



PEDAGOGICAL GUIDE TEACHING ENGLISH FOR THE CONSTRUCTION OF CULTURAL IDENTITY UNDER THE PRINCIPLES OF EXPERIENTIAL LEARNING UNIVERSIDAD NACIONAL DE CHIMBORAZO

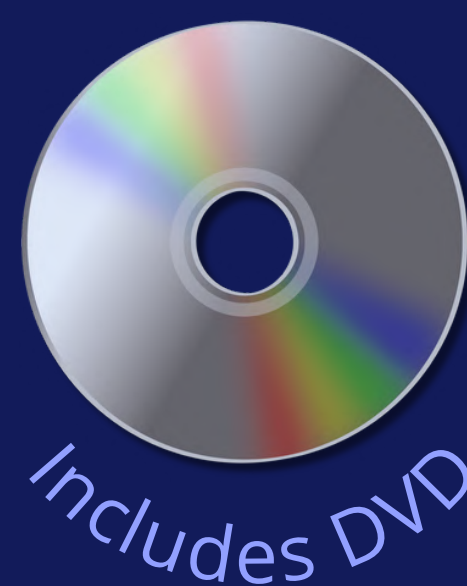
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Carrera de Pedagogía de los Idiomas
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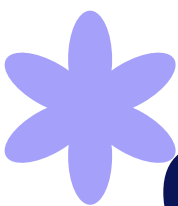
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*Riobamba, Ecuador
2025*



Enseñanza del Inglés
para la construcción
de la Identidad
Cultural





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PBL FOR FOSTERING CULTURAL IDENTITY

Beneficiaries

To all teachers of English as a foreign language, and especially to the students and educators of the Pedagogy of National and Foreign Languages major.

Objectives

- To develop students' cultural identity through the application of Project-Based Learning methodologies in educational activities.
- To increase awareness and appreciation of cultural diversity within and beyond the classroom.

Introduction

The implementation of new innovative teaching methodologies has become essential as they help students to go beyond the traditional approaches that are only centered on constant memorization. In this regard, Project -Based Learning (PBL) fosters collaboration and problem-solving skills, which encourage students to create experiences in order to shape their knowledge. In such matters, this pedagogical guide aims to promote the development of cultural identity among students through the incorporation of Project-Based Learning (PBL).

By engaging in meaningful, collaborative, and learner-centered projects, students explore their cultural roots, critically reflect on their social environments, and express their unique perspectives creatively. The activities included in this guide are designed not only to enhance linguistic and cognitive skills but also to cultivate pride, respect, and appreciation for cultural diversity.

WHAT IS PROJECT BASED LEARNING?

Definition

It is a teaching method in which students work cooperatively to come up with a solution for a real-world problem.

The idea of PBL is to have students working together beyond the classroom not only with their classmates but also with the teacher.



Key characteristics of PBL

- With the implementation of PBL students develop the skills for facing the 21st century education.
- PBL strengthens students intra and interpersonal competencies.
- Promotes students' self-reflection and autonomy, collaborative work, empathy and problem-solution.
- PBL boosts scientific practices in order to come up with a solution improving students motivation and long-term engagement.

Stages for developing PBL

- 1 **Project's theme agreement**
- 2 **Definition of the objectives and the final outcome**
- 3 **Structure the project** : Set how the information will be obtained and analyzed
- 4 **Preparation for language demands**: Present the vocabulary
- 5 **Carry out the project**
- 6 **Reviewing and monitoring the work**
- 7 **Presentation of the final outcome**



Cultural Identity in language teaching

- Cultural Identity refers to the sense of belonging that an individual has to a particular group or society.
- Cultural identity is based on categories such as ethnicity, religion, gender, race or nationality.



- By learning a new language students are able to share their culture and traditions and apart from that they understand others' cultures.



PROJECT BASED LEARNING ACTIVITIES



TIME TO COOK!

★ ECUADORIAN ★ FOOD FAIR

El sabor de
las raíces

Warmer

LET'S GUESS THE DISH!

Objective

- Activate students' prior knowledge of food vocabulary and cultural connections.

Materials

- Flashcards or images of different dishes without names.

Descriptions

- Divide the course into two groups (according to the number of students you have). Call one student from each group to stand in front and project an image to the rest of the class. The rest of the class describes the dish so the student can guess. The group that guess more dishes wins.



