

**REFLECTIVE TEACHING, A WAY TO ENRICH TEACHERS' INTERCULTURAL  
COMMUNICATIVE COMPETENCE AT LUIS CARLOS GALÁN SARMIENTO  
SCHOOL**

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BOGOTÁ, COLOMBIA  
2016**

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**Thesis Submitted in Partial Fulfillment of the Requirements for the M.A. with emphasis on  
didactics of foreign languages**

**Directed By  
ELBA CONSUELO LEÓN MORA  
M.A. in Applied Linguistics to the Teaching of English as a Foreign Language**

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BOGOTÁ, COLOMBIA  
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**Jury:** \_\_\_\_\_

## **DEDICATION**

To our beloved families, the main reason of our lives, who constantly supported us with patience, comprehension and their presence aiding us to be successful in our process of personal and professional development.

## ACKNOWLEDGEMENTS

Researchers are very thankful with the opportunity, time, disposition and seriousness the schools and colleagues where they work, gave to develop this project.

We would like to thank our advisor **Elba Consuelo León Mora** who gave us constant patience, support and guidance; she gave us the opportunity to share her knowledge and their work experience.

Thanks to teachers who contributed with their knowledge in our project: Flor Marina Hernández, Julio César Gómez, Clara Eunice Rodríguez, Carlos Rico and Sandra Quitián among others.

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## **ABSTRACT**

This Collaborative Action Research project aims at understanding how reflective teaching process could enrich English Teachers' Intercultural Communicative Competence through the development of a proposal designed and applied in a public school of Bogotá, in the morning shift, with the English teachers as population and framed with the theory about Intercultural Communicative Competence and Reflective teaching.

Researchers established a set of tasks, starting with the theoretical review about the legal documents and theories of the two main concepts which guided this work. Then, they designed a proposal of five sessions with a workshop in each one, where they aimed teachers reflected about the importance of developing Intercultural Communicative Competence into the English classes to improve their students' learning environment and their teaching practices, using different materials and sources to present the topics established in each session in order to get interest, participation and reflection from the sample teachers.

The results obtained from some instruments designed by researchers such as the journals and the surveys that were filled by them and the other teachers at the beginning and at the end of each session, showed that the most important aspect to take into account is that teachers must get the opportunity to share their experiences and reflect on them as a means of collaborative work and professional development. On the other hand, results revealed that Intercultural Communicative Competence is a fundamental ability to foster a better learning and teaching environments based on the otherness, dialogue and respect toward the cultural diversity.

## RESUMEN

Este Proyecto de Investigación- Acción Colaborativa tiene por objetivo comprender de qué manera un proceso de enseñanza reflexiva podría enriquecer la Competencia Comunicativa Intercultural de los docentes a través del desarrollo de una propuesta diseñada y aplicada en un colegio público de Bogotá en la jornada mañana con los Docentes de Inglés como población del proyecto y enmarcado con la teoría de la Competencia Comunicativa Intercultural y la Enseñanza Reflexiva.

Las investigadoras establecieron un conjunto de tareas iniciando con la revisión teórica de los documentos legales y teorías de los dos principales conceptos que guiaron el trabajo. Luego, ellas diseñaron una propuesta de cinco sesiones con un taller en cada una con el objetivo de que los profesores reflexionaran sobre la importancia de desarrollar la CCI en las clases de Inglés para mejorar el ambiente de aprendizaje de sus estudiantes así como sus prácticas de enseñanza, utilizando diferentes materiales y recursos para presentar los temas establecidos en cada sesión y así adquirir el interés, la participación y la reflexión de la muestra de profesores colaboradores.

Los resultados obtenidos a partir de algunos instrumentos diseñados por las investigadoras, tales como diarios de campo y encuestas respondidas por ellas y por los demás docentes al comienzo y al final de cada sesión, mostraron que el aspecto más importante para tener en cuenta es que los Docentes deben obtener la oportunidad de compartir sus experiencias y reflexionar sobre ellas como medio de trabajo colaborativo y desarrollo profesional. Además, los resultados revelaron que la CCI es una habilidad fundamental para promover mejores ambientes de enseñanza y aprendizaje basados en el diálogo, alteridad y respeto por la diversidad cultural.

## **RAE**

**Title:** REFLECTIVE TEACHING, A WAY TO ENRICH TEACHERS'  
INTERCULTURAL COMMUNICATIVE COMPETENCE AT LUIS CARLOS GALÁN  
SARMIENTO SCHOOL

**Authors:** Andrea Higuera and Angélica Lozano

**Publication Date:** August 19- 2016

**Key Words:** Intercultural Communicative Competence, Professional Development,  
Reflective Teaching

**Description:** This Collaborative Action Research deals with the enrichment of English teachers' Intercultural Communicative Competence through a Reflective process in a public school of Bogotá, in order to get better academic and behavioral outcomes for Teaching and Learning processes.

**Sources:** With the aim to analyze and collect data, different sources were used for this Research work: Diagnostic surveys, a class evaluation format, surveys before and after each workshop, field diary formats, an evaluation format for each session, power point presentations, readings, slides and videos as the most useful sources suggested by teachers who were the sample of the study.

### **Contents:**

- Introduction: In this part, a general overview of the work is presented. Besides, how the researchers identified the scientific problem is analyzed, the description of the context of the school where the research is developed, the legal documents that were revised and the previous studies about the two main concepts (Intercultural Communicative Competence

and Reflective Teaching) that concern to this work. The research question that guided this work is: “In what way, a reflective teaching process could enrich English Teachers’ Intercultural Communicative Competence at Luis Carlos Galán Sarmiento School?” The main objective of this project is to enrich English teachers’ Intercultural Communicative Competence through Reflective Teaching at Luis Carlos Galán Sarmiento School.

- **Theoretical Framework:** Different assumptions and theories from some authors about Intercultural Communicative Competence and Reflective Teaching that give support to this work and that make researchers define ICC as the capacity to understand a different culture and language (meanings, values, traditions, behaviors, attitudes, and believes) through a process of sharing and comparing to enrich the own culture and language and to adopt consciously this understanding to communicate with people from other cultures, in order to promote dialogue, coexistence and otherness, as a mean of inclusion and equity.
- In the same way, this work presents the reflective teaching as the process where teachers think over their attitudes, beliefs, assumptions and teaching practices, in order to make a critical reflection, implementing changes and therefore, improving learning outcomes and getting teachers’ professional development and growth.
- **Research Methodology and Approach:** It is a Collaborative Action Research, based on five workshops developed with English teachers at Luis Carlos Galán Sarmiento School, in Bogotá, during five sessions with activities that intended to enrich their ICC through a reflective process. Teachers answered a two questions survey at the beginning and at the end of each session. Besides, they filled a field diary format to evaluate the topic and the development of each session.

- Teachers learnt what Intercultural Communicative Competence is, how to develop it in their English classes and they could analyze and share their life and work experiences with their colleagues in order to improve their teaching practices and their students' academic and behavioral result.

**Participants:** The populations of this work were the English teachers from Luis Carlos Galán Sarmiento School.

**Conclusions:**

- The proposal generated the enrichment of the English teachers' Intercultural Communicative Competence as well as their reflection on their practices with the purpose of helping their students to improve their academic results and their coexistence into the school.
- It is important that teachers can share their experiences with colleagues in order to facilitate and promote Professional Development
- Schools are cultural scene where teachers can make educational research in order to improve learners and teachers' results.
- Reflection is a process that helps teachers to examine their own attitudes and beliefs to renew their practices and to be free from routinized and fossilized actions when teaching.

**References:** For this work, researchers read theoretical foundations about ICC and Reflective teaching from authors such as Byram, Liddicoat, Kramsh, Rico, Bennet, Schön, Dewey, Nunan, Richards and Lockharts, Wallace and Farrell, among others.

# CHAPTER 1

## INTRODUCTION

In Colombia, teaching English in the last decades has become more significant due to the policies and requirements to use the English language as a door to a world of knowledge, culture and business. To reach that, learners need not just knowledge of grammar and vocabulary but also the acquisition of the ability to communicate effectively in multicultural contexts. Classrooms are multicultural scenes where there is a great cultural diversity that can offer a valuable advantage in the English learning and teaching processes.

Globalization claims for interculturality and the development of communication between different languages and cultures across a variety of situations that may start in schools with the knowledge and acceptance of the own and the other language and cultures. Therefore, it is very important that teachers develop new learning environments that promote flexibility and facilitate learners to understand that in spite of differences such as economic conditions, political ideas, religious beliefs, personal clothing and origin places, among others, they can communicate and act into a society based on the understanding and respect for the difference.

Researchers of this study have worked as English teachers in different schools in Bogotá for more than 10 years and in their experience, they have found that most of their students report low English level. It is a very common situation in many institutions in Colombia according to the Pruebas Saber 11 2013-2014 and 2015 (Annex 1) and the school Luis Carlos Galan Sarmiento where this research took place, is not an exception of that situation, as it is seen in the next paragraphs.



Researchers of this work analyzed that frequently, in their English classes, students do not demonstrate to have an accurate interaction. Their behavior is commonly based on negative attitudes toward the others and a lack of values such as respect, tolerance and otherness that do not permit them to communicate in English efficiently and to develop an interculturality process that involves the ability for recognizing, understanding and relating the cultural practices and beliefs of one's own culture and others cultures. Students most of the time do not show interest about their partners' opinions and they state that they do not want to participate in group activities because they think that the other learners do not agree with their opinions, making students do not express their feelings, opinions and therefore they do not communicate efficiently with their partners. According to their attitudes, some students do not demonstrate tolerance of understanding the other's point of view, and due to this, they frequently show verbal and physical aggression toward their partners and their teachers. (Annex 2).

As a first action to analyze their classes, researchers of this work recorded a video of an English class of one of them, planned a class evaluation as an important tool to analyze, improve and enrich experiences, according to items such as attitudes and interaction, established in a class evaluation format (Annex 3), that was filled by both of them reflecting about their classes and which let researchers to make a reflection about their role as English teachers. These items were established taking into account the interaction between students and teachers and the development of intercultural aspects according to Byram (1997) such as attitudes, knowledge, skills and tasks during the class and the steps of awareness raising, experimentation, production and feedback, proposed by Liddicoat (2003).

Researchers realized that they did not develop these items in a complete way and found that their classes did not let learners to have an adequate interaction between them and the

teacher. Consequently, researchers asked themselves how they could develop a class where the intercultural competence aspects (communicative, linguistic, intercultural, cognitive, affective and behavioral,) stated for some authors, were integrated with language knowledge in a meaningful way, getting the appliance of the four principles established by the Unesco (learning to know, learning to do, learning to be and learning to live together) in their classes likewise a dynamic and fruitful environment with better academic results and an integral formation of their students .

Researchers of this study noticed that they had to make a reflection on their practices because as Richard and Lockhart (1990) stated, “Teachers can begin to examine their attitudes, assumptions and beliefs about language learning and teaching, to make critically reflective decisions about their teaching”. Moreover, they established that it was necessary to create a proposal for them and other teachers to enrich their Intercultural Communicative Competence in the English classes through cultural and intercultural tasks and in this way, getting better students’ results.

One possible reason of the low results in the English class may be that teachers sometimes do not reflect about their practices. It is relevant not only to foster students’ interaction but to get a better environment for the teaching and learning processes too. Before thinking about an intervention plan to improve the environment of the classes or the achievement of their students, teachers must begin to examine their attitudes, assumptions and beliefs about language learning and teaching, thus being better positioned to make reflective decisions about their teaching (Richards & Lockhart, 1994) in order to transform learners and teacher’s environment. Therefore, it is necessary to develop actions as intercultural tasks that make visible

that an English class cannot be isolated from the cultural diversity that is evident in every interaction.

Another reason of the low results in the English class could be that English programs in Colombia are mainly planned with tasks related to grammar structures and lists of vocabulary but not based on interaction or do not have a context where intercultural activities take place.

Researchers' based on the above:

1) Realized that the English program in the school Luis Carlos Galán Sarmiento did not take into account the intercultural communicative competence (Annex 4). 2) Made a reflection and found that in spite of the fact that the English program considered the Communicative Approach for Learning English, the real situation was that in the development of the classes, teachers mainly followed the Grammar Approach. 3) They could observe that the contents presented in the programs did not propose interaction tasks that promote students knew or contrasted different cultural aspects using English as a foreign language. 4) They established that the contents and the goals proposed were not related to cultural and intercultural knowledge and interaction. From the findings, it is suggested that teachers need to enrich their knowledge about cultural diversity inside classrooms to guide different activities, using materials and methodologies that foster the Intercultural Communicative Competence in themselves and their students.

The school where this research study was developed: Luis Carlos Galán Sarmiento School is located in La Ponderosa neighborhood, in Puente Aranda Locality. Some students of this school come from different neighborhoods of Bogotá and others from different cities of the country. The PEI (Proyecto Educativo Institucional) is called, "Education a process of research and life's project building", for this school is fundamental "to educate responsible, aware and

committed students that generate a social change, having respect for the human values”. In this way, this school expects the students’ consciousness about the respect toward the other in spite of the differences.

After analyzing the low English level of students, and the situations before mentioned about their coexistence attitudes during six months approximately, researchers reflected about considering the necessity of exploring and reflecting on their own professional work as English teachers as a possible solution to get better learner’s results. So, they started to analyze their classes and what had happened during and after them and they concluded that possibly if they reinforced their own knowledge about Intercultural Communicative Competence to enrich their communicative processes inside the classes, they could improve their own practices as well as their learners’ performance and academic and behavioral results in their English classes.

Researchers of this work also revised some documents published by the Colombian government related to the current English teaching and learning policies in order to analyze how they consider the cultural interaction as an important factor to communicate effectively in different contexts as it is required in languages learning and teaching environments. Besides, researchers wanted to identify how these documents should provide them relevant information about the improvement of their teaching processes and the enrichment of the interaction of their students while they communicate in English. Next, those documents will be explained:

First, *Los Lineamientos Curriculares para el Área de Idiomas Extranjeros en la Educación Básica y Media* Published by Ministerio de Educación de Colombia MEN (1999). This document establishes that interculturality, among other factors, is an important issue in the learning of English as a foreign language which develops understanding, tolerance and value of the own and the other cultures because language and culture have a strong relationship. Therefore, learning a

language is getting access to another culture which implies to be able to use the target language with another speaker in a determined situation and to evidence a cultural and intercultural enrichment through a permanent dialogue and interchange of knowledge.

This document presents the interculturality as a permanent dialogue between cultures that requires interpretation and comprehension. In the same way, it suggests that a methodology based on cultural contents can help students to feel closer to the target language. It expresses that “Es necesario apoyar entonces, modelos educativos que permitan atender y desarrollar armónicamente los diferentes modelos culturales que se dan cita en el país y en el mundo promoviendo así el respeto por la diversidad cultural”.

Second, *Los Estándares Básicos para la Enseñanza de una Lengua Extranjera: Inglés del MEN* (2006) assert that learning a foreign language helps in the social, cultural and cognitive development of the learners since the actual world is characterized by the intercultural communication. The document also establishes that it is important to teach English in Colombia because it lets learners appreciate and respect their own world and at the same time know and respect other cultures. In this way, learners can develop their communicative, sociolinguistic and pragma linguistic competences in the school while they establish social relations and discover different issues from other cultures apart from their own. The communicative competence includes not only the knowledge of a language, but social skills and cultural conditions in the use of a language in different contexts, enriching in this way, the Intercultural Communicative Competence.

