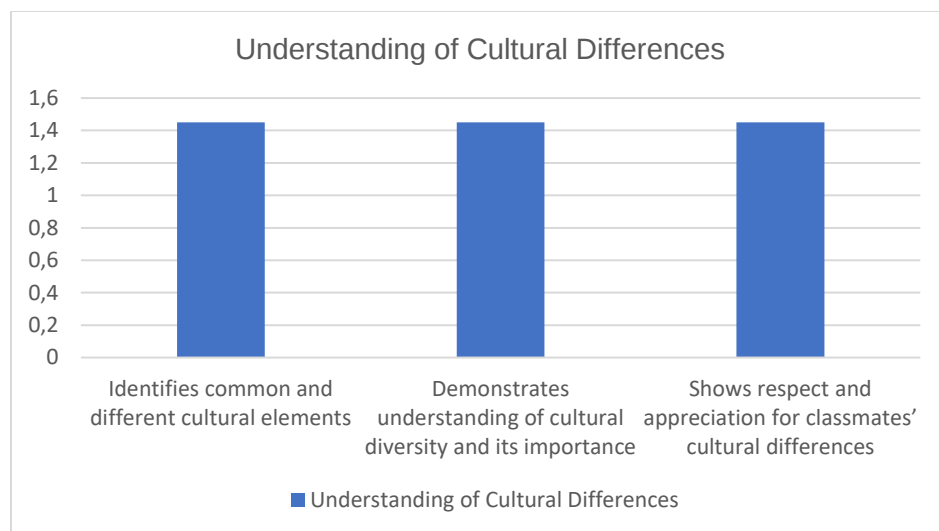
These findings underline the need for instructional scaffolding, such as specific prompts and pertinent examples, to help students explore their cultural identities more deeply.

4.3.1.3. Understanding of Cultural Differences

Students showed difficulty in identifying both common and different cultural elements, as indicated by an average score of 1.45. This difficulty may be attributed to insufficient previous exposure to organized discussions on intercultural subjects, which are important for fostering comparative cultural analysis (Álvarez & Bonilla, 2009). In the same way, their ability to demonstrate understanding of cultural diversity and show respect for classmates' cultural differences also averaged 1.45. These equally low scores underline a general lack of initial awareness and sensitivity toward cultural diversity, reinforcing Kramsch's (2014) argument that cultural learning goes beyond real knowledge and requires deeper levels of reflection and interpretation.

Figure 7

Understanding of cultural differences



The results align with the primary aim of the study, which is to implement a project-based learning (PBL) in English class that increases 8th-grade students' understanding of each other's cultural differences. The low scores suggest that Cycle 1 served as a diagnostic or reference assessment, highlighting areas requiring development. These findings support the incorporation of the PBL as appropriate and important teaching method integrating cultural content into English Language Teaching (ELT) to foster more inclusive and globally conscious learners as emphasized by Porto (2009) and Baker (2011), who claim for culturally responsive teaching practices in English Language Teaching (ELT).

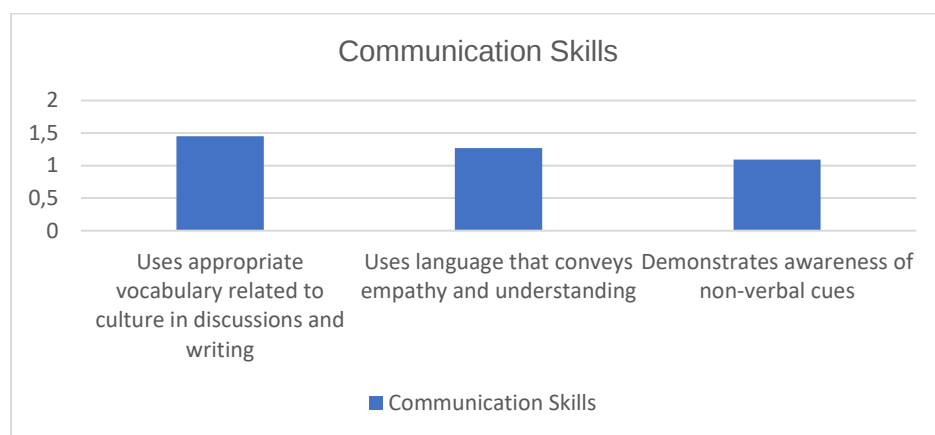
4.3.1.4. Communication Skills

Students demonstrated limited use of vocabulary related to culture in discussions and writing, as indicated by an average score of 1.45. This shows either an unfamiliarity with pertinent terminology or the existence of language barriers that obstructed their capacity to express cultural concepts clearly, an issue that aligns with Porto's (2009) argument that culturally responsive language teaching should support the growth of intercultural communicative competence. Moreover, the use of language that conveys empathy and understanding averaged 1.27, and awareness of non-verbal cues received the lowest score at

1.09. These results indicate that students infrequently employed empathetic expressions or recognized non-verbal forms of communication, emphasizing a significant gap in their intercultural communication abilities confirming Kramsch's (2014) view that intercultural competence includes both verbal and non-verbal sensitivity.

Figure 8

Communication skills



The data reflect challenges in both linguistic expression and interpersonal sensitivity, which are essential components of intercultural competence. To address these deficiencies, future cycles should incorporate more adequate instruction in cultural vocabulary and interactive activities. These strategies would give students possibilities to demonstrate both verbal and non-verbal aspects of empathetic communication in cultural context.

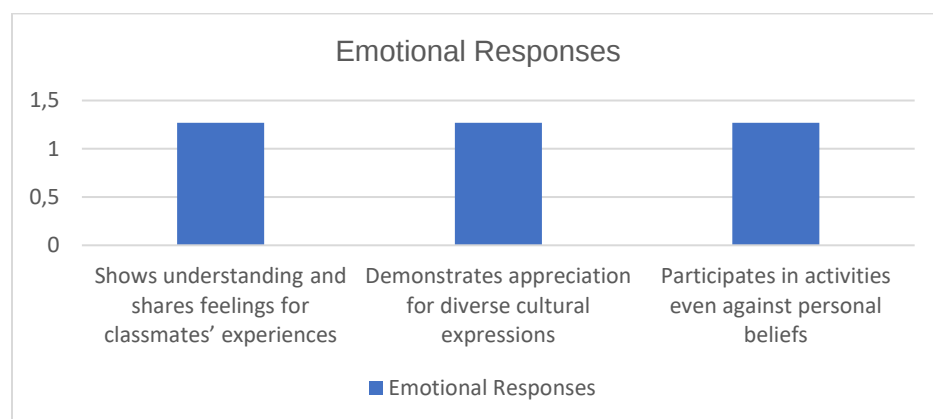
4.3.1.5. Emotional Responses

Showing understanding and sharing feelings for classmates' experiences was low, similar to demonstrating appreciation for diverse cultural expressions, both indicators obtaining an average score of 1.27. This aligns with Kramsch's (2013) argument that students often struggle to connect emotionally with intercultural content unless such connections are made explicit through guided pedagogical practices. This low level of emotional engagement suggests

that many students were not yet comfortable with expressing empathy or appreciating perspectives different from their own. Also, the average score for participating in activities even against personal beliefs was also 1.27, showing a general timidity to engage with new or different cultural ideas, an essential component of intercultural competence (Byram, 1997).