Time

1 WEEK



Level

A2



Language Focus

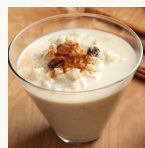
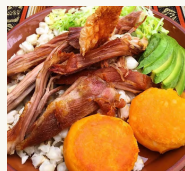
Giving descriptions, giving instructions.



Objective

Students will be able to describe the process of preparing a traditional dish.

★ FLASHCARDS ★



PROJECT DEVELOPMENT



1 PROJECT'S THEME AGREEMENT

Ask students to form groups of 4 to 5 members. Then they will have to choose a traditional dish from their country.

2 DEFINITION OF THE OBJECTIVES AND FINAL OUTCOME

Once students have selected the dish, they must set the objectives for their project and plan how they will present it at a food fair.

3 STRUCTURE THE PROJECT

Students will search web pages for the ingredients and steps to prepare their dish.

4 PREPARATION FOR LANGUAGE DEMANDS

➤ Vocabulary Presentation



FOOD!!!

★ FOOD ADJECTIVES

Show students the following images and ask them to brainstorm about their meaning. Emphasize that they are looking for verbs that describe each image. Give students some examples so they can guess.

- **E.G.** How is it called when we cook food in hot oil or butter, usually in a pan?



Then give students some examples of how to use the words to present their dish.



- First, we need to gather all the ingredients."
- "Next, chop the vegetables into small pieces."
- "Spread the sauce evenly over the pizza base."
- "Pour the batter into the pan carefully."
- "Don't forget to preheat the oven to 180 degrees."



5 CARRY OUT THE PROJECT

Students select the ingredients they need for cooking their dish. Moreover, students work on the script that will be present in order to describe the process of preparing the dish. They can use visual aids (Images, posters, handcrafts).

6 REVIEWING AND MONITORING THE WORK

Throughout the whole process the teacher monitors students' performance providing guidance and help if it is required.

7 PRESENTATION OF THE FINAL OUTCOME



After the established time students will present their dishes in a Food Fair



EXAMPLE



LOCRO DE PAPAS



INGREDIENTS

- 5 medium potatoes
- 1 medium onion
- 2 garlic cloves
- 1 liter of water
- 1 tablespoon of vegetable oil
- 1 cup of milk
- 1 cup of cheese
- A pinch of salt and pepper
- 1 Avocado



► PREPARATION



- First, peel the potatoes and cut them into small pieces.
- Next, Chop the onion into small squares and crush the garlic cloves.
- Heat the oil in a big pot then add the onion and garlic. Cook for 2 minutes until they are soft.
- Put the potato pieces in the pot. After that, stir them with the onion and garlic.
- Pour the water into the pot and add salt and pepper. Let it boil for 20 minutes.
- When the potatoes are soft, mash some with a spoon.
- Pour the milk into the soup and add the cheese.
- To serve, pour the soup into bowls, add slices of avocado on top and finally sprinkle some cilantro for decoration.



► WORK TOGETHER

- Students work together to prepare the dish that was previously selected.
- The teacher monitors students' performance.



► PRESENT THE FINAL OUTCOME

- For the final outcome students have to present their dish in a Food Fair.



YOUR ROOTS!

Warmer

TIME CAPSULE

Objective

- Activate students' curiosity about vernacular vocabulary by having students share and explore vernacular language through interviewing their classmates.

Materials

- Notebook or papers for note-taking. Interview question handouts or prompts

Descriptions

- • Begin by asking the question "Do you know any interesting or funny expressions your family uses?". Ask 2 volunteers to answer. Then Pair students or put them in small groups (2-3 students).
- Students take turns to interview each other. Encourage students to write down at least one word or phrase shared by their classmate and a brief explanation or story behind it.
- Ask students to share their findings with the whole class.



Time

1 WEEK



Level

A2



Language Focus

Giving descriptions, asking for clarification



Objective

Students will elucidate Vernacular Vocabulary through the elaboration of a dictionary.



HANDOUTS



Can you think of a word or phrase your family uses that others might not know?

Is this word or phrase used in specific situations?

What does it mean? How is it used?

Where did you first hear it?"