Third, *El Programa Nacional De Inglés “Colombia Very Well 2015-2025”* established by MEN (2014), presents a set of initiatives to improve English teaching and learning processes taking into account the result of the English levels from different scholar groups. It establishes

the necessity that teachers reflect and improve their practices through the continuous formation in English knowledge and teaching skills, the growing of their professional development in English, revision of English plans, and the peer observation. Besides, this program also seeks to improve student's achievements to get an appropriation of English as a foreign language as a tool to know other cultures and communicate through them.

Fourth, El Plan Nacional de Desarrollo de Colombia 2014-2018 (2015), bears as its main purpose, to make a country with peace, education and equality, that is to say, promoting a peaceful environment, taking into account the cultural diversity. It states the necessity to learn a second language to improve Colombians' living and working conditions.

Fifth, el Plan Decenal de Educación (2006-2016), it is a set of proposals, actions and goals for a better education process that engages important issues as professional development of teachers as well as the education for peace, coexistence and citizenship.

Sixth, The Program "Currículo para la Excelencia Académica y la Formación Integral, published by Secretaría de Educación SED (2014) proposes the development of skills and knowledge to get critical, self-determining and imaginative individuals and citizens that show respect by themselves and the others, helping their society from their own reflections, ideas and acts.

This program presents a proposal of a curriculum based on To Know and To Be. According to this, learning process includes: Knowledge, attitudes and emotions and is based on the Reflection- Action- Participation RAP method as a way for teachers to reflect and create transformation actions. In the same way, this program also recalls the UNESCO principles of Education (2006) indicated in the inform "La educación encierra un Tesoro", presented by the International Commission On Education For the 21<sup>st</sup> Century : To learn to know (related to

provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning) , to learn to do (to provide the skills that would enable individuals to effectively participate in the society such as the ability to communicate effectively with others; aptitude toward team work; social skills in building meaningful interpersonal relations; adaptability to change in the world of work and in social life; competency in transforming knowledge into innovations and job-creation; a readiness to take risks and resolve or manage conflicts), to learn to be (to provide self-analytical and social skills to enable individuals to develop to their fullest potential for a all-round complete person) and to learn to live together (to enable individuals and societies to live in peace and harmony based on the human rights, knowledge and understanding of self and others and democratic principles).

These four pillars offer the possibility to combine cultural diversity knowledge with academic learning. UNESCO also recalls the attention about the important role of the teachers and the necessity to improve their formation.

Additionally, the Unesco (2006) advises that is important “Orientar la política educacional en todo el mundo (...) para educar ciudadanos abiertos al diálogo intercultural y tolerantes para con las formas de ser y de pensar de los demás” (p.7). It is the case of the teaching of foreign languages which contributes not only in favor of language knowledge, but also in favor of the knowledge about the cultures of the world.

Finally, the last document analyzed was the Common European framework of Reference for Languages where the Council of Europe (2001), points out the relation between language and culture. It claims for skills such as: The ability to bring the culture of origin and the foreign culture into relation with the other; a cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures; the capacity to fulfill the role of

cultural intermediary between one culture and the foreign culture and the ability to overcome stereotyped relationships.

In all the above documents, two essential aspects are presented: the enrichment of Intercultural Communicative Competence in teaching and learning processes and the Reflection about Teaching Practices as fundamental issues to improve the teaching practices and consequently, the results in the English level of the students and their positive attitude toward the difference. Farrell (2004) reports that a reflective practice requires that teachers examine their values and beliefs about teaching and learning, so they can take more responsibility for their classroom actions. These documents persuaded researchers to put interaction and intercultural contexts together with their teaching practices to get a better environment and better results for their students, for their colleagues and for them.

Researchers considered that reading the aforementioned documents was an interesting work which implied the recognition that their teaching practices could be improved and that their students' results did not depend only on the students' performance but on the change of some teachers' beliefs and practices.

After revising the legal documents and reading some authors such as Byram (1997), Benett (1998), Kramsh (1996), Liddicoat (2003), Holliday (2004), Ildikó (2009) and others, researchers defined the Intercultural Communicative Competence as the capacity to understand a different culture and language (meanings, values, traditions, behaviors, attitudes, and beliefs) through a process of sharing and comparing to enrich your own culture and language and to adopt consciously this understanding to communicate with people from other cultures, in order to promote dialogue, coexistence and otherness, as a mean of inclusion and equity.



With the objective of searching about students' assumptions of what intercultural communicative competence is, and to establish if cultural misunderstandings were the possible causes of their low performance and results in their English classes, researchers chose a group of 30 students who did not present discipline or academic problems and another group of 30 learners with any problem related to these aspects in order to apply a survey (Annex 5) to them. (Ten students per grade from sixth to eleventh grade).

After analyzing the results of the survey applied to students ( Annex 6), it can be concluded that: 1) Most of the students knew some cultural aspects of the target language in their English classes, 2) Students had a level of intercultural awareness reflected in their attitudes to other cultures and beliefs different from their own and 3) They thought that ICC was important for their learning process which is contradictory with the behavior they show in classes because as it was explained at the beginning of this document, sometimes they did not show knowledge or interest for their partners' opinions and personal situations and a good English level according to the school program . In some occasions, they had a negative attitude towards the partners that have different traditions or different cultural beliefs from them.

In the next step, the three English teachers of the school were asked, through a survey (Annex 7), about their conception of Intercultural communicative competence in relation with their English classes. The results (Annex 8), showed that teachers had a clear concept about what culture is but they do not know what intercultural communicative competence means and how to develop it in their classes. They had worked some cultural aspects with their students in an isolated way, without establishing a comparison between the own students' culture and the other cultures.

After analyzing the students and teachers' surveys and having in mind that researchers wanted to improve their practices, they thought to work not only on Intercultural Communicative Competence but on Reflective Teaching, considering it as the process where teachers think over their attitudes, beliefs, assumptions and teaching practices, in order to make a critical reflection, implementing changes and therefore, improving learning outcomes and getting professional development and growth. Researchers reached this concept after reading different authors like Schon (1987), Dewey (1933), Richards & Lockhart (1994), Richards & Nunan (1990), Wallace (1998), Bailey and Nunan (2001), Farrell (2004, 2007) and Pollard (2005), among others.

In order to advance with the research study process, the next step that researchers considered to follow, was searching for studies related to Intercultural Communicative Competence and Reflective Teaching. Therefore, they found previous studies in the international, national and local contexts that are going to be described as follows: At first, the international, second the national and third, the local studies.

The international studies are:

1) A study of a University from Malaysia, in 2013, "How reflective practice improves teachers' classrooms teaching skills?" The objective of this study was to inquiry the perceptions of teachers with reference to the reflective practice to improve teaching skills. One hundred and fifty teachers were trained in Reflective teaching and then they worked one month of teaching. The results of this study showed that teachers changed practices and planned everyday lessons; they had more confidence in their practices, and were competent to solve students' problems (Ahmad et al. 2013, p.1).

2) A study, from the National University of Singapore in 2009, “The implementation of intercultural awareness in EFL classrooms”, indicates the importance of focus intercultural awareness in the modern language education, and the need to prepare learners in intercultural communication. They proposed to add cultural components at raising learners’ cultural awareness and engaging them cognitively, behaviorally and effectively in culture learning. The results of this study showed that “a shift from traditional to intercultural stance in EFL classrooms will contribute to teachers and students to enhance their awareness of the relationship between language and culture... to meet the goals of foreign language education in our modern world” (Kiet Ho, 2009. p.72).

3) Another study from the University of Central Florida in USA in 2013, “The study of Intercultural Awareness and its role in enriching students’ Communicative competence”. The project goals included promoting students’ cultural/intercultural awareness, clarifying cultural identities, and challenging preconceptions. The study focused on the application of a connecting classroom project between students from USA and Russia to examine the interactions between language and other cultural expressions, students interacted through videoconferencing and social media tools. The study concluded that through the projects based on intercultural communicative competence, students learned not only about other countries and their cultures, but also opened their eyes to their own local culture and promoted their sense of identity and appreciation of their own culture and the “other”. (Kourova and Modianos, 2013).

The National studies are:

1) A study from the Sur Colombiana University in Neiva, Colombia in which it is inquired how student teachers could be empowered as more reflective practitioners through

journal keeping and blog group discussions. It was developed with six student teachers who carried out their practicum over six months. Data were collected through journals, blogs, metaphors, conferences and a questionnaire. The results demonstrated that student teachers enriched their perceptions about what reflective teaching implied (Insuasty, E. & Zambrano L., 2008).

2) A qualitative study from Pamplona University, Norte de Santander in Colombia, encourages four foreign language student teachers in a reflective practice while completing their practicum. The classrooms of four educational institutions comprised the study sites: two public high schools, one private primary school and one public university, all located in a northwestern Colombian town. Results revealed that reflection *on* action and reflections *in* action, enabled participants to redirect teaching processes.

The local studies are:

1) A recent local study from the Libre University in Bogotá Colombia, in 2014, in which two teachers, students from the master program developed a peer feedback research study through Reflective Teaching, the objective was to analyze the influence of peer feedback in the reflective teaching process of two teacher researchers at two state schools; the study achieved great results because it contributed to the teachers' professional development, the study increased the teachers' confidence as they knew themselves better after the process. It also motivated teachers to start actions in order to change their practices (Fúquene, A & Parra L. 2014).

2) The study "Students' needs reflected in the EFL program: A small-scale Evaluation of the Methodologies proposed in an English program developed in the Institución Educativa Departamental El Vino (Cundinamarca, Colombia). The objective of this study was to evaluate if

there were discrepancies among the methodology proposed in the English program, students' needs and what the teacher was actually doing in her classes. The analysis of data showed that there were matches and mismatches among those three aspects, it also helped the teacher to reflect upon her teaching practices and one of the decisions the teacher implemented was to consider her students' needs when writing the program for the next school year. Mora, L. (2003).

3) A study from the Libre University, in Bogotá, Colombia in which students designed didactic strategies to strengthen the ICC in foreign language assistants; these strategies were based on four basic abilities of intercultural competence that are cognitive competence, affective competence, behavioral competence, and analog competence, described by (Vila in 2005). As a result, the teachers could establish didactic and cultural elements to effectively strengthen the intercultural communication competence in the assistants (Ramirez, A. & Ramirez M., 2014).

These studies gave the account of previous findings related to the main concepts of this work. According to these documents, it can be concluded that the relationship between culture, language and reflection on the practices, improves not only the learners' skills but the teachers' performance, encouraging students to communicate in English with others, in order to get knowledge about the world and value their own language and culture. Moreover, the enforcement of ICC will help to improve different competences across the language learning process.

To achieve these goals in their own contexts, the researchers of this study considered that continuous reflection on their own English teaching practices and the development of the ICC in the English classes is a way to help schools in the formation of citizens more conscious, respectful and responsible of themselves and the others. To do that, it is important that "teachers

enrich their intercultural Communicative competence and get aware students about valuing one's own culture and language and the other's own culture" as Liddicoat (2003) states.

The problem that was evidenced during this inquiry process showed that in spite of the fact that teachers at Luis Carlos Galán Sarmiento school have worked some cultural aspects of the foreign culture during their English classes, there is a need to go deep in the development of the teachers' Intercultural Communicative Competence, through the reflection of teachers' own practices and a collaborative work, in order to enrich students' own cultural identity and promote a better coexistence and learning environment that will be reflected in students' English knowledge.

Therefore, the Research Question that is going to guide this work is: **“In what way, a reflective teaching process could enrich English teachers' intercultural communicative competence at Luis Carlos Galán Sarmiento School?”**

The main objective of this project is **to enrich English teachers' intercultural communicative competence through reflective teaching at Luis Carlos Galán Sarmiento School.**

The specific objectives proposed to achieve the general aim of this inquiry are: 1. To identify and analyze the current development of the Intercultural Communicative Competence in English classes at Luis Carlos Galán Sarmiento School.

2. To analyze some theoretical foundations in order to build the theoretical framework of this research process.

3. To investigate different English teaching strategies and select the ones that could support the design and application of the proposal.

4. To design, apply and evaluate the proposal.

The object of this study is **Reflective Teaching** and the Field of Action is **Reflective teaching through Intercultural Communicative Competence**.

This is a Collaborative Action Research that is a process conducted by teams of practitioners and enable teachers to improve students' learning, their own practice, also to contribute to the development of their own profession, and to "overcome the isolation commonly experienced by classroom teachers" (Sagor, Richard 1992).

Burns (2009), defines Collaborative Action Research as a stimulating direction for curriculum change and professional development and a key factor to generate solutions to changes in institutional demands (p.15). According to her, it has four moments: planning, acting, observing and reflecting that are a spiraling process. The researchers followed Burn's conceptions and steps in their proposal.

To conclude, after analyzing students' results, their classes, legal documents and some previous studies, researchers felt the necessity to develop a proposal for teachers reflection about the development of the ICC in the English classes and about their teaching practices in order to contribute to the increasing of academic results in their classes and their schools as well as with the teachers' Professional Development.

## CHAPTER 2

### THEORETICAL FRAMEWORK

#### 2.1. INTERCULTURAL COMMUNICATIVE COMPETENCE

*“To speak a common language and to know about a culture are not enough factors for Intercultural Communication” Spychala*

In this chapter, the researchers go deep into the two main concepts, Intercultural Communicative Competence and Reflective Teaching. Through this chapter, aspects from different authors give support to the proposal that will be explained in the next chapter.

After reading different conceptions and approaches about Intercultural Communicative Competence that some authors have inquired in several parts of the world, ICC is assumed by the researchers of this work as the capacity to understand a culture (meanings, values, traditions, behaviors, attitudes, and beliefs) through a process of sharing and comparing, to enrich the own culture and consciously to adopt this understanding to communicate effectively with people from other cultures in order to promote dialogue, coexistence and otherness, as a mean of inclusion and equity.

Before starting the analysis of different concepts about ICC, it is important to go deep into some perspectives related to culture and language, due to culture is reflected in the language and the way people interact with others.

One of the first was the traditional ethnographic definition of Tylor in Lerma F. (2005) “Culture is that complex whole such as knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of a society”(p.26).

For Kramsh (1996), Culture is defined as membership in a discourse community that shares a common social space and history, and common imaginings. Although a person moves to



another place and left that community, this person will remain and retain the systems of standards acquired (p.10). For this work, the researchers will assume Culture as a changing and dynamic system that a community builds day by day which is also acquired through a process of social interaction and enriched with the contact with other cultures.

According to Liddicoat (2003), “Culture is a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals, and lifestyle of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create”(p.45). He also argued that Culture is dynamic; it varies according to time, place, groups, communities, age, sex and gender among other factors. Accordingly, the previous concept comprises the different aspects of culture, taking into account the changing society and the way teachers should see it and teach it in order to enrich students’ knowledge through different dimensions and not only as artifacts, or static facts. It is important to make students analyze interpret and relate those artifacts with their own culture, and take into account the time, the place and the respect they should have for that culture.