Figure 9

Emotional responses



The emotional disconnection underlines the need for a safe, inclusive classroom environment. Activities that normalize cultural sharing and model respectful interactions could improve these results helping students feel more secure in expressing themselves and more prepared to engage empathetically with diverse perspectives.

The Cycle 1 observations reveal that students began the PBL with limited understanding of cultural differences, collaboration skills, and emotional engagement. However, the emerging interest in personal cultural reflection suggests a pathway for growth. As students progressed through PBL activities, improvements in these areas were expected, particularly in peer interactions and cultural empathy, which are fundamental to the objectives of the research.

4.3.2. Observation Sheet Cycle 2

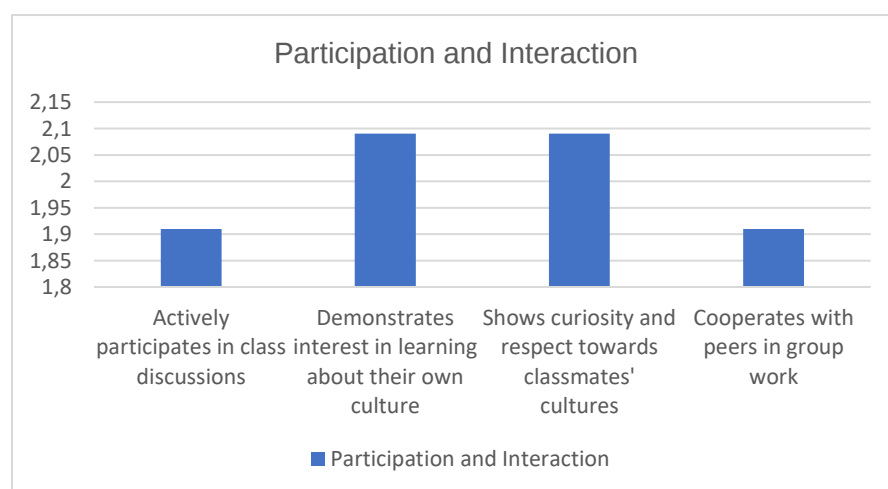
The observation data from Cycle 2 were collected from the same eleven student groups from Cycle 1, each one with three learners, to assess the development of intercultural awareness during the implementation of the Project-Based Learning (PBL) approach. This analysis also focuses on five main categories: participation and interaction, cultural self-awareness, understanding of cultural differences, communication skills and emotional responses. The following figures summarize the results observed from Cycle 2 through the eleven groups on a scale of 1 to 5.

4.3.2.1. Participation and Interaction

The indicators within this category suggest an emerging level of engagement. Students demonstrated moderate interest in learning about their own culture and curiosity and respect towards classmates' cultures, with both indicators scoring an average of 2.09. These findings indicate that when students connect their learning to their personal lives and cultural backgrounds, they engage more actively in the learning process (Burikova, 2020; Procel et al., 2023).

Figure 10

Participation and interaction



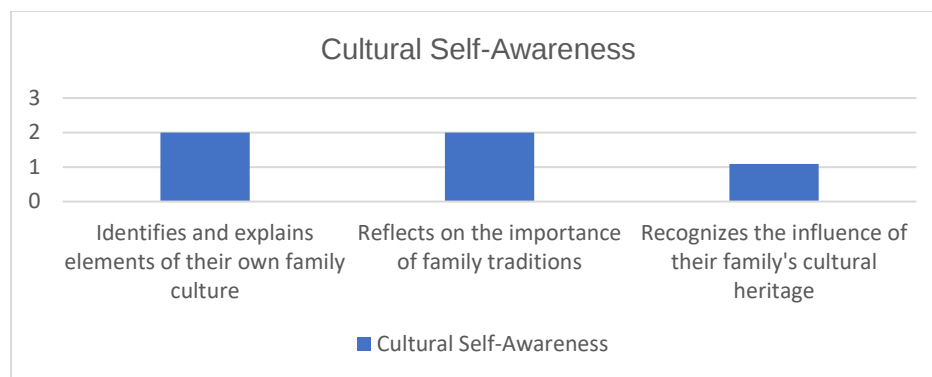
However, the indicators “active participation in class discussions” and “cooperation with peers in groups”, which both scored an average of 1.91, indicate the need for additional teaching strategies to enhance collaboration and interaction. This aligns with Ngadiso et al. (2021), who discuss that project-based learning requires intentional structuring of group tasks to foster interaction and solidarity among diverse learners. These findings show the constant behavioral issues mentioned in the Justification section, “Eighth grade students at Bartolomé Lobo Guerrero School do not like to work in different groups...they just want to work with their close friends or classmates from the same cultural background.” This emphasizes the importance of implementing continuous cooperative activities to build trust and promote interaction in class.

4.3.2.2. Cultural Self-Awareness

Students showed a basic ability to identify and explain elements of their own family culture and reflect on the importance of family traditions. Both indicators scored 2.00, reflecting an emerging level of cultural reflection remaining consistent as Figure 6 in the observation of Cycle 1. These findings confirm that the actions taken in Cycle 2, like conducting heritage questionnaires and peer interviews, were suitable for enhancing identity and cultural connections (Kramsch, 2013; Pérez & Téllez, 2018; Procel et al., 2023).