PROJECT DEVELOPMENT



1 PROJECT'S THEME AGREEMENT

Ask students to form groups of 4 to 5 members. Then they will develop a questionnaire to get information from their relatives.

3 STRUCTURE THE PROJECT

Students will search for at least 2 people (relatives) who will be interviewed.

2 DEFINITION OF THE OBJECTIVES AND FINAL OUTCOME

Once students have developed the questionnaire, they must set the objectives for their project and plan how they will present it on a dictionary.

4 PREPARATION FOR LANGUAGE DEMANDS

➤ Vocabulary Presentation



★ INTRODUCTORY VOCABULARY

Divide the whiteboard in 3 categories (Descriptive words, interviewing, family and culture). Ask students to write the categories down on a notebook. The teacher will present some words and phrases so the students can place in the correct category. Students will work in the same groups of 4 to 5 students.

DESCRIPTIVE WORDS

INTERVIEWING

FAMILY AND CULTURE

The teacher present the words and phrases to be organized

Serious



ICONS OF OUR NATION

Warmer

GUESS WHO

Objective

- To enhance students' speaking and listening skills by practicing descriptive vocabulary, physical appearance terms, and question formulation in an interactive.

Materials

- Pictures of people or slides with pictures of people.

Descriptions

- • Divide the class in pairs or small groups. Then, give one student in each group a picture of a person and ensure the other student cannot see it.
- Ask the rest of the group to describe the picture so the guesser can listen to the description and tries to guess who is in the picture.
- Set a time limit each round (e.g., 1-2 minutes)



Time

1 WEEK



Level

A2



Language Focus

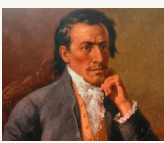
Giving descriptions



Objective

Students will elucidate outstanding people from their country through the creation of a blog.

★ PICTURES ★



PROJECT DEVELOPMENT



1 PROJECT'S THEME AGREEMENT

Ask students to form groups of 4 to 5 members. Then they will have to choose an outstanding character from their country.

2 DEFINITION OF THE OBJECTIVES AND FINAL OUTCOME

Once students have selected the character, they must set the objectives for their project and plan how they will present it on a blog.

3 STRUCTURE THE PROJECT

Students will search web pages for information of their character. Such information must include a brief biography of the character, why the person is important, what important things he/she did and how it contributes to the society.

4 PREPARATION FOR LANGUAGE DEMANDS

➤ Vocabulary Presentation

★ DESCRIPTIVE ADJECTIVES



➤ **Fly swatter Game:** The teacher write some words on the board and ask students to play in the same groups as they are working. The first student of each group is given a fly swatter and then the teacher read the definition of one of the words previously written so they run to swat the word they think the definition belong to.



Leader: A person who guides or is in charge of a group.

Inventor: A person who creates something new, like a machine or idea.

Activist: A person who works to change things and make the world better.

Determined: Someone who works hard to reach their goals and doesn't give up.

Creative: A person who has new and interesting ideas.

Kind: A person who is nice and cares about others.

Humble: Someone who does not show off or think they are better than others.

Influential: A person who changes how other people think or act.

Charismatic: Someone who has a special charm and makes people like them.

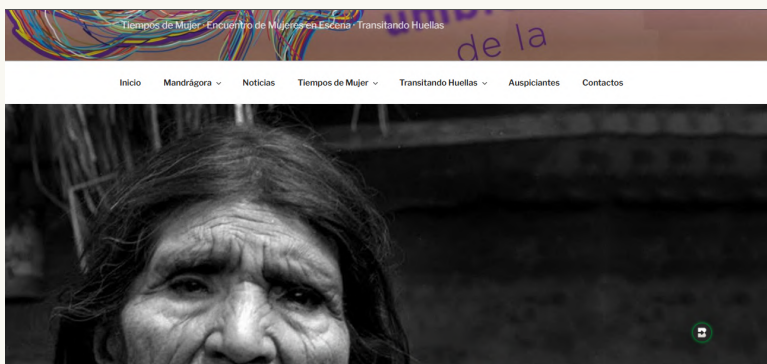
5 CARRY OUT THE PROJECT

Students look for information about their characters on the internet. First, students construct a mindmap with the general information they find. Then they organize it in the categories to construct their blog.