Unesco (2013), proposed a definition of Culture in regard to Interculturality, such as “a set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs. Each culture is the sum of assumptions and practices shared by members of a group distinguishing them from other groups, and so one culture comes into clearest focus when compared to another culture maintaining different practices. However, cultures are themselves multiple, so that to insiders, every group reveals itself not as homogeneous but rather a nested series of progressively smaller groups whose members are all too aware of distinctions between themselves.” (p.10). So,

English teachers should take into account the different cultural aspects when they are teaching a foreign language.

The origins of the ICC according to Van Ek in Byram (1997), emphasizes in the communicative ability and the social competence. Van Ek's model of communicative ability constitutes six competences, such as, linguistic, sociolinguistic, discourse, strategic, socio-cultural and social. The socio-cultural competence refers to a certain degree of familiarity with that context. The social competence involves both the will and the skill to interact with others, involving motivation, attitude, self-confidence, empathy and the ability to handle social situations. Researchers considered that the mentioned competences had crucial impact in the studies of Foreign Language Teaching, in regard to the importance to integrate new methods, discoveries or changes projected to the current generation and the globalization process.

However, there were some specific aspects that were not covered in Van Ek's proposal. For instance, non-verbal communication, because there is a variation in non-verbal communication, when people from different cultures meet, and it is possible to have misunderstanding among them, and these misunderstandings may cause stereotypes, prejudices, discrimination and frequently an ineffective communication.

Byram, (1997) proposed a model of Intercultural Communicative Competence which is based on the concept of "Intercultural Speaker", as someone who is allowed to preserve his or her social, linguistic, and cultural identity and not to imitate the native speaker, it means to know and maintain their own identity which makes him or her unique person. The Intercultural Speaker is also that person who tries to mediate in an intercultural situation and knows how to deal when has to face a possible lack or misunderstanding in the communication.

This theory is fundamental for this research project due to the difficulties students show in English classes in regard to drawbacks in communication, when they have to deal with the other, and this other has a different cultural background. It serves as a tool to empower students to deal with and to support as a mediator in any situation or misunderstanding.

In his book *Teaching and Assessing Intercultural Communicative Competence*, Byram (1997) developed five aspects of people interaction that are involved in an encounter among different cultures that are fundamental to have a successful Intercultural Communication: knowledge, attitudes, skills of interpreting and relating and skills of discovery and interaction and finally critical cultural awareness.

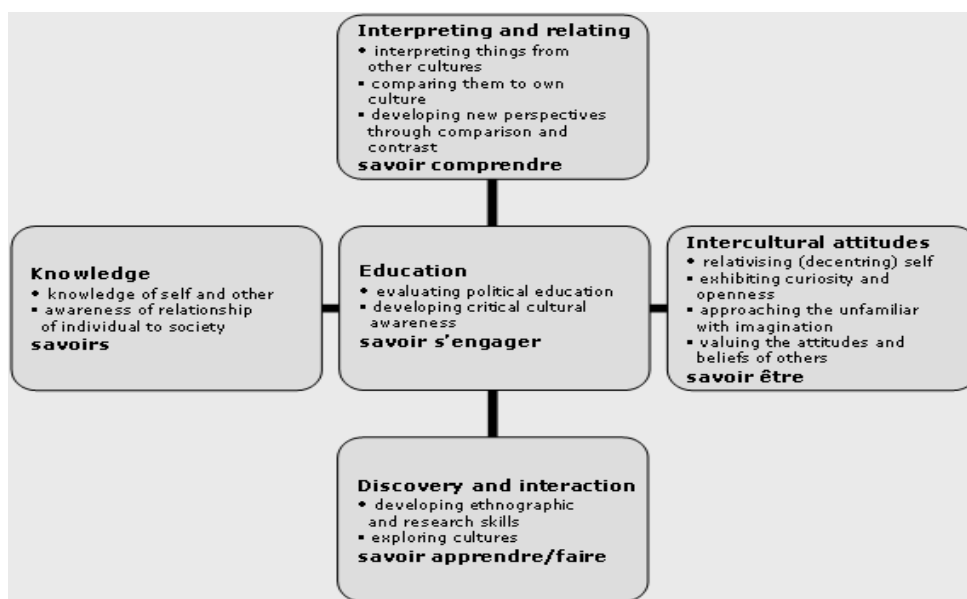


Figure 1. Factors in the Intercultural Communication according to (Byram, 1997)

These aspects are going to be described in the following paragraphs:

\***Attitudes:** It makes reference to the attitudes toward people who are perceived as different in respect to the cultural meanings, beliefs and behaviors. Such attitudes are most commonly

called prejudice and stereotypes and in the majority of the cases are negative, creating a failing interaction.

A fundamental factor to develop an effective communication is to have the ability to decentre or relativizing one's own meanings, beliefs and behaviors, and valuing of others. One of the ways that the author presents to achieve the effective communication, is making comparisons between the own culture and the culture of others in a reflective and analytical process. This also includes the motivation, openness and curiosity of the person involved to interact with a different culture.

The researchers are in agreement with the author and think this is a fundamental issue that Byram established, due to the amount of stereotypes, and labels students have in class toward their classmates, who are different, who are from different cities or towns, who belong to a particular urban culture or who are part or fan of a different soccer team, among other factors

**\*Knowledge:** It refers to the knowledge of social groups and their cultures and on the other hand, knowledge of the process of interaction at individual in societal levels. Even though, it is not enough to know about a specific culture, it is also important to determine the knowledge of how to act or behave in specific circumstances. It means, to interpret the meaning according to the context where it takes place.

**\*Skills:** Interpreting and relating help members to understand a text and relate it with his own knowledge of other cultures. But also, all the cultural information people received from the other can be analyzed and related with their own culture, and understand why they are different.

Discovery and interaction, allow people to recognize significant phenomena in a foreign environment and to elicit their meaning. Additionally, not only establish relationships between people from different cultures, but also to serve as a mediator between people from different

identities, as an ability of the intercultural speaker, to help people to deal with cultural differences.

Byram’s model of ICC was considered important by researchers to design their proposal, due to the aspects, dimensions and factor do not abandon the language and linguistic competence, instead of that make a connection between them to support his model Figure 2. It also proposes teachers critical thinking and it is connected with the four educational principles stated by UNESCO and mentioned before.

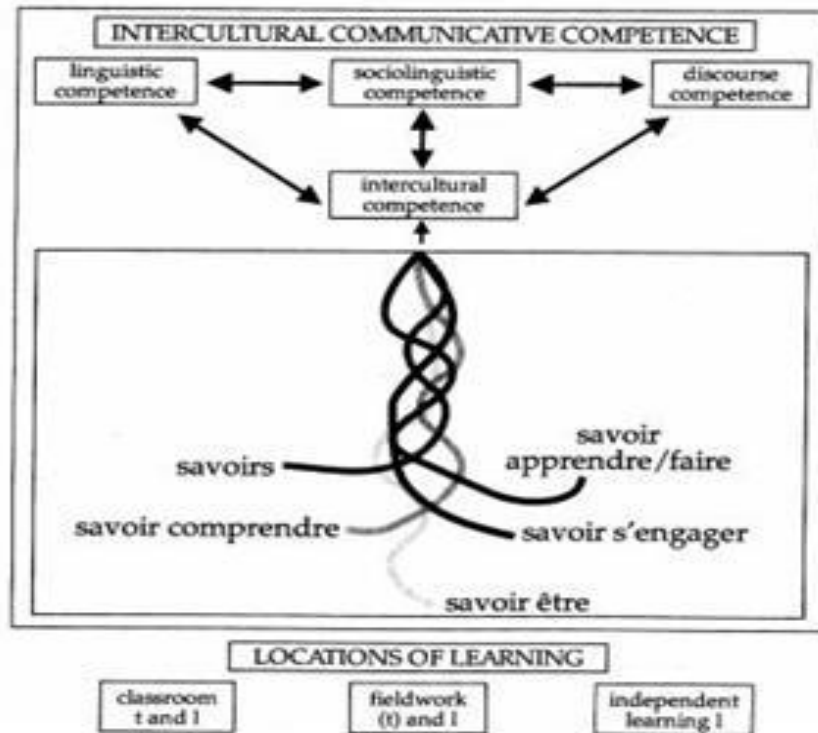


Figure 2 Model of ICC (Byram, 1997)

In addition, Rico (2012) argued that ICC more than a skill is an approach that is based on difference which permits people to deal appropriately with cultural differences. In that regard, this author proposes a new component that is equivalent to the factors mentioned by Byram. It is

the Proficiency - Communicating, which develops the ability to function linguistically in a second or foreign language.

On the other hand, Bennett (1998) proposed a model for the acquisition of Intercultural Sensitivity (DMIS) which provides two basic stages to develop the Intercultural Competence. The main idea of his model is to move from ethnocentrism to ethnorelativism. This means that a person needs to be conscious that all cultures deserve an equal level of respect, and it is necessary to relativize our culture to understand another.

Bennett (1998) presented a concept of culture adaptation development, through six stages, in order to avoid culture shock, which is a typical human response to any transition, loss or change. This method is based on “Meaning-making” models of cognitive psychology and radical constructivism. The most central idea in this research is that students start changing cognitive structures to improve their attitudes and behavior.



Figure 3. Development of Intercultural Sensitivity. Bennet (1998)

Coming up next, Figure 3, explains the developmental model of Intercultural Sensitivity–DMIS (Bennett, 1998). It is composed by six stages, three part from Ethnocentrism and three from Ethnorelativism, and in front of each one, steps are explained.

In the following paragraphs, researchers explain the chart:

***Ethnocentrism*** is understood as using my culture standards to judge other forms of cultures, generally this is not conscious. On the other hand, Ethnorelativism *refers* to accepting and to have the ability to adapt my behaviors and judgments to different cultures or other forms of thinking.

The first stage Ethnocentrism, according to figure 3, is *Denial* a culture, people usually at this stage refer to other cultures using stereotypes, for instance, in Colombia, people from the Caribbean coast are seen as lazy and trickster. People tend to generalize and believe what statistics says. *Defense*, people at this stage try to construe cultural differences even though they tend to give negative aspects of other cultures, *Minimization* refers to reducing cultural differences, recognizing that all human beings are basically the same.

In the second stage ***Ethnorelativism***, *Acceptance* means that people are willing of discovering other cultures and are more tolerant with them, *Adaptation* people relate their own culture to the other and take the other's point of view and finally *Integration*, people are aware of the similarities and differences and value multicultural diversity.

For the researchers, the models of Byram and Bennet focus on the necessity to decentre oneself to open the mind to the possibility to know and interact with other cultures giving an equal position to the own and other cultures, rather than to think that the own culture is the only one and more important in the own context. It could be the major obstacle to intercultural understanding. For this reason, researchers wanted to implement the idea of Bennet about

providing educators a way to help students to become intercultural competent with skills such as observing, analyzing and relating among others and some attitudes such as respect, openness and curiosity among others. Those models are relevant for this project, due to they show the importance to develop the ICC in the education system, and not only focused the competence in the cultural knowledge of a particular place, culture, or a member of a group. The ICC goes beyond having information about cultures, it means to be able to understand a culture, meanings, values, traditions, behaviors, attitudes and beliefs through a previous process of sharing, comparing and being aware of recognizing the difference as a mean of inclusion and equity.

According to Gidró (2004) the teacher assumes the role of cultural mediator and therefore he can help students to reflect consciously about the valuation of the target culture and the students own's culture. Likewise, Ildikó (2009) remarks that one of the first steps to incorporate the ICC in educational processes is to train teachers in this competence. This Ildikó's assumption supports the reason the researchers aimed to start working with teachers because they considered that teachers need to be conscious of the advantages ICC brings to an effective communication.

Another author who has gone deep in the ICC with a critical approach is Liddicoat (2003). He proposed a model of a non-linear process, a cyclical process of acquisition of ICC.

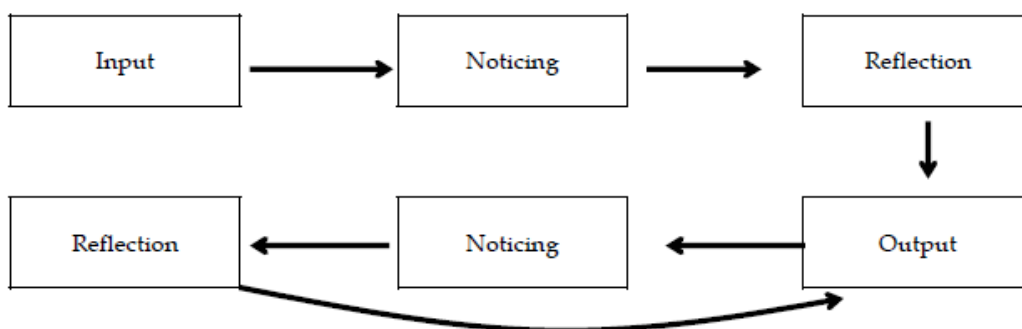


Figure 4: A path way for developing ICC (Liddicoat 2003)



This author explained that the acquisition of a culture starts with an input, particular elements of the input have to be noticed, then, this input is available for reflection and experimentation. For example, when a student sees that one of the new students is acting in a different way according to his own culture, he notices it is different, he reflects and compares with his culture, then he decides how to react to that input.

Crozet and Liddicoat, in Liddicoat (2003), also presented four main activities as a set of principles for language and culture acquisition. These are acquisition about cultures, comparing cultures, exploring cultures and finding one's own third place between cultures. It means that, in order to learn another culture, people need to learn about their own culture, through a process of comparing and contrasting.

These four main activities presented are fundamental in this research due to when some teachers propose some activities about cultures in the process of language learning, they just give facts, isolated artifacts and do not develop the process of comparing the foreign culture with their own culture to enrich students' identity.

Liddicoat designed some principles to develop an Intercultural language teaching,

1. Culture is integrated into language macro skills not a separate macro skill and the culture needs to be taught simultaneously with and integrated into language teaching.
2. Culture is taught from the beginning of language learning and is not delayed until learners have acquired some of the language. The key concern here is that delaying input about culture does not delay culture learning, but rather leads to false culture learning as a result of a lack of awareness of difference and does not begin the process of thinking about one's own culture.

3. The bilingual speaker is the norm and learners are expected to become competent users of a complex linguistic repertoire involving multiple languages.
4. Language acquisition involves intercultural exploration: it is an active interaction with other attitudes, beliefs, and behaviors, not a passive reception of facts. Intercultural learning comes through interaction, not simply through exposure and analysis (Bolten, 1993; Knapp & Knapp-Potthof, 1990).
5. Culture learning primarily involves learning how to discover new information about the culture while engaging with the culture. No program of teaching culture can ever cover a whole culture and, as a result, factual approaches to culture teaching are of limited future benefit for the learner.

Liddicoat set a model for intercultural language teaching, taking into account the principles which lie on a four-step process of awareness raising, experimentation, production, and feedback principles:

**Awareness raising:** The awareness-raising stage is where the learners are introduced to new input about language and culture. New input should be introduced through participative tasks which encourage the learner to compare the new culture with their own practices and language use.

**Experimentation:** This stage allows students to begin working with their new knowledge and trying out native speakers' ways of acting and speaking. This involves short, supported communicative tasks which practice elements of the new knowledge and help to build towards overall learning for a new speech situation.