Figure 11

Cultural self-awareness



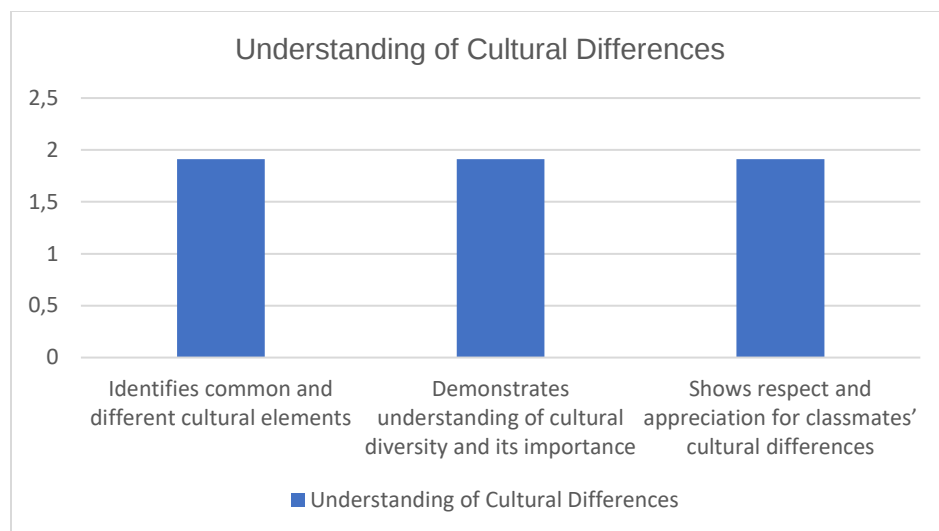
However, the low score (1.09) for recognizing the influence of their family's cultural heritage indicates a deeper conceptual gap. While students could identify what traditions were part of their family heritage, they found it hard to explain how these influenced their values, beliefs, or actions. This finding suggests that additional thinking strategy support is needed, maybe by writing in journals or sharing personal stories for increasing intercultural awareness (Gómez Rodríguez, 2013; Kramsch, 2014).

4.3.2.3. Understanding of Cultural Differences

The constant score of 1.91 across all indicators in this category presents a growing awareness. Students began recognizing cultural diversity and showing appreciation, in the line with the objective of the study to increase inclusive peer relationships and reduce cultural prejudice (Schwarzenthal et al., 2019; Burikova, 2020).

Figure 12

Understanding of cultural differences



The similar scores also indicate that classroom discussions and group reflections helped students to recognize both common and different cultural characteristics (Álvarez & Bonilla, 2009). However, more critical comparative tasks would be necessary to achieve a higher level of cultural analysis. Thus, the results show progress in students' ability to collaborate with peers from different cultures, although this remains in the initial phases of development (Ngadiso et al., 2021).

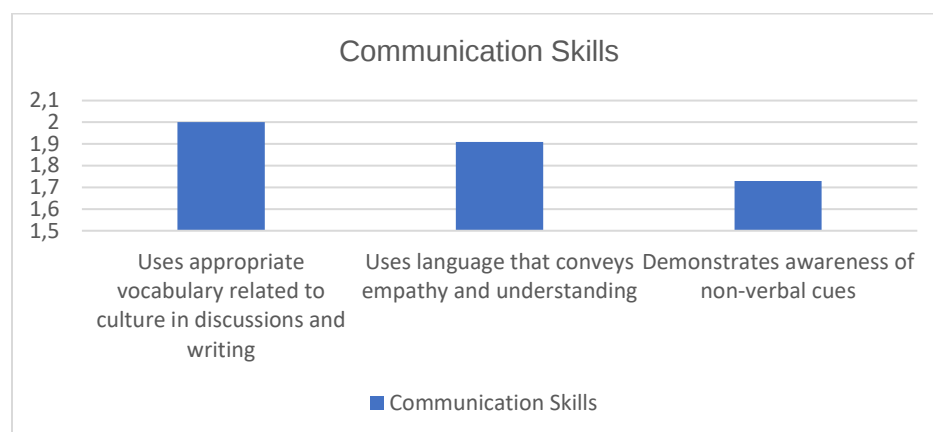
4.3.2.4. Communication Skills

Students showed some ability to use appropriate vocabulary related to culture in discussions and writing, scoring 2.00 which indicates that the PBL strategy integrates language learning into meaningful contexts. This supports Procel, et al.'s (2023) assertion that integrating cultural content into ELT makes learning more meaningful and relevant by connecting language to real-life contexts. However, scores for using language that conveys empathy and understanding language and demonstrating awareness of non-verbal cues were slightly lower, emphasizing a gap in emotional expression and interpersonal sensitivity. This is consistent with Kramsch's (2014) argument that intercultural competence involves both verbal and non-verbal sensitivity, which must be explicitly modeled and practiced. Similarly, Chen (2014) emphasizes

that effective intercultural communication requires recognizing both emotional tone and body language as integral parts of meaning-making.

Figure 13

Communication Skills



These results confirm that students are starting to use cultural language, but they still need clear examples of social skills and body language in intercultural communication. This reflects Samovar, et al.'s view (as cited in Purba, 2011) that culture shapes not only the content of communication but also the conditions under which communication is understood. To deal with this need, it is recommended to integrate the use of videos that present authentic intercultural interaction. Additionally, implementing peer interview tasks focused on personal traditions, values, and experiences, may allow students to practice both empathy and curiosity, in that way increasing mutual respect and cultural understanding.

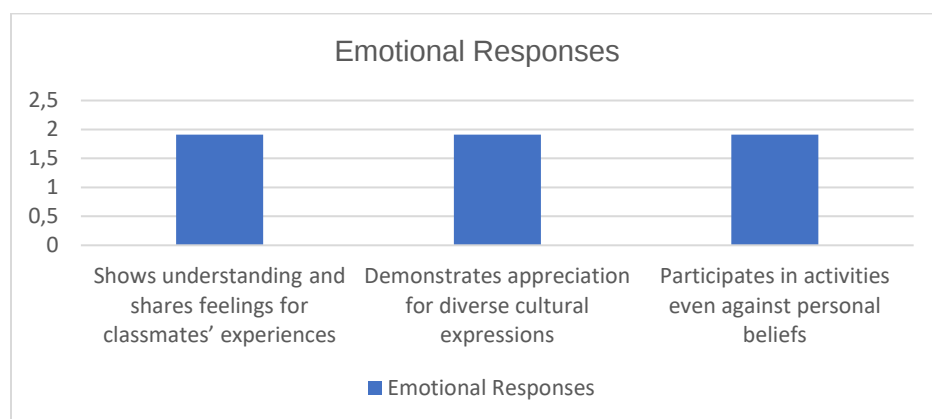
4.3.2.5. Emotional Responses

This final category also presented similar emerging scores, 1.91, across all indicators. Students were respectful and seemed a bit emotionally involved, but they still struggled to really understand others' feelings or question their own beliefs. This shows they have a lot to learn about connecting with different cultures, which is important for intercultural understanding. This

supports Kramsch's (2013) argument that learners often fail to emotionally engage with cultural content unless such engagement is guided by pedagogical structure. It is also in line with Castañeda Usaquén's (2012) observation that deep intercultural awareness requires learners to examine their own conditioned behaviors and assumptions.