6 REVIEWING AND MONITORING THE WORK

Throughout the whole process the teacher monitors students' performance providing guidance and help if it is required.

EXAMPLE



TOOL: WIX
[HTTPS://ES.WIX.COM/START/CREAR-BLOG](https://es.wix.com/start/crear-blog)

7 PRESENTATION OF THE FINAL OUTCOME

After the established time students will present their blog in front of the whole class. Then, the blog will be shared so it can be used by the public.



MYTHS BEYOND THE MIST

Warmer

LEGEND PUZZLE

Objective

- To activate students' prior knowledge about legends and introduce key vocabulary in a fun, interactive way.

Materials

- • Short summaries or key sentences from famous Ecuadorian legends.
- Matching pictures or clues related to each legend

Descriptions

- • Divide the class in pairs or small groups. Then, ask student to name some Ecuadorian Legends.
- Provide each groups with a set of cards: One card with a short description or key sentence about a legend. Another card with a picture or clue related to the legend.
- Students match the description with the images and once the groups complete the matching they share the legend as a class.



Time

1 WEEK



Level

A2



Language Focus

Giving descriptions, Telling stories



Objective

Students will retell a traditional Ecuadorian story in English to share with others.



CARDS



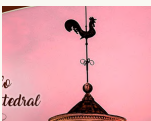
A mischievous goblin appears at night, especially to women who walk alone. He is small, wears a large hat



A strange wooden box that emits a hoarse sound is said to wander the streets of Quito at night.



A small rooster statue on Quito's cathedral comes to life at midnight and wanders the streets to remind people to stay honest and faithful.



An indigenous builder, made a deal with the Devil to complete a church courtyard in exchange for his soul.



PROJECT DEVELOPMENT



1 PROJECT'S THEME AGREEMENT

Ask students to form groups of 4 to 5 members. Then they will have to choose a traditional legend from Ecuador.

2 DEFINITION OF THE OBJECTIVES AND FINAL OUTCOME

Once students have selected the legend, they must set the objectives for their project and plan how they will present it in an interactive way (video, presentation, brochure, blog, poster, audiobook, etc.)

3 STRUCTURE THE PROJECT

Students will search web pages for information of their legend. Later on, students must simplify it without losing the essential points. Moreover, students highlight key vocabulary and phrases needed to retell the story. Finally, students select the way in which they will present the legend.

4 PREPARATION FOR LANGUAGE DEMANDS

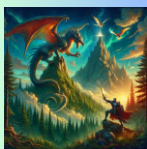
➤ Vocabulary Presentation

★ LEGENDS

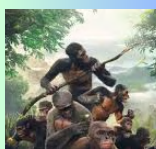


➤ Students will work in groups and they will be given some flascards with an image. On the other hand, the teacher will tell or project the definition of one of the images that students have. They will have to look for the image that match with the definition and say the name of it. The group that have more guesses wins.

DEFINITIONS AND FLASCARDS



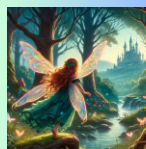
MYTH



ANCESTORS



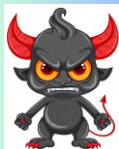
DEVIL



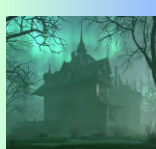
ENCHANTED



STATUE



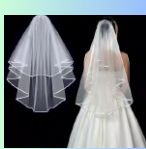
EVIL



HAUNTED



PRIEST



VEIL



GOBLIN

Myth: An ancient story that explains an event, often with gods or magic.

Ancestors: The people in your family who lived a long time ago.

Devil: A bad or evil spirit in stories, often seen as the opposite of good.

Enchanted: Something magical or made special by magic.

Statue: A model of a person, animal, or thing, usually made of stone or metal.

Evil: Very bad or harmful, wanting to hurt others.

Haunted: A place with ghosts or spirits in it.

Priest: A person who works in a church and helps people with prayers.

Veil: A piece of cloth that covers the face or head, often worn by women.

Goblin: A small, magical creature in stories, usually mischievous or tricky.