**Production:** In this stage students put together the elements they have been trying out in the experimentation phase and integrate the information they have acquired in actual language use.

**Feedback:** This is an important part of the activity and involves reflecting on the experience of acting like a native speaker in the production phase. During this phase the student discusses with the teacher how he/she felt about speaking and acting in a particular way. This allows the teacher to comment on the language use of the student, but also allows the student to express how he/she felt.

After reading many intercultural approaches and aspects of the ICC to be covered in the English class in order to get an effective intercultural communication, researchers designed their proposal in the sessions which were divided in four important aspects, as follows:

**Recognizing and avoiding Stereotypes**, which is part of the “Attitudes and knowledge factors” developed by Byram (1997). Those attitudes are usually called prejudice and stereotypes and in most of the cases are negative, they create a failing interaction. Kramsh (1996), presented cultural reflections involved in language and culture teaching, in which the learner has a perception of the target culture, built often as a result of stereotypes. Bennett (2002) develops one of the steps to go from ethnocentrism to ethnorelativism: Denial phase. People commonly at this stage refer to other cultures using negative stereotypes in many cases.

Jayasuriya in Liddicoat (2003) suggested that to understand the relationship between culture and individual behavior, one needs to think of culture as a blueprint. Interestingly, when teachers and language learners express their mistrust of ‘cultural stereotypes’ they show their intuitive knowledge that an individual is at the same time ‘part of and beyond the culture he/she is born in’. Holliday (2004) in one of the steps to develop ICC, argues that stereotypes are frequently affected by prejudice, which in turns lead to otherization. People create stereotypes which define

people from other cultures without knowing them, just pre define what a person imagines from other, as if it were real but it is not.

The researchers agree with avoiding stereotypes, as a fundamental aspect in the process of valuing and understanding a culture, when people tend to generalize instead of individualize about different communication obstacles which can appear. In the same way, researchers state that ICC helps teachers and learners to know and understanding the other respecting and appreciating the other's differences

**Verbal and Non-Verbal Communication**, all forms of communication can be classified in verbal and non-verbal communication; Verbal communication refers to the use of sounds and language to get across a message, ideas, opinions, concepts, desires. Most communicative encounters are given verbally, however nonverbal communication plays a very important role in an intercultural encounter.

According to Byram (1997), the non-verbal communication has had a superficial analysis by foreign language teachers, even though if people ignore different signs of expression in an intercultural encounter, it could produce a barrier for an effective communication.

Argyle, in Byram (1997), identified eight dimensions of non-verbal communication, such as facial expression, gaze, gestures and other bodily movements, bodily postures, bodily contact, spatial behavior, clothes, appearance, and non-verbal aspects of speech. These dimensions appear when people communicate interpersonal attitudes and emotions, self-presentations, rituals and supporting verbal communication.

Poyatos, in Byram (1997), proposed a syllabus and methodology for a course in non- verbal communication including language, paralanguage and kinesics, but he also suggests to reduce misunderstanding through a non-verbal system in which the learner imitate the native speaker.

Although it was later refused by Byram, who suggests “the importance that the learner be able to see similarities and difference and to establish a relationship between their own and other systems, rather than imitate a native speaker”.

According to Byram’s assumption, the researchers think that to establish a relationship between their own culture and another is a fundamental factor to be worked at schools, due to, nowadays it is important to enrich and reinforce students’ cultural identity, rather than imitate a different culture.

On the other hand, Vila (2012) referred to culture and non-verbal communication. “Cultures differ regarding to the non-verbal communication in three forms; Lusting & Koester in Vila (2012); A set of specific behaviors related to movements, body positions, postures, gestures, spaces, second a set of rules which determine what expressions must and must not be used. And finally, differs on the interpretation of those non-verbal particular behaviors.

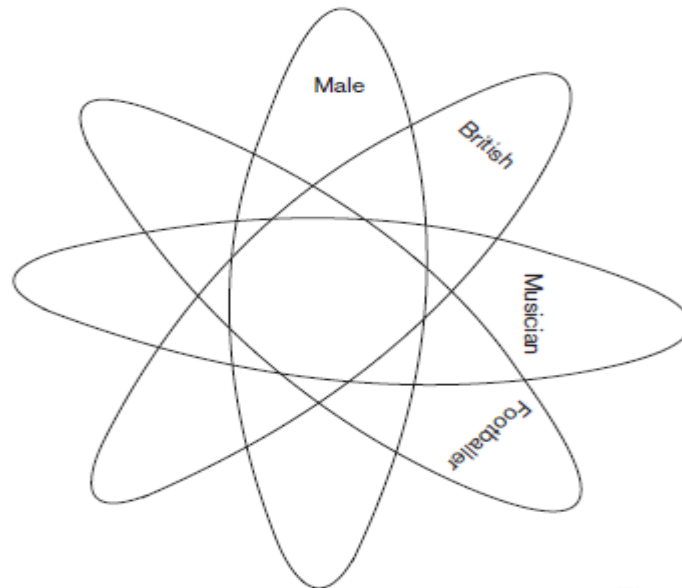
It implies to understand that a same gesture could be used in different cultures, but it could have different meanings and consequently it could provoke a misunderstanding in communication. The core idea of this aspect is not to learn, reproduce or memorize all the different forms of non-verbal communication but “be able to recognize similarities and differences between the own and other cultures, rather than imitate a native speaker” Byram (1997).

**Cultural Identity**, which is part of the “Knowledge of self and other, the factor and skills of Interpreted and relate” by Byram (1997).

According to Holliday (2004) people present themselves in different ways at different times and for different reasons. They all employ different discourses of culture and join themselves with different cultural groups. He also states that cultural identities are influenced by several

different factors such as one's religion, ancestry, skin color, language, class, education, profession, skill, family and political attitudes. These factors contribute to the development of one's identity.

Holliday (2004) contributed with methodological practices to develop Identity such as, the cultural star showed in figure 5. He proposes that students and teachers fill the star and then, compare it with some of their partners. For this work, it is fundamental to develop this kind of activities with teachers, and so they can work with students, too.



*Figure 5 Cultural Star (Holliday, 2004)*

Ildiko (2009), claimed that cultural identities are in fact manifestations of social reality, and through communication and daily interactions, people define who they are and negotiate their identities with people who are similar to them or different from them.

This author argued that a successful intercultural communication should grow from an understanding of people, culture and society in general. For researchers, it shows how the

process of interacting with a different culture helps people to enrich their own cultural identity and not only focus on knowing cultural aspects of a foreign culture avoiding the conflict that preexistent cultural interpretations from different social groups can appear during diverse encounters where students are interchanging cultural information such as the school, a park, their homes, in a bus, at the church among other places they go.

Additionally, Researchers took into account the contributions made by Rico and other authors in regard to teachers' use of Language **Materials and resources to develop the ICC in the English Classes**. A way to acquire the intercultural communicative competence is when teachers become aware of the importance of leaving stereotypes and prejudices in their speech and in the materials that they use in class, regarding to this, Rico (2012) states “most language materials used, reinforce stereotypes and strengthen boundaries between cultures”. Therefore, teachers need to reflect about the materials, resources and even the speech they use with the students, they must be as real as possible, showing the different faces of culture, and avoiding stereotypes because it does not facilitate an effective understanding of another culture and a possible interaction of the student with other cultures will be a barrier.

On the other hand, according to Usó Juan and other authors (2008), when teaching intercultural communicative competence through the four basic communicative skills, advertisements can be a good tool to compare and contrast aspects from different cultures and languages.

According to Gidró, teachers can also enrich the ICC of their students, through the development of the digital competence, and it can include some acting lines:

1. Include activities that able the analysis of cultural contents, believes and ideas in the leaning of a target language taking into account the affective, cognitive and context that foster the ICC.
2. Reinforce the normal cultural aspects, the common of other cultures, and not only the exclusive, in order to make the students reflect.
3. Offer the culture of the group, to allow intercultural dynamics through the process of acquisition a second language.

This overview gave researchers an account about the different concepts, theories and strategies to develop Intercultural Communicative Competence. Now, researchers will present a review of the main theories related to Reflective Teaching as a way to facilitate teachers Professional Development.

## **2.2 REFLECTIVE TEACHING**

*“Reflective practice is “a dialogue of thinking and doing through which I become more skillful.” Schön*

Pollard (2002) stated that Reflective Teaching involves a willingness to engage in constant development and besides, it implies flexibility, analysis and social awareness. Thus, researchers of this work agreed that reflection asks for a permanent change of teachers’ practices and a permanent revision of the teaching practices bearing in mind the interests and needs of the students who bring their own cultural background, their own thoughts and their own beliefs to the class. In the same way, after a reflecting process, researchers think that a main objective for English classes must be to enrich the environment and the teaching processes getting students



that communicate effectively with their partners, accepting and respecting their cultural differences.

According to the aforementioned, reflective teaching is a means of professional development which begins from the classroom and that implies a systematic process of collecting, recording and analyzing students and teachers' thoughts, performances, behaviors and observations to make changes and get positive results in the atmosphere of English classes. It is a cyclical process because once a reflection process starts; teachers continuously examine, evaluate and revise their own practice. Researchers found that this process is related to the Collaborative Action Research cycle that leads teachers to revise their classroom practices before and after each stage of the research study. Pollard (2005) proposed the general stages of the Reflective cycle: To identify, plan, Research, Observe, Collect, and Analyze and evaluate evidence, Reflect, Act and Repeat that researchers will explain in the next paragraph according to this work:

Reflective practice is highly relevant and helpful towards continuous professional development which according to Richards and Lockhart (1994), reflective teaching and professional development share the common goal of improving teaching practices. But while professional development assumes that teachers can or should improve their classroom practices as a result of gaining new information and knowledge from taking a workshop or course, reflective teaching looks for teachers changing their level of awareness of their current practices so, researchers conclude that English teachers may grow professionally through a permanent dialogue and mutual reflection with their colleagues, obtaining Professional Development.

According to Richards and Farrell (2005), in professional development for language teachers, classrooms are not only places where students learn but they are also places where teachers can learn through experiences with students and reflection about their teaching

practices. Development generally refers to general growth but it serves to facilitate growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher's practice as a basis for reflective review. Therefore, researchers propose that an important aspect of teaching is to promote learners' awareness and control of effective learning strategies. Each learner is a different culture and a different world and consequently, English programs and activities should be related with their necessities.

Dewey (1933) distinguished between action as a repeated routine and a reflective action. Therefore, reflective teaching means continuous evaluating. Consequently, reflection is a great tool to take new and different actions to improve the teaching practices and in this way helping students in the process of learning English. Dewey also noted that teachers who do not reflect on their work, become slaves from routine and their actions are guided mostly by impulse, tradition and/or authority rather than by informed decision making. Thus, researchers considered that it is important that teachers design interesting, engaging and creative activities through different actions and tasks into their classrooms in order to improve professional skills and get professional development as well as the students' performance.

In the same way, Dewey (1938) affirmed that the teachers' ability to reflect is only possible after recognizing a problem situation. He claimed that reflective action arose from the work of educators who were active. Reflective Teaching requires attitudes of open-mindedness and responsibility. In this case, researchers noted that the focus for this work was not the change on students' behaviors but first, on teachers' practices because reflecting upon themselves, in order to renew some own fossilized assumptions, prejudices and ideologies as well as those of others and enriching Intercultural Communicative Competence.

Doyle (1977) established that between the dimensions of teaching for effective and ineffective instruction, it is included classroom management that refers to the ways in which student behavior, movement and interaction during a lesson are organized and controlled by the teacher to make teaching more effective. It means, that this task is made not with the assumption of pretending control over learners' performance but obtaining an accurate level of participation and communication in the classroom. In consequence, researchers can state that it is sure that teachers may get an adequate Classroom Management when they use what happens during their classes to increase a better environment and when they reflect about not only their students' actions but their own performance.

For researchers, it is important that teachers do not understand reflection only as a process of examination but they think about it as a permanent habit to enrich their practices. Schon (1983) and other authors established three main kinds of reflection; **reflection in action** that occurs inside the classroom while teaching; **reflection on action** that happens outside the classroom after the class is over and **reflection for action** which offers teachers a possibility to be prepared for the future by using knowledge from what happened during class and what they reflect on after. Different authors agree that reflective practice has the broad meaning of being able to look at teachers' professional behavior and practice with the intention of improving and developing better actions. Researchers consider that reflection for action gives teachers insights to use situations that occur in the classroom for reflecting and looking both for different alternatives towards improvement.

Moreover, Schon (1983, 1987) described teachers as responsible and autonomous individuals who take decisions, who learn from their experiences and who build their own experience through a continuous reflection. Therefore, researchers consider that examining

factors such as teacher's interests, attitudes, enthusiasm, adaptability, and personality, is relevant to see how these factors influence learning outcomes. This examination should suggest that to provide a good level of communication and interaction to students, it is necessary to analyze firstly the aforementioned factors in teachers through different methods and situations.

Researchers get the idea that an alternative way of doing this examination, is to make workshops with teachers which promote the examination of their own beliefs, prejudices and reflection about the different situations of their classrooms in order to understand how the cultural differences and interactions between teacher, learners and classroom tasks, create conditions for learning. Reflection enables teachers to consider the consequences of their actions in relation to their past experiences and their beliefs derived from their formal studies. Together, these activities increase teachers' ability to work in a thoughtful and appropriate manner rather than merely repeating routine practices in an unconscious way.

Posner (1989) stated that reflective thinking will allow teachers to act in deliberate and intentional ways, to devise new ways of teaching rather than being a slave to tradition, and to interpret new experiences from a fresh perspective. Reflection in teaching includes the ability of teachers to examine their own concepts, theories, and beliefs about teaching, learning and their subject-matter, and the ability to monitor their decisions about what and how they teach. In this way, researchers hope the results of this study make teachers to think that they can open the possibility to transform the classroom life and they can practice critical reflective teaching that requires teachers involved with the whole context in where their work, gets to motivate students through involvement, participation and enjoyment of different activities assuming outcomes as important elements for reflection and improvement.

Richards (1990) affirmed that Reflection as a type of self-inquiry and critical thinking can help teachers move from a level where they may be largely by impulse, intuition or routine to a level where their actions are guided by reflection and critical thinking. Then, researchers consider that teachers could be aware that beyond having the knowledge about Reflective Teaching theories and practices as well as merely preparing lesson plans or correcting evaluations, they need to examine and make practical interventions on their practices and to be flexible with the particular situations that they can find in the teaching process and which are related to the variety of cultures emergent in their schools.

Barlett (1990) asserted that for teachers with students of diverse ethnic backgrounds, becoming a reflective teacher offers a very real challenge. Thus, researchers think that teaching a foreign language implies the knowledge not only of the target culture but the interaction of different cultures. Nevertheless, the cultural diversity and the varied factors such as traditions, costumes, beliefs and thoughts that come to the classrooms and that affect learning and teaching but at the same time may be valuable instruments when teachers write about their reflections about how they can enrich communication using the second language without losing the own identity by valuing the others. Barlett also affirmed that when a teacher is permanently asking what and why something happens in the class, he/ she becomes critically reflective and furthermore, the possibility to change learning and teaching, becomes possible.