Figure 14

Emotional responses



These scores underline the necessity of designing classroom activities that foster emotional expression and intercultural dialogue, all within a meaningful environment. This underlines the importance of classroom dialogue in enhancing students' empathy and understanding of different cultures, as emphasized by Álvarez and Bonilla (2009). Some strategies could be circling discussions, where students listen to and respect each other's views after learning about classmates' cultures, and short storytelling, which allows students to share their own cultural stories, focusing on the feelings and values involved. These activities help students engage emotionally and improve their connections across cultures.

The results from Cycle 2 indicate that students are starting to explore cultural topics respectfully and with curiosity, but they are still in the early stages of development in many areas. This suggests that Project-Based Learning can be a valuable approach for introducing intercultural subjects in English classes. However, the data also shows that students need more

guided instruction, especially in understanding their own heritage, building empathy, and improving intercultural communication, to help students reach better levels of intercultural competence.

4.3.3. Observation Sheet Cycle 3

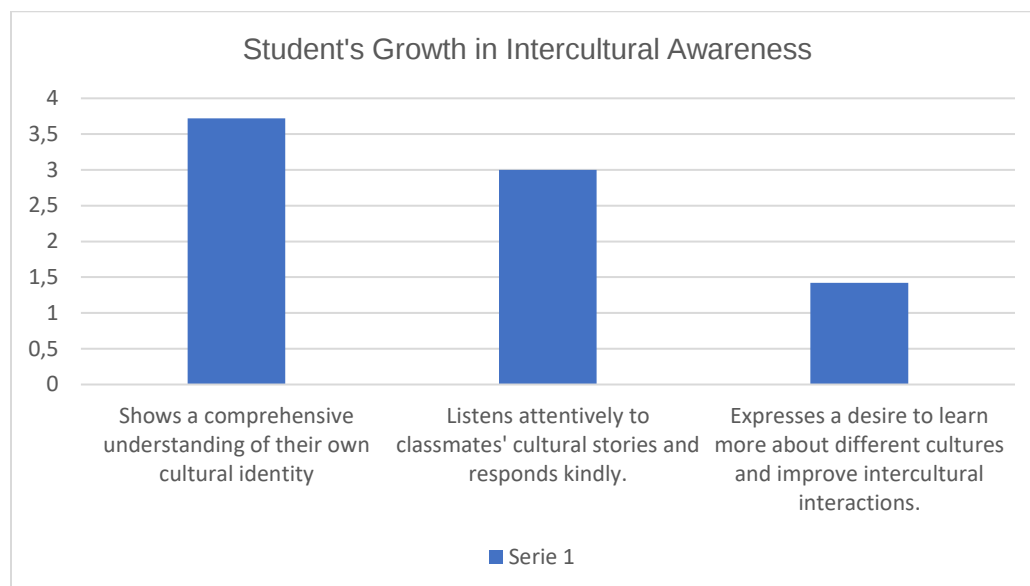
The observation sheets from Cycle 3 presented important perceptions into students' growth in intercultural awareness through the project-based learning (PBL) sequence. Data were collected through an observation sheet rubric assessing 33 students, where each one presented personal cultural features using digital tools such as Canva, PowerPoint, or CapCut. The indicators assessed were 3: shows a comprehensive understanding of their own cultural identity, listens attentively to classmates' cultural stories and responds kindly, and expresses a desire to learn more about different cultures and improve intercultural interactions. The following figure summarizes the results observed from Cycle 3 across the 33 students on a scale from 1 to 5.

4.3.3.1. Shows a Comprehensive Understanding of Their Own Cultural Identity

Most students achieved high scores in this category, indicating a developing or competent understanding of their personal cultural identity with an average score of 3.72. This result suggests that the Project-Based Learning (PBL) approach, concluding in a personal, reflective, and creative task, was pedagogically effective in fostering cultural self-awareness. This result is consistent with Burikova's (2020) statement that intercultural awareness must begin with an understanding of one's own culture, developed step-by-step through guided reflection and active engagement. Additionally, this outcome reflects Kramsch's (2014) argument that culture learning must move beyond superficial knowledge to deeper personal reflection on identity, values, and social role.

Figure 15

Student's growth in intercultural awareness



The presentation task required students not only to review and synthesize prior research (questionnaires, interviews, comparison tables) but also organize this data into a clear presentation of their family heritage. Therefore, through these steps, students moved from basic recognition of cultural features (Cycle 1 and 2) to a more structured and personal reflection of their identity in Cycle 3.

It is important to note that six students received a score of 1 (Not Observed) in this indicator representing non-participation, as they did not present their final project.

4.3.3.2. Listens Attentively to Classmates' Cultural Stories and Responds Kindly

The Figure 15 also showed that most students scored an average of 3.00 in the indicator “listens attentively to classmates' cultural stories and responds kindly”. This suggests a developing but irregular level of cultural empathy and active listening. While many students really listened and engaged respectfully with their classmates' presentation, others only demonstrated superficial engagement. For example, at the beginning of the Cycle, some

students laughed when watching their classmates' presentations and made inappropriate comments, reflecting a lack of sensitivity and respect for their classmates' cultural presentations. This behavior is also consistent with Burikova's (2020) argument that students must gradually develop an internal understanding of cultural equality and positive interest in both cultural similarities and differences. Besides, many of these same students did not present their final project, which indicates a low level of commitment both to the development of the activity and to the collaborative learning process.

This behavior underlines the need for classroom protocols that promote respectful listening and constructive participation, such as role assignments during peer presentations or peer feedback checklists. These strategies could provide clearer expectations and reinforce respectful engagement, which is essential for increasing intercultural awareness. As Baker (2011) argues, fostering intercultural awareness involves creating spaces where students actively engage with cultural content in a respectful and reflective manner.