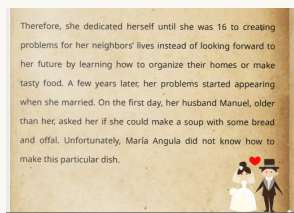
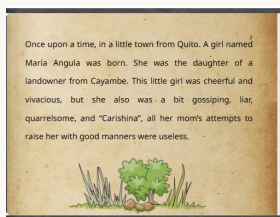
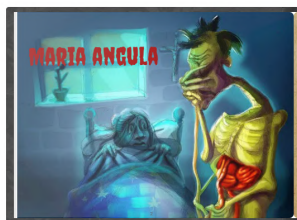
5 CARRY OUT THE PROJECT

Students break the story into parts (introduction, main events, conclusion). Then, they write a short script or story summary in English. Additionally, students prepare the visual aids they need to present the legend.

6 REVIEWING AND MONITORING THE WORK

Throughout the whole process the teacher monitors students' performance providing guidance and help if it is required.

EXAMPLE



TOOL: STORYJUMPER

[HTTPS://WWW.STORYJUMPER.COM/LIBRARY/MY](https://www.storyjumper.com/library/my)

7 PRESENTATION OF THE FINAL OUTCOME

After the established time students will present their legend in front of the whole class.



BEYOND RYTHMS

Warmer

RUNNING DICTATION

Objective

- To activate students' listening skills and engage them in an interactive and fun activity while introducing vocabulary related to music.

Materials

- • Worksheet with the lyrics of the song
- Song for completing the lyrics.

Descriptions

- The teacher divide the class in pairs and assign the roles. The first student will be the reader and the other one the writer.
- The lyrics of the songs will be pasted in a wall far from students.
- The reader has to run, memorize some lines of the song and go back to dictate them to the writer. Students play the same roles for some minutes and then change them (The reader becomes the writer and the writer becomes the reader).
- Students has 10 minutes for copying all the song.
- **Optional:** The teacher can play the music so students practice their reading and listening skills.



Time

1 WEEK



Level

A2



Language Focus

Giving descriptions



Objective

Students will present information about Ecuadorian songs and translate it into English.



LYRICS



WHEN I WAS YOUR MAN BEYOND AGENTS

Same bed, but it feels just a little bit bigger now
Our song on the radio, but it don't sound the same
When our friends talk about you, all it does is just tear me down
'Cause my heart breaks a little when I hear your name

It all just sounds like, ooh

Mmm, too young, too dumb to realize

That I should've bought you flowers and held your hand
Should've gave you all my hours when I had the chance
Take you to every party, 'cause all you wanted to do was dance
Now my baby is dancing, but she's dancing with another man

My pride, my ego, my needs and my selfish ways
Caused a good strong woman like you to walk out my life
Now I'll never, never get to clean up the mess I made, oh
And it haunts me every time I close my eyes

It all just sounds like, ooh

Mmm, too young, too dumb to realize

That I should've bought you flowers and held your hand
Should've gave you all my hours when I had the chance
Take you to every party, 'cause all you wanted to do was dance
Now my baby is dancing, but she's dancing with another man

- **Link to download:**
<https://cdapaucasals.com/wp-content/uploads/2024/06/When-I-Was-Your-Man.pdf>

PROJECT DEVELOPMENT



1 PROJECT'S THEME AGREEMENT

Ask students to form groups of 4 to 5 members. Then they will have to choose a ecuadorian song. It can be a pasillo, albazo, cumbia, etc.

3 STRUCTURE THE PROJECT

Students will for a ecuadorian song that they like. Then, they identify it genre and look for background information about it. Secondly, students analyze the song and recognize adjectives, verbs, propositions, etc as they will have to translate it into english.

- Students will work in pairs to classify the words according to their category. All the groups will have from 5 to 10 minutes to classify the words and then they will have to use 4 of the words in a sentence. The first group that finishes will get a prize.