Pennington (1992) proposed that teachers systematically reflect on their own teaching so that they take more responsibility for the actions they take in their classrooms. Researchers assume that reflective teaching requires frequently teachers for analyzing, collecting data and describing situations to evaluate and implement new strategies. This study requires that teachers recognize that reflection should become a fundamental, continuous and spontaneous step of

teaching practices. Through reflection, teachers will avoid repetitive practice and will get interest from students and consequently they could establish a meaningful link between thinking and doing.

Wallace (1998) offered a visual model of Reflective Teaching. A key component of this model is the reflective cycle. He explained the difference between Received and Experiential knowledge being the last one, the tacit understanding of teaching and learning which teachers develop through their own experiences, this author affirms that foreign language teaching improvement is one of the challenges of globalization, and it is possible through reflection perceived as an effective professional development strategy. For this work it is important to clarify that it is a professional development work because training refers to something presented or managed by others while development is something that is done by and for oneself as teachers and researchers made during the reflective process.

. In other words, researchers realize that Wallace calls the attention about the reciprocal relation between theory and practice as well as reflection and practice; received knowledge is not passive when it is applied widely in the practice. Furthermore, teaching process requires reflection before, during and after practice.

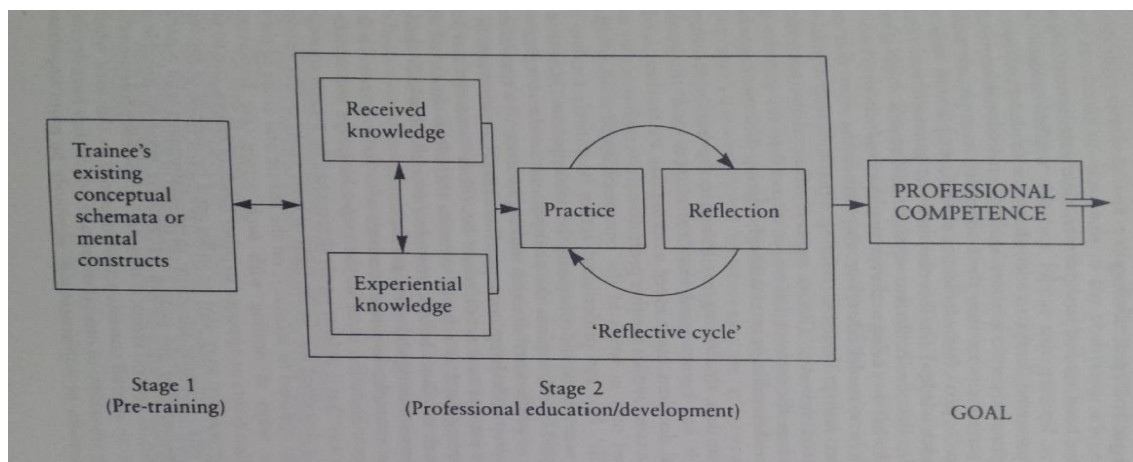


Figure 6. Reflective Practice Model (Wallace, 1998)

Everything teachers do inside the classroom, has a backdrop and is related to their personal beliefs and values, which according to Richards and Lockhart (1994) “serve as the background to much of the teacher’s decisions making and action”. For that reason, this study proposes as an important fact, that teachers reflect about their practices without forgetting the cultural background as an important factor into their classes to get knowledge and acceptance between their students and them.

Farrell (1998) stated that reflective teaching helps teachers to be free from impulsive behavior or, on the other extreme, from monotony in their teaching; it also allows teachers to develop their own educational perspectives. A reflective teacher usually will want to show their students different alternatives after examining the different events that appear from planning lessons until the classes development and consequently, he/she will want to renovate his/her training and practices in a constant way. Therefore, researchers conclude that reflection fosters a better environment for both, teachers and learners.

Richards and Nunan (1990) defined Reflection as an essential component in the process of professional growth. Reflective teachers are capable of monitoring, critiquing and defending their actions in planning, implementing and evaluating language programs. Researchers consider that although reflecting on teaching actions is difficult because it implies to reconsider and evaluate the own teaching practices and beliefs, surely will get better results for learning and teaching processes.

Richards and Lockhart (1994) stated that when critical reflection is seen as an ongoing process and a routine part of teaching, it enables teachers to feel more confident in trying different options and assessing their effects on teaching. For researchers, it means that not only problems are a reason to reflect and look for challenges. In the same way, Richards and

Lockhart established that teaching beliefs are founded on the goals, values and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. Researchers believe that sometimes teachers reflect about some attitudes that show they have stereotypes and it is necessary to avoid them, enhancing involvement and participation from all of the learners that bring their own beliefs, goals, attitudes, and decisions and which can influence positively their learning style.

Bailey and others (2001) affirmed that reflective teaching involves critical examination of our motivation, thinking and practice. So, researchers understand that reflective practice requires teachers that not only think what they do but why they do any action and if it is appropriate for learning progress in a permanent cycle of self-observation and self-evaluation. It is important to take into account that the reflective practice does not suggest only to plan a lesson carefully and assigns grades for learners' performance but try to develop a work based on the particular styles of learning. Reflective teaching is a skill that can be developed over time. Farrell (2004) reports that reflective practice requires that teachers examine their values and beliefs about teaching and learning so that they can take more responsibility for their classroom actions.

Farrell (2007) considered that Reflective Language teaching is an approach for teachers' professional development that is based on the belief that they can improve their understanding experiences. Professional development shows the teacher's current teaching experiences as a basis for reflection. Furthermore, researchers assert that reflective teaching includes not only to reflect about the knowledge of English as a subject and its grammar structures but the ability to manage different skills and different cultures into different contexts in order to enrich teaching practices.



On the other hand, Farrell (2007) stated that teachers must first, decide on what topic they want to reflect about and then systematically, gather data about that topic that includes their beliefs and classroom practices. He mentioned self- reflection as an important fact which makes teachers become more aware of their thoughts, actions and feelings as well as gaining of insight into themselves and their practices. For researchers, this study showed that in spite of the difficulty to recognize and establish possible mistakes into the teaching process because the most repeated idea, from teachers and parents' perspective is that problems come from students, it turns very important to reflect about what happens into each class and to create different improvement strategies.

Provided that reflective practice requires of some evidences to complete each stage, there are different methods to gather information during a reflection process. One of the instruments to start a reflection is observation. Through this process, teachers have the chance to relate their experiences to those of others, to acquire greater perceptions about different situations, to gain awareness of possible teaching behaviors and get a basis of intercultural situations in the classroom. Gebhard and others, in Richards and Nunan (1990) stated that surveys and questionnaires are useful ways of gathering information about effective dimensions of teaching and learning such as beliefs, attitudes, motivation, and preferences, and enable a teacher to collect a large amount of information relatively quickly. Researchers of this work, used self-observation and surveys as meaningful ways to know teachers' perceptions and reflections about their teaching practices

Zeichner and Liston (1996) returned to Dewey's ideas and distinguished between routine action guided primarily by tradition whereas reflective action entails the active, persistent and careful consideration of any belief or supposed form of knowledge. Researchers consider that

one of the only ways for teachers to identify routine is to engage in reflective teaching since when teachers reflect on their teaching; generally, they take the time to stop and think about what is happening in their practice to make sense of it so that they can learn from their professional experiences. The reflection is the possibility for teachers to take a leading role in their own professional development.

Farrell (2007) stated that reflective practice is important for teachers because it helps them to make more informed decisions about their teaching that are based on concrete evidence systematically collected over a period of time. As researchers of this work, teachers can make changes and improvements in their teaching using this collected information. In the same way, he states that reflective teaching helps teachers to critically reflect on all aspects of their work to develop strategies for intervention and change and moreover, it recognizes them as professionals. For that reason, researchers consider that if teachers recognize, after a reflection process that the improvement of their teaching practices will get better results for their learners, they will consider to implement new and meaningful strategies after a permanent reflection, as a main purpose of their practice.

Lawrence Wilkes and Ashmore (2014) presented a Reflect Model of reflective practice that is very useful for researchers in this work. It presents and summarizes all the stages during the cycle of our research. Each stage includes reflection as a condition for the next step and this model requires a permanent examination about all the elements which are included into the learning and teaching processes.

R	Remember	Look back, Review, ensure intense experiences that are reviewed ( subjective and objective )
E	Experience	What happened? What was important? (subjective and objective)

F	Focus	Who, what, where, roles and responsibilities( Mostly Objective)
L	Learn	Why, Reasons, perspectives, feelings. External checks. (Subjective objective)
E	Evaluate	Causes, outcomes, strengths, weaknesses, feelings use of metacognition( subjective- objective)
C	Consider	Assess options, Possibilities for change, Development needs. What if? Scenarios. External checks. (Mostly Objective)
T	Trial	Integrate new ideas, experiment, take actions, and make changes. (Repeat cycle)

*Figure 7 Reflect Model of Reflective Practice (Wilkes and Ashmore, 2014)*

In conclusion, Researchers state that Reflective practice is a great tool for teachers to find out strengths and weaknesses related to values, beliefs, attitudes which teachers can improve to get a better environment in their classes and which can allow having better results for teaching and learning processes.

## CHAPTER 3

### PROPOSAL

Following the model of the Collaborative Action Research Cycle by Burns (2009), researchers planned five sessions of collaborative work with teachers of one public school in Bogotá, in order to go deep in the development of Intercultural Communicative Competence in the English Teaching Process.

The population of this study were three English teachers in the public school “Luis Carlos Galan Sarmiento” in the morning shift. They work with primary and secondary sections at this School. Researchers explained them the project and their participation was voluntary.

Researchers established that the information the teachers provided from the study was going to be used only for academic purposes with the aim of improving their teaching practices, getting better academic results for students and a better class environment. The characterization of each teacher was written by teachers and it describes how they considered themselves at the beginning and at the end of the study, is detailed below in **Table 1**

Researchers planned five sessions to be worked with the teachers that are summarized in **Table 2**. Each one of the sessions took one hour, every fifteen days, during the area meeting time in the first semester of 2016. Through the whole sessions, conceptions and methodology about Intercultural Communicative Competence were developed by means of workshops where all the participants played an active role, participating in all the activities and reflecting about their teaching practices.

**CHARACTERIZATION OF ENGLISH TEACHERS WHO WERE THE  
SAMPLE OF THE STUDY**

<b>Teacher</b>	<b>Age</b>	<b>Studies</b>	<b>Years of Experience as English Teacher</b>	<b>Courses assigned in 2016</b>	<b>Professional Description Written By The Teachers</b>
<b>1</b>	45	Degree in Teaching Modern Languages and Literature Candidate to Magister in Family counseling and program management for the family.	26	1st to 5th.	<i>“Within my work as a teacher I am attentive to the pedagogical innovations, leading to classroom activities that create learning environments in which students feel interest to learn and participate. I am committed to my job and I must be always attentive to the needs of each student.”</i>
<b>2</b>	55	Elementary School Teacher. Degree in Teaching Modern Languages. Specialization in Applied Linguistics.	36	8 <sup>th</sup> and 9 <sup>th</sup>	<i>“I began to work as a teacher at Compañía de María school, because I studied at LiceoFemenino de Cundinamarca, a public school, where it prepared me as a primary teacher. Then, I applied to study at University Distrital for being a Spanish and English teacher. I am working with the SED since 1985. The last study was at</i>

					<i>Gran Colombia University. I specialized in Linguistic applied learning English. I consider as a teacher that love learning, engaging with my students with hard working. I like engaging students with the learning process according with the age, level of abilities and individual needs. I like that my students research, analyze and create new things necessary for their future”.</i>
<b>3</b>	35	Language Therapist Degree in Teaching Modern Languages. Candidate to Magister in Applied Linguistic.	12	10 <sup>th</sup> and 11 <sup>th</sup>	<i>“I am an English teacher with 12 years of experience, 10 of them working in public schools. I studied in the Distrital University modern Languages and at the end of this career I started to work with adults and teenagers a. I noticed they had some problems with different competences especially in language so; I studied language therapy to know more about language and support my practice, too. I love teaching and language. Finally, I try every day to</i>

					<i>build myself as a teacher, therapist and person.”</i>
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*Table 1. Teachers’ names are not mentioned because the confidentiality and anonymity of the participants in a research project*

**6<sup>TH</sup> and 7th Grade teacher is not mentioned due to she is one of the researchers**

**Table created by the Researchers, 2016**

### **3.1 SUMMARY OF THE SESSIONS**

#### **WORKSHOP No 1**

#### **TOPIC: INTERCULTURAL COMMUNICATIVE COMPETENCE IN EDUCATION**

**DATE: March 3<sup>rd</sup> 2016 TIME: 1 hour**

<b>Dimension</b>	<b>Objective</b>	<b>Methodological Strategy</b>	<b>Time</b>	<b>Material</b>
KNOWLEDGE	Create opportunities for teachers’ reflection about their teaching English process	Teachers watched a video called “Failure to communicate”. Reflection and discussion	30 min.	Smart TV. Voice Recording
	Engage teachers to consciously include the ICC in the English teaching process	Power Point Presentation: The Intercultural Communicative Competence. Reflection and conclusions	30 min	Smart T.V. Laptop Power Point Presentation

*Table 2 created by the Researchers, 2016.*

Underlined information is related to the intercultural aspects proposed by Liddicoat and the dimensions are proposed by Byram.

## WORKSHOP No 2

### TOPIC: RECOGNIZING AND AVOIDING STEREOTYPES TO OBTAIN AN INTERCULTURAL COMMUNICATION

DATE: March 17<sup>th</sup> 2016 TIME: 1 hour

Dimension	Objective	Methodological Strategy	Time	Material
KNOWLEDGE	Reflect about cultural differences	<u>Awareness Raising</u> Teachers watched a video called “Diez países americanos y sus estereotipos” Reflection and Discussion	30 min.	Smart T.V. Voice Recording
	INTERCULTURAL ATTITUDES	<u>Production</u> Brainstorming about different assumptions, perceptions and attitudes that teachers have about other cultures Reflection	10 min	Board Markers
			Reading “The circuit”, a semibiographical	20 min



		story written by Francisco Jiménez. <u>Feedback</u> Reflection and conclusions		
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*Table 2 created by the researchers, 2016.* Underlined information is related to the intercultural aspects proposed by Liddicoat and the dimensions are proposed by Byram.

### WORKSHOP No 3

#### TOPIC: RECOGNIZING AND AVOIDING STEREOTYPES TO OBTAIN AN INTERCULTURAL COMMUNICATION

**DATE: April 14<sup>th</sup> 2016 TIME: 1 hour**

Dimension	Objective	Methodological Strategy	Time	Material
DISCOVERY AND INTERACTION	Recognize the elements and importance of non-verbal communication in cross cultural interaction	<u>Awareness Raising and Experimentation</u> Teachers performed a dialogue without any words. Reflection and discussion	30 min.	Dialogue Cards Voice Recording
		<u>Production</u> Teachers watched a video about “The importance of Non-Verbal Cues”. Reflection and discussion	15 min	Smart T.V. Video

		<u>Feedback</u> Teachers looked at some slides about some body language in some countries Reflection and conclusions	15 min	Smart T.V. Laptop
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*Table 2 created by the researchers, 2016.* Underlined information is related to the intercultural aspects proposed by Liddicoat and the dimensions are proposed by Byram.