4.3.3.3. Expresses a Desire to Learn More About Different Cultures and Improve Intercultural Interactions

This indicator had the lowest engagement, with an average score of 1.42 in Figure 15, indicating an emerging level of curiosity about other cultures. This result highlights a crucial gap between the expected goals of the project and the actual impact on students' intercultural curiosity and motivation. This is consistent with Schwarzenhal et al. (2019), who argue that developing intercultural awareness goes beyond surface-level attitudes and requires students to demonstrate behavioral flexibility and a genuine interest in diverse perspectives, areas that remained underdeveloped in this study.

Different factors could contribute to this result. First, while students demonstrated an emerging or competent understanding of their own cultural identity, the engagement with peers'

cultural presentations continued to be superficial for many. The short length of the presentations (about three minutes each) probably limited how deeply students could interact and reflect, leaving few opportunities for meaningful conversations or questions that might make students really curious about their peers' cultures. The absence of conversation confirms Álvarez and Bonilla's (2009) assertion that classroom discussions about culture must be dialogic and recurrent to meaningfully enhance intercultural competence.

Additionally, observations during this Cycle 3 exposed behavioral challenges: some students made inappropriate comments, laughed during peers' presentations, or failed to complete their own projects. These behaviors suggest a lack of maturity or awareness to engage respectfully with different cultural perspectives, declining the collaborative and intercultural objectives of the activity. This reflects the findings of Kramsch (2013), who states that without directed emotional and cognitive involvement, students might find it hard to go beyond their own viewpoints and therefore may not connect empathetically with cultural material.

Moreover, the structure of the project emphasized the sharing of personal cultural features but it lacked sufficient support to help students connect their own experiences with those of their peers. Without clear prompts or organized ways for peers to give feedback, opportunities for meaningful intercultural conversations were few. This limitation supports Castañeda Usaquén's (2012) observation that for students to develop deeper intercultural understanding, they need structured opportunities to reflect on their own culturally conditioned thinking while engaging meaningfully with others' perspectives. As a result, while students showed a pertinent presentation about their own family culture and heritage using digital tools, many did not develop the desire to learn more about their peers' cultures or improve intercultural interactions, which is shown by the low score in this part. This underlines the need for future versions of the project to include more interaction-based strategies that encourage

comparison, discussion, and reflection, as suggested by Baker (2011), who stresses the importance of intercultural tasks that help learners navigate and reflect on cultural diversity in real and meaningful ways.

Chapter Five

5. Conclusions

The action research project at Bartolomé Lobo Guerrero School was designed to increase 8th-grade students' understanding of each other's cultural differences through a project-based learning (PBL) approach in English classes. The findings of this study reveal both the potential and the challenges of incorporating intercultural awareness into the curriculum. In particular, PBL showed that it helps students understand their own culture better and appreciate diversity. Activities like researching family backgrounds, making presentations, and sharing cultural features allowed students to explore their own identities and learn about their classmates' cultures. However, while some students made great progress in understanding cultural differences, others found it hard to connect with the material, indicating that more support and guidance is needed.

The results from the pre- and post-questionnaires showed a detailed view of students' intercultural learning. At first, students had a better understanding of family culture concepts than of family heritage. After the intervention, there was a slight improvement in their understanding of heritage, especially in recognizing how it shapes identity. But there was also a small decline in their comprehension of family culture, showing the need for more learning opportunities. Observations in the classroom indicated that, over time, students became more comfortable discussing cultural topics, especially when these were connected to personal experiences. However, challenges such as limited peer collaboration, superficial engagement, and occasional behavioral issues highlighted the importance of establishing clear instructions for group interactions and respectful communication.

The project faced challenges related to behavior and engagement. Some students showed indifference or resistance to working in groups, which might indicate larger issues in the

classroom. External factors, such as a lack of parental support and other school activities, also made it harder to carry out the project. These challenges point to the importance of addressing both motivational and logistical barriers to ensure the success of future interventions.

The qualitative approach used in this study, which included observations and surveys, provided valuable insights into students' intercultural growth. However, the short duration of the project suggests that more long-term research could provide a better understanding of cultural learning.

In educational practice, some important implications arise. First, teachers should create scaffolded activities that slowly develop cultural understanding, starting with personal reflection and moving to intercultural comparisons. Second, organized protocols for group work and peer feedback can improve respectful interactions and increase engagement. Third, using technology like Canva and PowerPoint has been demonstrated as effective for student presentations, and their application could be expanded to include more interactive platforms that encourage cultural exchange. Moreover, engaging families and aligning projects with larger school goals could enhance student commitment and improve access to essential resources.

In summary, this research underlines the powerful impact of project-based learning in promoting intercultural understanding in young students. Although there are still challenges, the project provided valuable opportunities for students to celebrate diversity and reflect on their cultural identities. By improving teaching methods and addressing barriers, teachers can continue to empower students to understand and value a more connected world. Incorporating project-based learning into English classes helps improve language skills and also builds important intercultural abilities, which makes classrooms more inclusive and understanding. The integration of project-based learning into English classes helps improve language skills and also builds important intercultural abilities, which makes classrooms more inclusive and empathetic.

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7. Appendix 1

7.1. No. 1 Family Culture Questionnaire

- 1) What is family culture for you?
 - a) It is the type of music each family member likes
 - b) It is the individual preferences of each family member
 - c) It is the values, traditions, and beliefs shared by my family
- 2) Which one is an example of a family tradition?
 - a) Family watches a new movie every week
 - b) Family changes their phone plan every month
 - c) Family makes a certain dish together every December 24th
- 3) Why is family culture important?
 - a) It is important because I can adapt to social norms
 - b) It is important because I can strengthen bonds among my family members.
 - c) It is important because I can be respected for my friends
- 4) What role do values play in family culture?
 - a) Values are only used on special times
 - b) Values guide the behavior and decisions of family members
 - c) Values help determine the family's favorite food
- 5) Which one is an example of cultural value?
 - a) The importance of honesty and integrity
 - b) The number of Facebook followers
 - c) The best fashion brands to wear
- 6) How can family culture influence the education of children?
 - a) It helps children to protest against their family culture
 - b) It can shape their values, beliefs, and behaviors

- c) It only affects the children's choice of good friends
- 7) How do families transmit their culture to younger generations?
- a) They only speak to each other in a specific language
 - b) They move to a different city
 - c) They tell stories, celebrate traditions, and share values

8. Appendix 2

8.1. No. 2 Family Heritage Questionnaire

1. What is family heritage for you?
 - a) It is the cultural traditions transmitted from my ancestors.
 - b) It refers to the material objects received from my past generations.
 - c) It refers to the physical characteristics of my family.
2. Why is preserving your family heritage important?
 - a) Because it has few impacts on my future generations.
 - b) Because it helps understand the history and identity of my family.
 - c) Because it promotes cultural appropriation.
3. How can you contribute to preserving your family heritage?
 - a) I can support laws that restrict my cultural practices.
 - b) I can ignore my heritage and focus on modern customs.
 - c) I can remember and share family stories and traditions.
4. What role does family heritage play in shaping your identity?
 - a) Family heritage does not have an impact on my personal identity.
 - b) Family heritage can influence my values, beliefs, and traditions.
 - c) Family heritage is the only element of my identity.
5. How can your family heritage be at risk of being lost?
 - a) Over-protecting and isolating it from society.
 - b) Lack of interest in it.
 - c) Strong support at school.
6. What is an obstacle for preserving family heritage in the modern world?
 - a) Support in cultural practices at school.