FLASCARDS

LOVE	LIFE	DANCE	FOREVER
UNDER THE SKY	LONGING	REMEMBER	IN MY DREAMS
HEART	FOR YOU	SOUL	MOTHER EARTH
FROM MY HEART	FLOWER	OATH	ROOTS
MOUNTAIN	THROUGH YOUR EYES	BREAK UP	DREAM
CRY	SKY	HORIZON	LIVE
		FEEL	RIVER

2 DEFINITION OF THE OBJECTIVES AND FINAL OUTCOME

Once students have selected the song, they must set the objectives for their project and plan how they will present it in an interactive way (video, audio, podcast, short, etc)

4 PREPARATION FOR LANGUAGE DEMANDS

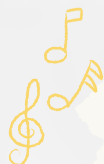
- Vocabulary Presentation

★ SONGS THAT BRING EMOTIONS TO LIFE



Common Expressions

Usuful Expressions



Nature and Landscapes



Feelings



5 CARRY OUT THE PROJECT

Students translate the song into English without losing the meaning of it behind the lyrics. Moreover, students adjust the rhythm of the song so it fits with the translated lyrics.

6 REVIEWING AND MONITORING THE WORK

Throughout the whole process the teacher monitors students' performance providing guidance and help if it is required.

EXAMPLE



NUESTRO JURAMENTO

POR: JULIO JARAMILLO

No puedo verte triste porque me mata
Tu carita de pena, mi dulce amor
Me duele tanto el llanto que tu derramas
Que se llena de angustia mi corazón
Yo sufro lo indecible si tu entristesces
No quiero que la duda te haga llorar
Hemos jurado amarnos hasta la muerte
Y si los muertos aman
Después de muertos amarnos mas

OUR OATH

BY: JULIO JARAMILLO

I can't see you sad because it kills me
Your sad face, my sweet love
It hurts me so much the tears that you shed
That it fills my heart with anguish
I suffer the unspeakable if you make me sad
I don't want doubt to make you cry
We have sworn to love each other until death
And if the dead love
After death to love each other more

7 PRESENTATION OF THE FINAL OUTCOME

After the established time students will present their song adaptation through a YouTube video which will be shared on social media.



MOVE YOUR FEET

Warmer

CHACHA SLIDE DANCE

Objective

- To activate students' knowledge about Ecuadorian music through the recognition of different sounds.

Materials

- • Youtube video Chacha slide dance <https://www.youtube.com/watch?v=I1gMUbEAUFw>

Descriptions

- Divide the class in pairs or small groups. Then, ask students to stand up and explain that they will watch a video and they will have to follow the instructions that the person is giving.
- Students will practice the first time listening to the audio and also watching the video. Later, the second time student will only listen to the audio and will have to follow the instructions.



Time

1 WEEK



Level

A2



Language Focus

Giving descriptions, giving instructions



Objective

Students will create a step-by-step dance tutorial in English.



VIDEO IMAGES



PROJECT DEVELOPMENT



1 PROJECT'S THEME AGREEMENT

Ask students to form groups of 4 to 5 members. Then they will have to choose a traditional dance from Ecuador.

2 DEFINITION OF THE OBJECTIVES AND FINAL OUTCOME

Once students have selected the dance, they must set the objectives for their project and plan an open house to present their dance.

3 STRUCTURE THE PROJECT

Students will look for information on webpages and youtube about their traditional dance. They will have to search some aspects such as the history of the dance, what it represents, and where it comes from, etc. Moreover, they will prepare record a short tutorial explain how to dance it.

4 PREPARATION FOR LANGUAGE DEMANDS

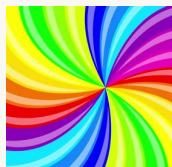
➤ Vocabulary Presentation

★ DANCE



- Students will work in groups matching the images with the words that will be presented by the teacher. Each group will receive a set of flashcards which will be used to do the matching activity

FLASHCARDS



Fast

Colorful

Step

Slide

Spin

Slow

Smile

Clap

Energetic

Jump

5 CARRY OUT THE PROJECT

Students prepare a dance tutorial in which they have to give the instructions step by step to dance a do a coreography. Moreover, they will have to present a brief background of the traditional dance they chose.

6 REVIEWING AND MONITORING THE WORK

Throughout the whole process the teacher monitors students' performance providing guidance and help if it is required.

EXAMPLE



[HTTPS://YOUTUBE.COM/SHORTS/RT0X1BIVQ10?FEATURE=SHARE](https://youtube.com/shorts/RT0X1BIVQ10?feature=share)



7 PRESENTATION OF THE FINAL OUTCOME

After the established time students will present their tutorial through a video which will be posted on youtube. Finally, they will present the coreography in an open house and explain the dance background.