#### **WORKSHOP No.4**

#### **TOPIC: COMPARE AND CONTRAST TO ENRICH CULTURAL IDENTITY**

**DATE: April 21<sup>st</sup> 2016    TIME: 1 hour**

<b>Dimension</b>	<b>Objective</b>	<b>Methodological Strategy</b>	<b>Time</b>	<b>Material</b>
<b>INTERPRETING AND RELATING</b>	Recognize and enrich teachers' own identity throughout the interaction with other culture.	<u>Experimentation</u> Check previous knowledge about identity and some aspects about it. Reflection	30 min.	Identity starts papers Video Recording
		<u>Presentation:</u> Fill and compare a culture Star.	10 min	Smart T.V. and Video
		Video: Teachers watched a presentation of a South African English Teacher about her culture and they compared it with their own culture.	20 min	Smart T.V. Video

		<u>Feedback:</u> Reflection and discussion		
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*Table 2 created by researchers, 2016*

Underlined information is related to the intercultural aspects proposed by Liddicoat and the dimensions are proposed by Byram.

### **WORKSHOP No.5**

#### **TOPIC: RESOURCES AND MATERIALS TO DEVELOP ICC IN THE ENGLISH CLASS**

**DATE: April 28<sup>th</sup> 2016 TIME: 1 hour and 30 minutes**

<b>Dimension</b>	<b>Objective</b>	<b>Methodological Strategy</b>	<b>Time</b>	<b>Material</b>
<b>ALL DIMENSIONS</b>	To present some virtual activities and material to contribute to the teachers' enrichment of the Intercultural Communicative Competence in the English class.	Game: Teachers played a game to know different cultural aspects of their colleagues. Reflection and discussion	25 min.	Ladder Game Video recording
		Virtual Resources: Teachers identified the platform Moodle and looked into the course "Interculturality as a way to understand oneself and the other"*	20 min	Smart T.V
		A video: Teachers watched a video called	15 min	Smart T.V. video

		<p>“Drinking Coca –Cola around the world”.</p> <p>Comparison and contrast</p> <p>*Reflection and discussion</p>		
	<p>Evaluate the applicability of the proposal to the English classes</p>	<p>Teachers wrote a paragraph about how they felt after participating in all the workshops and they established a comparison about their teaching assumptions and practices before and after the sessions. They commented the importance of Intercultural Communicative competence to enrich their teaching practices.</p>	<p>30 minutes</p>	

*Table. 2. This course was created by the researchers*

Underlined information is related to the intercultural aspects proposed by Liddicoat and the dimensions are proposed by Byram.

Researchers established some stages to develop each session in order to carry out the activities: 1) Researchers gave teachers a survey with two questions in order to answer them and reflect about their teaching practices. 2) Researchers presented a video or other activities such as interaction games, a reading, a brainstorming or role plays that promoted teachers’ participation.

3) Teachers discussed, shared their opinions and reflected about their strengths and weaknesses related to ICC into their teaching and learning process. 4) Researchers gave teachers another survey with two questions to be answered and 5) Researchers presented a form evaluation and teachers evaluated each session in terms of the topic, the materials and the appropriation of the topic to their teaching practices. During some of the sessions, teachers discussed and reflected after participating within the proposed activities but in other occasions, they only reflected. It is important to remember that action research cycle and the process of Reflective Teaching claim reflection as an important stage during each stage of the inquiry process.

Each session was based on Byram dimensions (1997): knowledge, intercultural attitudes, skills of discovery and interaction, skills of interpreting and relating, and education. On the other hand, in most of the workshops, researchers took into account the four principles proposed in the model stated by Liddicoat (2003), such as: awareness raising, experimentation, production and feedback. Both models are explained in the theoretical framework.

In order to obtain, organize and analyze the information of this study, researchers designed some procedures as follows:

First, a journal (Annex 9) which according to Richards (1994), is a written or recording account which allows recording events and ideas for the purpose of later reflection as well as to get insights about teaching. Teachers can use journals to find out different topics or problems related to teaching events that can be analyzed and improved. Researchers used a format as a journal in order to take notes about teachers' attitudes and comments during each session as well as to take notes about their own reflections during and after each workshop to the development and improvement of the activities and their performance for the next session with teachers.

The second instrument of data analysis was the teachers' survey (The information is included in each session) defined by Richards (1990), as an activity which is designed to collect information on a particular aspect of teaching or learning. For this work, teachers expressed their comments about the topic discussed in the workshop through a survey related to the teaching practices. The survey had four questions and teachers answered two of them before each session started and two after the session finished. The objective of this survey was to know teachers' assumptions and reflections about their practices related to ICC.

The third instrument to gather and analyze data was the recordings of the workshops with teachers. Some of the sessions were audio recorded and others were video recorded in order to obtain the comments, reflections, observations or questions of the teachers. After each workshop finished, researchers listened to the recordings and took the essential information related to the sample, according to the established categories: Reflective teaching and pedagogical factors.

The fourth instrument used to analyze the information was an evaluation form (Annex 10), where teachers evaluated each session in terms of how the workshop would be useful to enrich their daily practice.

It is important to mention that after the description of each session, researchers presented the conclusions in the next order: **1)** Teachers' reflections and conclusions based on teachers' answers, participation and performance. **2)** Researchers' reflection about teachers' performance. **3)** Researchers' reflection about their own performance and teachers answers and **4)** Conclusions about the session.

### **3.2. DESCRIPTION OF THE WORKSHOPS**

#### **Workshop No. 1: *Intercultural Communicative Competence in Education***

**Date:** March 3<sup>rd</sup> **Time:** 1 hour

**Objectives:**

1. To create opportunities for teachers' reflection about their English teaching process.
2. To engage teachers to consciously include the ICC in the English teaching process.

First Activity: 30 minutes.

A) Teachers answered two questions from a survey (Annex 11).

B) Teachers watched a video called "A failure to communicate" that was spoken in English and which took 2 minutes of time ([www.youtube.com/watch?v=80x5LhIJSB](http://www.youtube.com/watch?v=80x5LhIJSB)).

This video showed two girls who met in a train station. One of them, who wore a veil, needed to know what time the next train arrived and the other was deaf. Communication problems arose when they could not get across the message and the veil girl misinterpreted the attitude toward her from the other girl, thinking that it was due to racial discrimination against her because the other girl did not look at her. The deaf girl tries to answer the question, explaining through a loud voice translator that she was deaf, but it failed. Finally, the girls used gestures, and images to solve the situation, but communication was not successful, due to they had different stereotypes, beliefs and misinterpretation of some attitudes.

C) When the video finished, teachers discussed about its messages and reflected about the different ways to communicate that they knew according to cultural diversity.

**Second Activity:** 30 minutes.

A) Researchers presented and explained a power point presentation named "Introduction of the dimensions, components and skills of ICC" Annex (12).

**B)** At the end of the presentation, teachers made questions and gave their opinion about the presentation. Questions were solved by Researchers and teachers reflected about the importance of the development of ICC into the English classes.

**C)** Teachers answered the other two questions from the survey and **D)** finally, they filled a form evaluation about the session

### 3.2.1 Teachers' Reflections and Conclusions (Based On Teachers' Answers, Participation and Performance)

**T1.** She liked the intention and objectives that are going to be covered during the workshops because she thinks it helps to improve her knowledge and her pedagogical practice.

She reflected about the importance of cultural interchange, because she thinks that sometimes people used to judge the others without knowing them.

**T2.** She recognized the importance of working on the development of ICC in the English class and also she related it with another project from MEN (Ministerio de Educación) called "Cátedra para la paz" that concerns with the four pillars of education: To learn to know, to learn to do, to learn to be and to learn to live together that are explained in the theoretical framework. Moreover, she expressed that she liked that throughout this kind of workshops, teachers can remember the different aspects of language and communication.

**T3.** She connected the different topics to be covered with her own life and she explained how in different times of her professional work, she has felt discriminated and mistreated for her origin place. She wanted to know more about the ICC because she considered that the development of ICC allows teachers to know their students in a better way. She considered that the use of visual aids is important in the English class.



### 3.2.1.1. Researchers' reflection about teachers' performance

**T1.** She was very enthusiastic, motivated to learn and share with her colleagues. Researchers considered that they could engage her into the conscious development of ICC in the English class.

**T2.** She was very quiet. She did not participate too much in the workshop. Even though, she was very receptive, she listened carefully all teachers' comments and questions.

**T3.** She was interested in the workshop and she was very active giving her opinion.

### 3.2.1.2. Researchers' reflection about their own performance and about teachers' answers

Researchers need to try more didactic strategies for the next sessions because they reflected that this workshop like the introductory session, was mostly theoretical and kind of boring for teachers. It is necessary to show and apply teachers' strategies about how to implement activities that enrich the ICC. Researchers need to engage all teachers in the reflection practice and make them participate and give their opinion in a spontaneous way. Teachers considered necessary to connect the ICC with the four skills developed in the English class and they stated that visual aids are relevant to teach different topics in English class.

Teachers showed interest and willing to reflect about their own attitudes toward other cultures and their daily practices. They also talked about the cultural differences that students have, and the way it affects classes and communication. They also were very motivated to learn new ways to improve their daily practices and to have time to reflect and shared their knowledge and experiences.

### 3.2.1.3. Conclusions

Researchers need to try more didactic strategies for the next sessions because they felt that this workshop was mostly theoretical and kind of boring for teachers. Maybe if teachers perceive that the workshops will be presented in a theoretical a monotonous way, they can lose their interest for participating in the next sessions. It is necessary to show and apply teachers' strategies about how to implement activities that enrich the ICC. Researchers need to engage all teachers in the reflective practice from the beginning to the final of the study and make them participate and give their opinion to share teaching experiences with their colleagues.

### **Workshop No. 2: Recognizing and avoiding stereotypes to obtain an Intercultural Communication**

**Date: March 17th Time: 1 hour**

#### **Objectives:**

1. Reflect about cultural differences.
2. Be conscious about how stereotyping affects communication

**First Activity:** 30 minutes.

**A)** Teachers answered two questions from a survey (Annex 13).

**B)** Then, researchers presented a video named “Diez países americanos y sus Estereotipos” (<https://www.youtube.com/watch?v=tiPGTPzV2ds>). The video was spoken in Spanish and took 9 minutes approximately. The countries that were presented in the video are Brazil, Mexico, United States, Colombia, Venezuela, Cuba, Honduras, Argentina, Peru and Chile.

This video showed the stereotypes that some people have when they think about those American countries. For instance, when some people speak about people in the United States, they think about fat people who do not prepare their own food and do not exercise physically, but not all USA people are fat or do not exercise. In the same way, some people have the idea that people from USA are drug addicts because they want to run away from overload work and however, not all of them are drug addict; Moreover, some people see USA as a bellicose country which has promoted other governments destabilization.

People must consider that everybody is different and stereotyping can be a pejorative attitude toward others who are different from oneself

Another example is Brazil, country that also appears on the video: people tend to generalize thinking that **1).** All Brazilian young boys who live at slums want to be soccer players, but it is not true, many of them like to play soccer but not all of them are good at soccer and want to be soccer players, **2).** Brazilian women are beautiful because they are models and zamba dancers even though, these are positive stereotypes and not all Brazilian women are models or zamba dancers.

**C).** Researchers expected that teachers expressed their opinion about the video and that they got the conclusions about the relevance of stereotypes in English classes and how they affect communication when people tend to make generalizations according to someone's nationality, believes, likes, clothing or appearance among other factors that cause stereotyping.

**Second Activity:** 15 minutes. Researchers developed a brainstorming about the assumptions, perceptions and attitudes that teachers held towards other cultures in order to know the stereotypes they had as English teachers. So, they asked teachers if they had ever known students from different cities and different remarkable beliefs such as urban cultures or

“barristas” in their classrooms and if they had noted some behavioral or cultural attitudes from the other students toward them. Researchers expected that teachers reflected about the generalizations or labels that they had about other people with a different culture, and how these labels could affect communication.

**Third Activity:** 15 minutes. **A)** Following some of the suggestions made by Byram and others in “Developing Intercultural Competence in Practice” (2001) Researchers presented the summary of the “The Circuit”, a semibiographical story written by Francisco Jiménez (Annex 14) of a Mexican boy called Francisco and his family that moved to the U.S. illegally due to they were migrant workers. Francisco tried to learn English while he was in each school but when he began to be comfortable, he had to move again. Each teacher received a card which contained a brief summary of the book. **B)** After reading it, they shared the information that was in her cards with the other teachers until all of them had a global information about the whole story) Researchers explained that Francisco and his life were only one example of different cultures because he could be an Indian, Syrian and even though Colombian boy. **D)** Teachers gave their opinion about the story and named the different stereotypes that were reflected in the story to the readers and the cultural comparisons that it offers between Mexican and other cultures. Teachers could express their emotions and their attitudes towards the characters and the situations. **E)** Finally, researchers showed a power point presentation with concepts, elements and types of stereotypes to get teachers’ knowledge and reflection this important information.

Researchers expected that teachers reflected about the way stereotypes affect people’s life, family life and even the self-stem of the person being stereotyped because she/he can lose interest about establishing social relations and communication processes can be affected.

Another aspect that researchers expected teachers’ reflection was about the importance of using

literature as a good Intercultural means to acquire Intercultural knowledge using the foreign language.

### **3.3 TEACHERS' REFLECTIONS AND CONCLUSIONS (BASED ON TEACHERS' ANSWERS, PARTICIPATION AND PERFORMANCE)**

**T1.** She was very anxious to start the meeting. She participated in a very good way through the whole session. She seemed to be enthusiastic to change, improve and enrich her professional development. She liked the topics and the tools used in the workshop because she felt that these topics and tools were interesting and could enrich her teaching practices. She expressed that the explanation was clear and interesting. She suggested having more time for this kind of activities especially, the aspects covered during the session. She considered that the topics developed are necessary for many teaching contexts. She wanted to try applying these aspects in her class. She encouraged the other teachers to reflect about some discriminative behaviors that teachers sometimes have toward any students who have different attitudes or beliefs from their partners.

**T2.** She was engaged with the topic; she participated and gave her own examples. She explained that she had not worked on activities about cultural diversity as a tool to learn English because she was interested only in the subject objectives. She considered that the topic was very interesting because she could find out and create new strategies for her class and improve students' attitude toward different cultures especially because she had seen teachers showed prejudices and stereotypes rejecting or saying pejorative words to partners who were from other places as small towns or different cities. She stated that she would like to improve her teaching processes and she expressed that interculturality is very important in the English class and she wants to get students to find and write positive and unknown aspects from different places.

**T3.** She felt connected with the topic. She was participating, giving some examples of stereotyping in her life. She said that she is from the Atlantic Coast and she feels that people have many stereotypes about her place of birth. She said that she suffered from bullying at school because of her precedence. So, she thought that stereotypes is a good topic to be covered in the English class because students have a lot of stereotypes toward some of their partners and it is very evident in the classroom, especially when they work in groups. She would like to present videos and characterizations into her classes for her students. At the end of the session, she asked for some material to work this topic in English classes.