- b) Interest in history and tradition.
 - c) Increased globalization and homogenization of cultures.
7. How can family heritage be used to promote inclusivity and diversity in your school?
- a) I can study and learn about only my own family heritage to promote inclusivity and diversity.
 - b) I can ignore cultural differences to create an identical society and to promote inclusivity and diversity.
 - c) I can study and learn about different family heritage to promote inclusivity and diversity.

9. Appendix 3

9.1. Observation Sheet

Grade: 8th Grade Students (13–14 years old), A1 English Level

Use: Whenever observing classroom interaction in groups of 4

Objective: To collect qualitative information about students' understanding of each other's cultural differences during the didactic sequence.

General Information:

1. Teacher Name: *Oscar Alberto Quintero Sánchez*
2. Date:
3. Cycle Number (1, 2, or 3):
4. Students Names:
5. Group:
6. Time Observed:

students' understanding of each other's cultural differences Indicators:

For each indicator, mark the level observed during the group activities:

1 =Not Observed | **2** = Emerging | **3** = Developing | **4** = Competent | **5** = Excellent

1) Participation and Interaction

Indicator	1	2	3	4	5
Actively participates in class discussions					
Demonstrates interest in learning about their own culture					
Shows curiosity and respect towards classmates' cultures					
Cooperates with peers in group work					

2) Cultural Self-Awareness

Indicator	1	2	3	4	5
Identifies and explains elements of their own family culture					
Reflects on the importance of family traditions					
Recognizes the influence of their family's cultural heritage					

3) Understanding of Cultural Differences

Indicator	1	2	3	4	5
Identifies common and different cultural elements between their own family and others'					
Demonstrates understanding of cultural diversity and its importance					
Shows respect and appreciation for classmates' cultural differences					

4) Communication Skills

Indicator	1	2	3	4	5
Uses appropriate vocabulary related to culture in discussions and writing					
Uses language that conveys empathy and understanding towards classmates' cultural experiences.					
Demonstrates awareness of non-verbal cues (e.g., eye contact, gestures) that are culturally appropriate.					

5) Emotional Responses

Indicator	1	2	3	4	5
Shows understanding and shares feelings for classmates' cultural experiences.					
Demonstrates appreciation for diverse cultural expressions and practices.					
Actively participates in activities that discover different cultures, even if they go against personal beliefs.					

6) **Family Culture and Heritage Presentation (During Cycle 3)**

Indicator	1	2	3	4	5
Shows a comprehensive understanding of their own cultural identity					
Listens attentively to classmates' cultural stories and responds kindly.					
Expresses a desire to learn more about different cultures and improve intercultural interactions.					

Additional Notes

- Strengths Observed:
- Areas for improvement:

10. Appendix 4

10.1. Family Cultural Customs Table

Where are you from? What are your languages? What are your typical meals?...

Customs	Me _____	Student 1 _____	Student 2 _____	Students 3 _____
Origin				
Languages				
Typical meals				
Special dishes				
Celebrations				
Religious Practices				
Spiritual beliefs				
Head of the family				
Daily wear				
Special occasion outfits				
Family values				
Recreational activities				

11. Appendix 5

11.1. My Family Cultural Customs

Hi, I am Oscar Quintero. I am 47 years old. I am from Popayan-Cauca, but I live in Cali, Valle. I am an English teacher in Bartolome Lobo Guerrero school in Cali. I speak Spanish and English. At home, my family speaks Spanish preserving our family culture. I practice my English at work and at the ICESI university where I study a Master degree. My family enjoys traditional Popayán food. Breakfast often includes rosquillas with coffee or agua de panela. For lunch and dinner, we frequently have dishes such as beans, lentils, or ollucos with rice, plantains, fried eggs and powdered juice called “Frutiño”. On special occasions like birthdays, my family prepares dishes like rice with chicken. During Christmas, we make rosquillas, calados de limon, calado de piña and sweet fig, and during Holy Week, we often have fried trout. My family celebrates Christmas by repeating the rosary at night. We are Catholic. So, we attend mass every Sunday at 8:00 a.m. We also participate in religious processions, especially during Holy Week. My family holds religious beliefs. Therefore, we believe in the importance of God and often incorporate rituals like praying and being grateful to God every night when we go to bed. My father, Oscar Humberto Quintero Ardila, is considered the head of the family. So he makes major decisions regarding the household and finances. Talking about clothes, I often wear jeans, t-shirts or polos and sneakers on weekdays. On weekends, I wear comfortable shorts, t-shirts, and sneakers. For special occasions like going to the church, I wear shirts, pants and black shoes. For family gatherings and birthdays, I enjoy wearing colorful t-shirts, blue jeans and sneakers. My family places a strong emphasis on respect, faith, and education. In our free time, we love going out by car and having picnics next to the road near nature. I am an enthusiastic soccer player and participate in different tournaments. What about you?

12. Appendix 6

12.1. No. 3 My research Family Heritage Questionnaire

1. Origins
 - a) Where did your family come from?
2. Jobs
 - a) What kind of jobs have been common in your family history?
 - b) What professional achievements have your family had?
3. Traditions.
 - a) What unique traditions have been transmitted through generations?
4. Language and Dialects.
 - a) What languages or dialects have been spoken historically in your family?
 - b) What common phrases or expressions have been used throughout generations?
5. Migrations.
 - a) Has your family moved to different places throughout history?
 - b) How have these journeys affected your family's identity?
6. Food.
 - a) What special dishes have been transmitted through your family?
7. Religious.
 - a) What religious practices or beliefs have historically been followed in your family?
8. Talents.
 - a) What artistic or creative talents have traditionally existed in your family?
9. Values and Beliefs.
 - a) What are the principal values and beliefs that your family historically values?
 - b)** How have these values influenced the decisions of family members?

13. Appendix 7

13.1. Didactic Sequence

Name of unit of learning:	My Family Cultural and hereditary Journey			
Target audience:	8 th grade students. From 13 to 14 years old. A1 English level.			
Communicative student-centred objective(s):	To explain the importance of students' family culture and cultural heritage.			
Teacher-centered Intention:	To strengthen self-awareness and respect for one's own culture and that of others.			
Cycle 1: Exploring my family culture				
1) General activity				
The activity focused on exploring and sharing family cultural customs among students. It involved a combination of individual reflection, group interaction, and language practice.				
✓ Time: 2 h 15 min.				
2) Objective				
To explore my family culture and my classmates' family culture.				
3) Assessment				
✓ Qualitative				
- Cycle 1 Assessment Rubric				
The qualitative rubrics assess how well students participate in class discussions, work together in groups, and write clearly and organized texts.				
Criteria	Excellent	Good	Average	Needs improvement
Participation in class	The student actively participates in	The student participates in most	The student occasionally	The student does not

	the discussions and shows great interest.	discussions and shows interest.	participates in discussions.	participate in class.
Quality of group work	Students are effective, contribute with ideas and respect others.	Students cooperate well, even though they sometimes do not respect the opinions of others.	Students collaborate in a formal way and show little respect for the ideas of others.	Students do not cooperate and do not respect the ideas of their classmates.
Written text	Well-structured and clear text showing culture vocabulary.	Structured text, but some culture vocabulary is unclear	text lacking structure and clarity of culture vocabulary.	the text content was inadequate.

4) Resources and Media

✓ Resources:

- Copies

✓ Media:

- Television
- Laptop
- Videos:
 - Tisha Wells. (2020, 21 December). Values: Family Culture RethinkED Video [Video]. YouTube. <https://www.youtube.com/watch?v=hm9jXECVzk0>
 - M P. (2020, 4 November). My family culture [Video]. YouTube. <https://www.youtube.com/watch?v=kMJQWaoxa24>

5) Warm up

The class started with the question “Can you say any traditions or customs from your own family culture? Why are these important to you?”. Students participated by saying their answers. The teacher also participated by sharing his family traditions or customs and saying why these customs are important for him. Then, students wrote their answers in their notebook.

✓ Time: 20 min

6) Pre-task

Teacher showed on TV the videos “Values: Family Culture RethinkEd Video” and “My Family Culture”. Then, Students participated by saying what they understood about family culture.

The teacher explained the unknown vocabulary about family culture. Then, students wrote in their notebooks a list of their own family cultural customs according to the last videos.

✓ Time: 30 min

7) During-task

Students, in groups of 3, talked about their own family cultural customs. Then, the teacher gave them a copy where they completed the table about family culture customs. Each student wrote their own information. Then, they asked their classmates about their family cultural customs to complete the table. They asked questions such as “*Where are you from? What are your languages? What are your typical melas?*” After completing the table, they answered the question “What did you find the most interesting about your classmate’s family cultural customs? And why?” They wrote the answers in their notebook. Then, students participated in class by saying their answers.

Family Cultural Customs Table

Where are you from? What are your languages? What are your typical meals?...

Customs	Me	Student 1	Student 2	Students 3
Origin				
Languages				
Typical meals				
Special dishes				
Celebrations				
Religious Practices				
Spiritual beliefs				
Head of the family				
Daily wear				
Special occasion outfits				
Family values				
Recreational activities				

Answer the following questions:

- 1) What did you find the most interesting about your classmate's family cultural customs? And why?

✓ Time: 35 min

4. Post-task

Then, students compared and contrasted the family cultural customs in a table (see below) according to the last activity. Later, students participated in class saying the common and uncommon family cultural customs found.

Family Cultural Customs Comparison table

Customs	Similarities	Differences
Origin		
Languages		
Typical meals		
Special dishes		
Celebrations		
Religious Practices		
Spiritual beliefs		
Head of the family		
Daily wear		
Special occasion outfits		
Family values		
Recreational activities		

Then, in groups of 3, the teacher gave them a text about the teacher's family cultural customs. Students understood the text and underlined the vocabulary related to the teacher's family cultural customs. The teacher walked around the classroom and helped each group with this activity. Finally, each student wrote a similar text using their own information about their family cultural customs.

My Family Cultural Customs

Hi, I am Oscar Quintero. I am 47 years old. I am from Popayan-Cauca, but I live in Cali, Valle. I am an English teacher in Bartolome Lobo Guerrero school in Cali. I speak Spanish and English. At home, my family speaks Spanish preserving our family culture. I practice my English at work and

at the ICESI university where I study a Master degree. My family enjoys traditional Popayán food. Breakfast often includes rosquillas with coffee or agua de panela. For lunch and dinner, we frequently have dishes such as beans, lentils, or ollucos with rice, plantains, fried eggs and powdered juice called “frutiño”. On special occasions like birthdays, my family prepares dishes like rice with chicken. During Christmas, we make rosquillas, calados de limon, calado de piña and sweet fig, and during Holy Week, we often have fried trout. My family celebrates Christmas by repeating the rosary at night. We are Catholic. So, we attend mass every Sunday at 8:00 a.m. We also participate in religious processions, especially during Holy Week. My family holds religious beliefs. Therefore, we believe in the importance of God and often incorporate rituals like praying and being grateful to God every night when we go to bed. My father, Oscar Humberto Quintero Ardila, is considered the head of the family. So, he makes major decisions regarding the household and finances. Talking about clothes, I often wear jeans, t-shirts or polos and sneakers on weekdays. On weekends, I wear comfortable shorts, t-shirts, and sneakers. For special occasions like going to the church, I wear shirts, pants and black shoes. For family gatherings and birthdays, I enjoy wearing colorful t-shirts, blue jeans and sneakers. My family places a strong emphasis on respect, faith, and education. In our free time, we love going out by car and having picnics next to the road nearby nature. I am an enthusiastic soccer player and participate in different tournaments. What about you!

✓ Time: 50 min

Cycle 2: Exploring my family heritage

1) General activity

This activity focuses on exploring and celebrating family heritage among students. It guides them through a process of self-discovery and understanding their roots. This activity incorporates oral communication, group collaboration, individual writing, critical thinking, and social interaction.

Time: 2 h 15 min.

2) Objective

To explore my family heritage and my classmates' family heritage.