#### 3.3.1. Researchers' reflection about their own performance and about teachers' answers

Teachers could not listen to the audio of the video because there were sound problems and the pictures presented, were a little bit difficult to read, even though researchers made a big effort to explain and exemplify each picture and it was finally very productive because one of the teachers (teacher1), was supporting researchers' ideas and she was very reflexive in front of their colleagues.

Researchers need to take enough time before starting each session in order to arrange the resources and materials that are going to be used because they have to be sure about the quality of the materials to be used. In this session, researchers participated during the workshop showing examples of stereotypes in different countries and giving examples of their daily life too because they wanted to share their experiences with the other teachers.

#### 3.3.2. Conclusions

Teachers reflected about the difficulties that stereotypes cause in the communication even if they are positive or negative. They shared some examples and recognized that sometimes they

used some of them to generalize when they talked about some different cultures, but they also argued that it is an unconscious attitude toward other beliefs or people. One of the most important reflections of teachers was that sometimes they used to label students and they related the academic and behavioral students 'performance to the physical appearance. They recognized that it is important to know more about students, their contexts and cultures.

### **Workshop No. 3: The Influence of Non-verbal communication in Intercultural encounters**

**Date: April 14th Time: 1 hour**

**Objective:**

Recognize the elements and importance of non-verbal communication in cross cultural interaction.

**First Activity:** 15 minutes. **A)** Teachers answered two questions from a survey (Annex 15). **B)** Teachers performed a short dialogue \* between two people in 3 minutes. The objective of this activity was to act and get across the meaning without words, they had to use the body language, gestures, eye contact and facial expression to put across the message. Meanwhile, the other teachers guessed what the message was, writing in a paper the dialogue of what they could understand, according to teachers' performance.

**C)** Then, they all read the dialogues and corrected them. **D)** After that, teachers talked about the activity, and reflected about the different codes of non-verbal communication that could help them to understand the message.

A: Have you seen my pen? I can't remember where I put it.

B: Which one?

A: The blue one. The one you borrowed.

B: Is this it?

A: No. It's the one you borrowed.

B. I did not!

A: Maybe it's under the chair. Can you look?

B: OK--just give me a minute.

A: How long are you going to be?

B: Geez, why so impatient? I hate when you get bossy.

A: Forget it. I'll find it myself.

B: Wait—I found it!

\*Short Dialogue (Adapted from

<http://homeworktips.about.com/od/mindandbody/a/nonverbal.htm>)

**Second Activity:** 15 minutes. Teachers watched a video about “The importance of Non-Verbal Cues as told by friends”

([https://www.youtube.com/results?search\\_query=the+importance+of+nonverbal+cues+as+told+by+friends+](https://www.youtube.com/results?search_query=the+importance+of+nonverbal+cues+as+told+by+friends+)). It was a video of 5 minutes, in which an American series called “Friends” presents the six classes of non-verbal communication ( Facial Expression, Eye Contact, Physical appearance, Spatial Behavior, paralinguistic: Pitch, tone, Kinesics: Posture, and Gesture. The video showed, in a funny way, that most of the Non-verbal codes contribute in a 90% to the understanding of messages and without the presence of those non-verbal cues, much of the communication would simply not be possible or misinterpreted.

**Third Activity:** 15 minutes. It was called “How to deal with cultural differences in Non-Verbal Communication”. **A)** Teachers looked at some slides (Annex 16) about body language differences around the world, in this case head, eyes, ears, nose, lips, arms, hands and legs movements. **B)** Then, researchers asked the teachers to think about how to solve a situation when Non- verbal communication was misinterpreted. **C)** Teachers started participating giving ideas such as observing the cues of the other culture and demonstrating willingness to adjust the own



behavior. **D)** They also gave some examples of their English classes when they had to use the non-verbal behavior to make students understand some topics or some messages but sometimes, they misinterpret and communication fails because the cultural codes.

**Fourth activity:** Words vs. Emotions. (Annex 17) 15 minutes. Each teacher took two cards, one with a verbal message such as “if you have any question or suggestion, raise your hand, thanks for sharing this special moment in my life, Could you repeat again, please”, and the other card with a feeling or emotion accompanying the verbal message like they were sad, mad, bored, surprised, happy or exhausted. They had to transmit a message using different emotions and gestures, with this activity researcher wanted to show that the meaning of the message can change depending on the non-verbal signs people add. Teachers realized that the sense of a message changed according the gestures and the body language that they used.

### **3.4. TEACHERS’ REFLECTIONS AND CONCLUSIONS (BASED ON TEACHERS’ ANSWERS, PARTICIPATION AND PERFORMANCE)**

**T1.** She stated that people usually use their body to communicate ideas and she recognized the importance and need of non-verbal communication for English classes to help students understanding any topic. She was interested on the topic and she wanted to participate during all the activities. She liked all the activities that researchers used to present the topic of the workshop. In the same way, she highlighted the relevance to use different materials and sources to increase the interest from students toward the topics of the English class. She reflected about the misunderstandings that codes could cause for communication due to cultural differences. She suggested the role plays as activities that English teachers sometimes should use to get that students identify different messages through body language.

**T2.** She was very quiet and she did not participate when teachers were working as a group. Nevertheless, she stated that non-verbal communication is important and she would apply the strategies and the activities suggested in this session with her students. She mentioned the importance of non-verbal communication for English classes and the relevance that she gave to use body language during the warming up in her classes. She considered important to make students to understand body language through different activities in the classroom such as dialogues, readings or stories. She concluded that it is relevant to make students know cultural and regional differences in the Colombian context as well as in other countries, using different situations and activities.

**T3.** She was very enthusiastic and receptive. She expressed that she was very happy with the activities developed during the workshop. She stated that sometimes she was not conscious of the messages that she could transmit with non-verbal communication and that she considered that teachers did not teach this type of communication as topic in a specific way although they need it to explain some topics and that sometimes people need to communicate using it in intercultural encounters. She considered that teachers may give an adequate handle to transmit messages to their students and avoid lacks of communication. In the same way, she reflected about the importance of using different materials as videos or role plays to help students for establishing cultural differences related to non-verbal communication. She reflected about the importance of teaching students non-verbal communication as a fundamental tool to communicate with the others.

### **3.4.1. Researchers' reflection about their own performance and about teachers' answers**

Researchers considered that they presented more didactic activities for this session because teachers showed more interest and they enjoyed participating but it is important to respect the time because the activities had to be a little shorter than researchers planned due to the Area issues established by the academic coordinator. It is necessary that teachers can find or create different material that they can use in their English classes to enrich their teaching practices.

Researchers reflected about the importance of knowing different cues related to non-verbal communication as relevant aspects from a culture and, also about the importance to use different and didactic strategies to motivate teaching and learning processes.

### **3.4.2. Conclusions**

Teachers showed interest and consciousness to reflect about the understanding and the use of non-verbal communication for the English classes. They also talked about the body language and the relevance of non-verbal communication for interaction between students and teachers. They also were very motivated to learn new ways to improve their daily practices and to have time to reflect and share their knowledge and experiences with other colleagues. Teachers expressed that non-verbal signs are essential aspects in communication, and how they help to discover and enrich Intercultural knowledge when people have the willingness and need to interact with others from other cultures.

Additionally, teachers considered very relevant to be conscious about the importance of non-verbal behaviors and their body language used in class by them and by their students, how it could influence positively or negatively the environment of their classes, how it could affect the relationship between teacher – student, student- student and student- teacher and how it could be

a powerful tool to develop the ability to contrast the differences between their own culture and language and other cultures and languages.

#### **Workshop No. 4: Compare and Contrast to Enrich Cultural Identity**

**Date:** April 21st **Time:** 1 hour

**Objective:**

Recognize and enrich teachers' own identity throughout the interaction with other cultures.

**First Activity:** Teachers answered two questions about the development of strategies and activities from a survey about the development of strategies and activities about the topic of Identity (Annex 18). 30 minutes. **A)** Researchers asked the teachers to think about the different aspects of their Identity in order to know the teachers' assumptions about it before explaining the topic. They stood up and wrote them on a card board.

**B)** Then, teachers filled in an Identity Star (Figure 8) adapted from the Culture Star from Holliday (2004), with their own information.

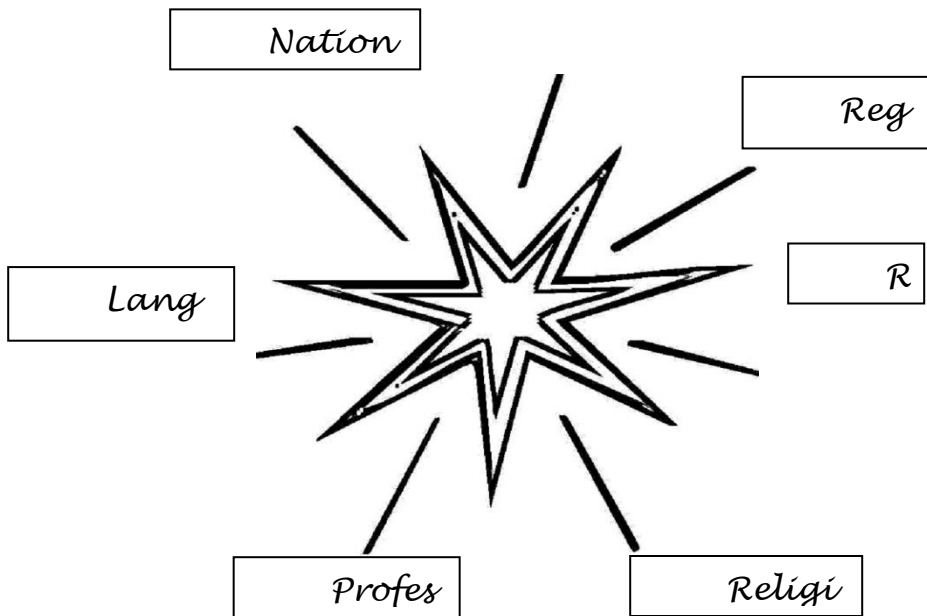


Figure 8. Culture Star. Adapted from Holliday (2004)

**Second Activity:** Presentation about concepts of Identity .10 minutes. **A)** Researchers clarified the concept of Identity, its classes and the aspects that it contains using a power point presentation about the main concepts of Identity. (Annex 19). Teachers established the connection between culture, identity and communication.

**Third Activity:** 20 minutes. **A)** Teachers observed a presentation (Annex 20) of a South African English Teacher who was from South Africa, Cape Town, and who was in Colombia six months ago. She was asked to talk about her culture. Teachers reflected about the cultural differences such as food, animals, sports and tourist places among others.

**B)** Teachers filled out a format (Annex 21) adapted from Holliday (2004) “Artifacts and Identity”, with the information that teachers collected from the foreign teacher. **C)** After that, teachers reflected and analyzed about their own culture features by the process of contrast and comparison to remember some important aspects of their own culture and to recognize others of South Africans’. They concluded that they were not aware of these factors were important to enrich their cultural identities.

### **3.5 TEACHERS’ REFLECTIONS AND CONCLUSIONS (BASED ON TEACHERS’ ANSWERS, PARTICIPATION AND PERFORMANCE)**

**T1.** She was a very active teacher. She explained to a new teacher assistant what we were doing during the workshops. She told that she has worked with some activities related to customs to understand actual and past life, comparing and identifying differences among some places and that she has worked on identity but only topics related to customs. She considered that the knowledge of other cultures is a way to enrich the ICC because it helps people to establish comparisons and understand the differences between people avoiding cultural

misunderstandings. She stated that students have a lack of understanding for the others' identity nowadays but they need to reinforce their own identity at first. She argued that when students talk about themselves, they participate more. She gave some ideas to complement the topic of identity, like using different texts and readings about the topic. For her, ICC is a competence that can be developed through didactic and pedagogical tools.

**T2.** She exposed that she had already started to implement a project about values with students and she has been taking all the topics seen in her English classes to enrich students' identity and the most important, students respect to the other. She considered that she has started working comparing some aspects of different cultures, such as families, customs and food. She stated that it is very important to identify, compare and contrast because it can help to understand each other especially when they are working in groups. She stated that ICC and identity could be worked in English classes through description, readings and comparative schemes for instance.

**T3.** Researchers were very pleased with this teacher, due to she has started to implement this kind of activities to develop the ICC in her students and she has empowered herself of this competence. She told that she had begun to read more information about this competence. She stated, she has worked cultural activities, but now she started making students identify, compare and contrast their culture with others. For example with eleventh grade, she is doing the contrast between Japan means of transportation and Colombian ones. Students had to make a short written of some images, readings and videos that the teacher brought to the class. She also worked stereotypes about Japan culture. She considered very important to enrich students' abilities to compare and contrast because they can know more about themselves and know and understand the differences and the similarities in order to value their own culture and language. She suggested to implement activities where their students talk to another from a different

school, in order to know, and compare the differences and similarities in locations or neighborhoods.

#### 3.5.1. Researchers' reflection about their own performance and about teachers' answers

Researchers brought a power point presentation about the life of a South African girl and it was meaningful because they could learnt important cultural aspects from South African culture and compare them with their own culture ones, even though they expressed, it could be more meaningful if they had had the encounter with the native teacher face to face and listening to her. Researchers needed to plan perfectly all the activities and resources because they could not open a file. Then, they had to borrow another computer and they were worried about the time they lose with this problem.

#### 3.5.2. Conclusions

Researchers felt satisfied because they see that teachers had started to reflect about their teaching practices according to their opinions and comments related to the implementation of new strategies in their classes during the session and they seemed to be more conscious about the communication process with their students. They noticed that teachers had been implementing new activities related to cultural aspects of their students as a teacher expressed during the session with the comparison task between Japan and Colombia's means of transportation that she started with her students.

## **Workshop No. 5**

### **Resources and Materials to develop ICC in the English Class**

**Date: April 28th Time: 1 hour and 30 minutes**

#### **Objective:**

1. To present some virtual activities and materials to contribute to the teachers' enrichment of the Intercultural Communicative Competence in the English class.
2. Evaluate the applicability of the proposal in the English classes

Before starting, the first activity of the last session, researchers decided to present the first power point presentation about ICC, in order to look back the sessions, the dimensions and steps taken into account due to it was going to be the last session.

**First Activity:** 25 minutes. Teachers answered two questions from a survey (Annex 22) A) Teachers worked in couples and played a speaking game (annex 23) that lets to know personal information about each player, moving through twelve boxes using a die. The information they shared was about the origin of the name of the teachers who had the turn , the origin and curiosities about her/his last name, age, families, origin places, favorite books, pets, professions, their hobbies, favorite TV programs and movies, the places that they liked or would like to travel and finally about their favorite sports and teams. According to the box that the die indicated, the player had to be, she/he told the information related to him/ her.

**Second Activity:** Virtual resources - Moodle Platform.15 minutes. A) Researchers presented to the teachers a platform where they created a course with intercultural tasks in order to promote different strategies for learners accurate interaction while they use the foreign languages. Teachers knew the platform Moodle, this is a free and opened source software, developed for pedagogical principles.



<http://www.readinglanguages.com/moodle2011/message/index.php?user=968yu&id=2>).