✓ **Assessment (Non)** There was no assessment because the outcome of this Cycle was reflected in Cycle 3.

4) Resources and Media

✓ Resources

- copies

✓ Media

- Television
- Laptop

- Videos:

- FamilySearch. (2014, 6 February). FamilySearch | Every Family Has a Story, Discover Yours [Video]. YouTube.

<https://www.youtube.com/watch?v=wxuY1lzH4h0>

5) Warm up

The class started with the question “What is heritage for you?” Students participated saying their answers. Then, the teacher asked them “What is family heritage for you?” Students socialized their answers.

✓ Time: 20 min

6) Pre-task

Teacher showed on TV the videos “FamilySearch | Every Family Has a Story, Discover Yours.” Then, Students participated saying what they understood about the video, and how they related it with family heritage. The teacher explained the video. The central message was that every family has its own special and valuable story, and through family search, everybody can discover and preserve these stories for future generations. The video encouraged everyone to explore their family tree to connect with their past, enriching one's life and feeling more connected to who they are.

✓ Time: 30 min

7) During-task

Teacher invited students to their family search providing the No. 3 questionnaire title my research family heritage. Students, in groups of 3, answered the questionnaire to help each other. Students took this questionnaire home to answer it more adequately in dialogue with their family.

No. 3 My research family heritage questionnaire

- Origins
 - Where did your family come from?
- Jobs
 - What kind of jobs have been common in your family history?
 - What professional achievements have your family had?
- Traditions.
 - What unique traditions have been transmitted through generations?
- Language and Dialects.
 - What languages or dialects have been spoken historically in your family?
 - What common phrases or expressions have been used throughout generations?
- Migrations.
 - Has your family moved to different places throughout history?
 - How have these journeys affected your family's identity?

6. Food.
 - a) What special dishes have been transmitted through your family?
7. Religious.
 - a) What religious practices or beliefs have historically been followed in your family?
8. Talents.
 - a) What artistic or creative talents have traditionally existed in your family?
9. Values and Beliefs.
 - a) What are the principal values and beliefs that your family historically values?
 - b) How have these values influenced the decisions of family members?

✓ Time: 35 min

8) **Post-task**

Teacher explained how to create a family cultural and heritage presentation using apps or software like Canva, PowerPoint, CapCut. He presented some examples. The teacher explained the key points that the family cultural and heritage presentation had to include:

- Original title
- Students' name and grade
- Relatives' pictures, their names and relationship
- Information from their own family culture customs table and research family heritage questionnaire
- One sentence explaining the importance of the family cultural and heritage presentation for their cultural identity
- One sentence explaining the importance of learning about their classmate's family culture and heritage.

Students were encouraged to make their presentations visually attractive, easy to understand, and highlight the most important aspects of their family culture and heritage. Students did a draft or example of their presentation in their notebooks during class. Then, they created their final presentation in technology class. The presentation was sent by e-mail to teacher's e-mail d.blg.oscar.quintero@cali.edu.co

✓ Time: 50 min

Cycle 3: Each other's cultural differences

1) **General activity**

During this Cycle of 3 classes students presented the final activity to their classmates. Each presentation was approximately 3 minutes. It involved recognizing the value and diversity of a student's family culture.

After the presentations, a session was opened where classmates could comment on what they liked and suggest improvements. The teacher also provided his observations, highlighting strengths and areas of improvement.

✓ Time: 2 h 15 min.

2) Objective

To appreciate each other's cultural differences

3) Assessment

✓ Qualitative

- Cycle 3 Assessment Rubric

The qualitative rubric assesses the family cultural and heritage presentation focusing on criteria such as content, clarity and organization, visual elements, and important sentences.

Criteria	Excellent	Good	Average	Needs improvement
Content of the presentation	Shows detailed exploration of family customs and heritage.	Shows a good exploration of family customs and heritage.	Shows a basic exploration of family customs and heritage.	Shows very few exploration of family customs and heritage.
Clarity and Organization of the presentation	Information is well-organized and flows logically; easy to understand.	Mostly organized; few issues with clarity or flow.	Some organization; may be difficult to follow in some parts.	Lacks organization; difficult to understand the message.
Visual Presentation	Very good visual presentation; excellent uses of images and design elements	Good visual presentation; images and design elements support content well.	Basic visual presentation; some images and design elements used.	Poor visual presentation; lacks images and design elements.
Important Sentences	Very clear sentences explaining the importance of family heritage and classmates' cultures.	Clear sentences explaining the importance of family heritage and classmates' cultures.	One or both few clear sentences explaining the importance of family heritage and classmates' cultures.	Missing or unclear sentences explaining the importance of family heritage and classmates' cultures.

4) Media ✓ Media • Television • Laptop

14. Appendix 8

14.1. Cycle 1 Assessment Rubric

Criteria	Excellent	Good	Average	Needs improvement
Participation in class	The student actively participates in the discussions and shows great interest.	The student participates in most discussions and shows interest.	The student occasionally participates in discussions.	The student does not participate in class.
Quality of group work	Students are effective, contribute with ideas and respect others.	Students cooperate well, even though they sometimes do not respect the opinions of others.	Students collaborate in a formal way and show little respect for the ideas of others.	Students do not cooperate and do not respect the ideas of their classmates.
Written text	Well-structured and clear text showing culture vocabulary.	Structured text, but some culture vocabulary is unclear	text lacking structure and clarity of culture vocabulary.	the text content was inadequate.

14.2. Cycle 3 Assessment Rubric

Criteria	Excellent	Good	Average	Needs improvement
Content of the presentation	Shows detailed exploration of family customs and heritage.	Shows a good exploration of family customs and heritage.	Shows a basic exploration of family customs and heritage.	Shows very few exploration of family customs and heritage.
Clarity and Organization of the presentation	Information is well-organized and flows logically; easy to understand.	Mostly organized; few issues with clarity or flow.	Some organization; may be difficult to follow in some parts.	Lacks organization; difficult to understand the message.
Visual Presentation	Very good visual presentation; excellent uses of images and design elements	Good visual presentation; images and design elements support content well.	Basic visual presentation; some images and design elements used.	Poor visual presentation; lacks images and design elements.
Important Sentences	Very clear sentences explaining the importance of family heritage and classmates' cultures.	Clear sentences explaining the importance of family heritage and classmates' cultures.	One or both few clear sentences explaining the importance of family heritage and classmates' cultures.	Missing or unclear sentences explaining the importance of family heritage and classmates' cultures.