Teachers entered into the page and looked into the course created by researchers where students from two different public schools, developed some activities that led to know different cultural aspects from each one using the foreign language. Students made different activities in the platform supported by the teachers, such as describing who they were, the origin of their names, a brainstorming about identity and the masks that people use into the society, a cartoon about their best friends. **B)** Researchers explained that students reflected about the importance of this type of sources to improve English learning processes while they knew other ideas and cultures. **C)** Teachers gave their opinions about on- line activities as a way to enrich ICC.

**Third Activity:** 25 minutes Advertisements.

**A)** Teachers watched a video called “Drinking Coca – cola around the world”

<https://www.youtube.com/watch?v=QRcqrz2LB30>. The video was spoken in English, it took 5 minutes. This video showed some countries of the world and it let to know different cultural aspects of these countries like dancing, clothing, climate and representative places. According to Usó Juan and other authors (2008, advertisements can be a good tool to compare and contrast aspects from different cultures.

**B)** Teachers analyzed the convenience of using advertisements to raise consciousness about cultural differences when teaching a foreign language.

<http://bdigital.ufp.pt/bitstream/10284/359/2/AVM.pdf>. **C)** Finally, Teachers gave their opinions and expressed that it is very important to bear in mind the material used in English Class such as books, guides, videos, evaluations, in order to see if they help to enhance the ICC.

**Fourth Activity:** 30 minutes.

**A)** Teachers wrote a paragraph about how they felt after all the workshops finished (**Table 3**).

**B)** They reflected about the importance of including ICC in their English classes.

**C)** They shared their opinions about the comparison between their teaching practices before they participated in the researchers' study and now when the study finished.

**E)** Researchers expressed their acknowledgment to teachers who asked them for sharing all the presentations by their e-mails.

**REFLECTION ABOUT THE IMPORTANCE OF THE WORKSHOPS AND  
THE DEVELOPMENT OF ICC**

Teacher	Age	Teachers' description
1	45	<i>“The workshops developed have helped me to analyze the way I see teaching and learning, as a research process which is in constant change and its enriched by experience, collaborative work, studies and the most important reflection about my own practices. On the other hand, the ICC makes me reflect about my own point of view toward different cultures, I think I have improved as person and teacher, and in this way it will help my students, too.”</i>
2	55	<i>“It is important for teachers to take time for sharing experiences, discuss about different topics in order to improve our daily practice”. In my opinion, It was fundamental to reflect about the new competences students should have now days. I have already started working to develop the ICC in my students, due to the necessity of students and in general people to have peaceful environments.</i>
3	35	<i>“I think the workshops have made me reflect about my professional development, but also as person. First, the importance of writing or to have evidence of my classes and to share with my colleague’s relevant issues of teaching, English. Second, the development of ICC, it is important due to the diversity of cultures we have inside a class and the different stereotypes and labels students have</i>

		<i>toward other cultures. I am going to carry on a project to enrich students 'own identity through the development of ICC in the English Class, it could help me to engage students to know more about their own culture and to reinforce English through communicative abilities.</i>
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**\*Teachers' names are not mentioned because the confidentiality and anonymity of the participants in a research project**

**Table created by the Researchers, 2016**

### **3.5 TEACHERS' REFLECTIONS AND CONCLUSIONS (BASED ON TEACHERS' ANSWERS, PARTICIPATION AND PERFORMANCE)**

**T1.** She expressed her interest in developing activities such as on-line resources to develop the ICC with her students. She likes the idea of working with videos as a mean to make students understand about the existence of different cultures and languages with similarities and differences from the ones they have. She liked the games specially for developing with her students. She said that these kind of activities can be very useful due to the lack of time teachers have to know their students and to go beyond concepts and theory.

**T2.** She was pretty interested in how to use the platform Moodle with her students. She suggested to use it but with the older ones due to they have to do more complex activities due to their age and grade. She likes the idea of using videos, images or advertisements because the students like to see by themselves how things are, not only to plan activities of reading and writing. She asked why in most of the activities presented Colombia did not appear. She suggested creating a video with her students showing the most important places of Colombia. She was very interested in knowing different cultural places of the world and not only the most typical or popular places (such as France, U.S.A. or Spain). She also suggested watching an advertisement about the Olympic Games, she said it is very beautiful to see how players remind their families as a motivation to win the games.

**T3.** She liked the idea of using virtual resources to make students meet other friends from other places as another way to enrich their ICC. She thought it was an opportunity for the teacher to support and assess if they are respectful with others members of other social groups. Even

though she thinks, the teacher has to play a very important role guiding the process, because of the problems of bullying by social networks we can see at school.

#### 3.5.1. Researchers' reflection about their own performance and about teachers' answers

Researchers observed that in order to summarize all the aspects seen in each session, and the time between one and the other session, they considered appropriate to bring again the power point presentation to remind teachers the importance of ICC. Internet presented problems and two activities were developed based on the net. The game planned was explained but it could not be played by the teachers due to the principal of the school took time of the meeting to complain about some issues of the school.

Teachers invited the researchers to know the activities they are planning and in some cases currently being developed with the students in order to enhance the ICC in the English Classes as a result of the reflective process which enriched their practices.

Researchers could reflect on the use of different strategies that teachers must develop to improve learning outcomes and they knew that the project had a great impact because teachers were motivated to implement different strategies in their classes developing ICC in order to get a better interaction and a better coexistence between their students and them

#### 3.5.2. Conclusions

Researchers got the teachers' motivation for using different audio visual tools as a means to enrich ICC, but also, to use them critically, taking into account if the activities or resources really contribute to enhance, engage and enrich the ICC.

Even though at the beginning of the workshops it was difficult to obtain the opportunity to present the project due to the requirements of the Area meeting established by the academic coordinator and the lack of interest of some teachers, across the sessions, teachers started to show interest to the topics and they could share their knowledge and their experiences with their colleagues

Teachers highlighted the use of different resources that promote intercultural interaction and that get the motivation and the interest from the students. They expressed that videos are an important tool that teachers may use frequently when teaching some topics.

## CONCLUSIONS

Learning a language implies to express and understand emotions and ideas and to be able to communicate with others as well as to recognize and develop the Intercultural Communicative Competence as a way to grow in identity and to understand oneself and the others.

When teachers and institutions reflect about the teaching and learning process, generally they do not think about the possible weaknesses they have in their practices. Unconsciously, they think about students' problems when learning, as the most possible factors of the low results of the English learning processes. It is important that both of them realize that reflective teaching helps teachers to look into themselves for renewing their practices and therefore, to contribute to foster a better institutional climate for teachers and students. Even though starting a reflection on teaching practices it is not an easy task, throughout a reflective process, teachers can analyze, plan, and evaluate the diverse situations they find out in the classrooms, which positively or negatively affect learning and teaching processes, in order to keep or change attitudes and practices to obtain better learning results.

This study got teachers and researchers reflect about the importance of developing ICC in the English classes through the design of meaningful activities and the exposure to varied situations to get knowledge and interaction between their students because even if teachers know what ICC is, frequently they are not conscious about how to develop it in their classes and as a consequence, they do not foster strategies to enrich it in the classrooms. Helping students to communicate in the foreign language through the knowledge of their own language and culture and the respect for themselves and their partners, strengthen students own cultural identity. Thus,



those they could demonstrate otherness and acceptance towards cultural diversity in a better environment of learning.

During the process of this study, its main objective “enrich English teachers’ Intercultural Communicative Competence through Reflective Teaching”, was achieved and the research question “In what way, reflective teaching process could enrich English Teachers’ Intercultural Communicative Competence?”, was answered. The results of that were evidenced through the development of the activities and the reflections obtained from the workshops planned by researchers and carried out with the teachers of the school Luis Carlos Galán Sarmiento. The activities proposed were based on intercultural dimensions established by Byram (1997) such as attitudes, knowledge, skills and tasks during the class and, the steps of awareness raising, experimentation, production and feedback, proposed by Liddicoat (2003), among other authors.

As result of the reflections, during and at the end of the workshops, teachers seemed to be more conscious of the Intercultural Communicative Competence. They expressed that they wanted to implement new strategies to foster ICC in their English classes and they shared some experiences about it. They also proposed to revise the English Program and establish some modifications related to the contents planning intercultural activities and the use of different materials beyond printed material and writing tasks.

Across the workshops with teachers, researchers accomplished the specific objectives and the research tasks that they established at the beginning of this research project and they felt aware of the Intercultural Communicative Competence as an essential part of the teaching process. During the workshops researchers realized the change they could make in the teaching practices and the impact the project could have in other teachers’ work, as well as their willingness to incorporate new strategies for increasing intercultural interaction in their classes.

After the application of the proposal, researchers and teachers are more conscious about the classroom as a place where teachers can find diverse topics to make educational research, applying data collection instruments in a formal and informal way. It was also proved that a permanent dialogue with colleagues is also a great strategy for professional development because it fosters a mutual growth from permanent observation and analysis when teachers share their experiences. In this sharing process it is fundamental:

1) To create different and permanent meeting points for teachers to share ideas, opinions, knowledge and strategies from their pedagogical experience.

2) To accept it as a strategy that probably teachers do not apply daily in their classes such as the importance of management of stereotypes and non- verbal communication.

3) To be part of teaching development programs as seminars, lectures, conferences, among others.

4) To systematize teaching experiences, socialize them in academic events and publish them.

Besides, researchers could observe other actions that demonstrated the impact of the study for them, the English teachers and the rest of the scholar community. They are described as follows:

1) The academic staff of the school recognized the very serious and rigorous work developed by the researchers during the second semester of 2016, to demonstrate the benefits of sharing knowledge and experience with colleagues, due to that collaborative work sessions to reflect about “evaluation or assessment” were planned in all the areas.

2) The academic coordinator of the school asked the researchers to apply the proposal with other teachers from different areas, due to the importance of promoting in the school a peaceful environment through the respect for the other in order to facilitate the learning process.

3) Teachers who are in charge of the interdisciplinary project “Cátedra para la paz”, decided to work based on the research project because they found support on the four principles established by the UNESCO: To learn to know, to learn to do, to learn to be and to learn to live together as well as the theory about interculturality mentioned in the theoretical framework of this document.

4) Some teachers of the school, who are candidates for Master Programs, expressed their willingness to work interculturality to enrich students’ identity as the topic of their research projects. They could be further studies based on the one presented on this document.

Teachers and researchers also established that it is important to recognize different codes that people use according to their cultural background, to get teachers more confident to implement some changes to their routines when they need to teach their students diverse topics and to create some strategies from English classes and get students to know, respect and value beliefs, thoughts and cultural expression apart from their own, as a necessary skill to build knowledge and to grow as integral citizens.

After this inquiry process, researchers realized that is very important to enrich Intercultural Communicative Competence, at first in teachers, because they need to know all the relevant factors that are evolved in the communication process and which are useful and meaningful to teach a foreign language.

On the other hand, schools should offer teachers the possibility to share their experiences and the opportunity to create work groups to look for and design new and different materials, resources and strategies to improve their teaching processes. In the same way, there is a great need for teachers to revise the schools English programs and incorporate strategies and activities that promote the development of ICC because the majority of these programs are planned in

terms of grammar structures and vocabulary which are very important aspects when learning a foreign language but they must include interaction contents to promote students' knowledge and acceptance of other cultures and languages. Also it is necessary that the programs and their contents guide students and teachers to get an active and accurate intercultural interaction in order to form integral students who are conscious about the society they live in.

Finally, researchers of this study conclude that reflection is an important action that encourages teachers to examine their own attitudes and to improve some practices obtaining professional development that for this study, was evidenced when teachers and researchers decide to reflect on their performance and started to change some practices in their classrooms. In the same way, they consider that the human being never stops learning and the interaction with the others enriches their cultural identity. Thus, that ICC enhances the capacity to deal with cultural differences, make teachers more human in their relation with their students and other members of the community in order to facilitate the learning process that is the main objective that every education and institution.

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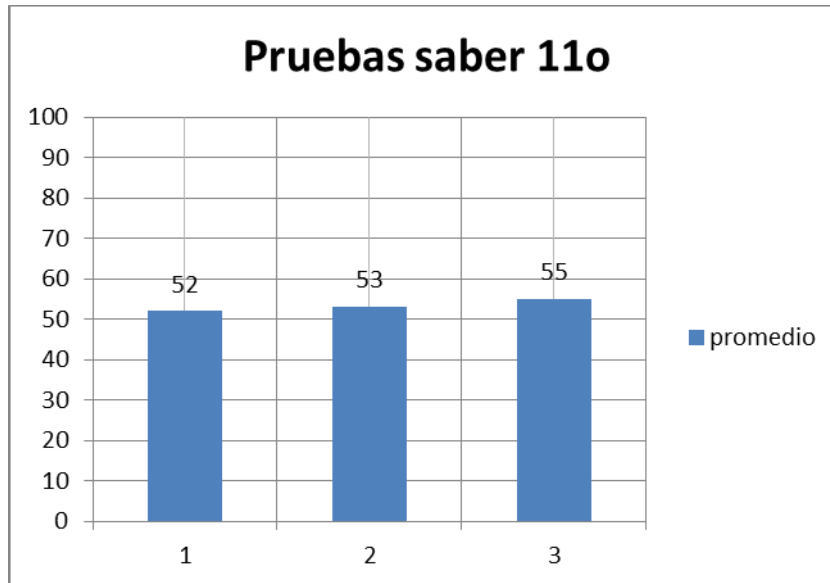
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## ANEXX

### Annex 1

**COLEGIO LUIS CARLOS GALAN SARMIENTO**  
**ANÁLISIS RESULTADOS PRUEBAS SABER 11°.**  
**ASIGNATURA INGLÉS**



<b>AÑO PROMEDIO</b>		
<b>1</b>	<b>2013</b>	<b>52</b>
<b>2</b>	<b>2014</b>	<b>53</b>
<b>3</b>	<b>2015</b>	<b>55</b>

The results of the last three years show low results, even though it has increased two points per year. It is not meaningful.

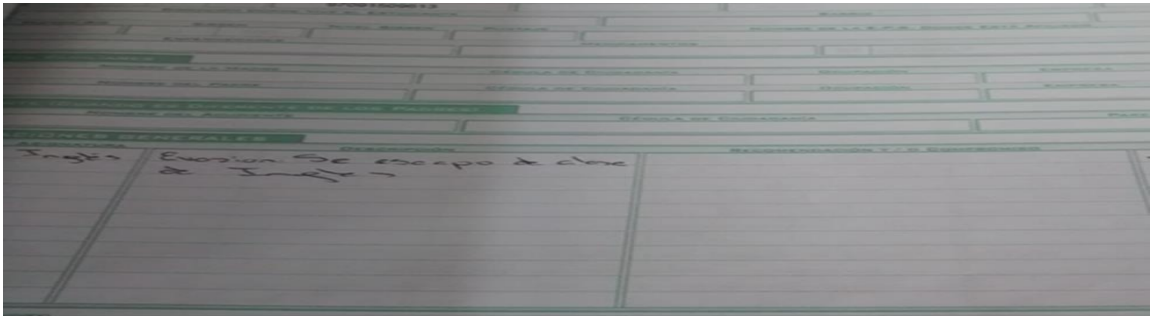
## Annex 2

### OBSERVADORES DEL ESTUDIANTE- COLEGIO LUIS CARLOS GALÁN

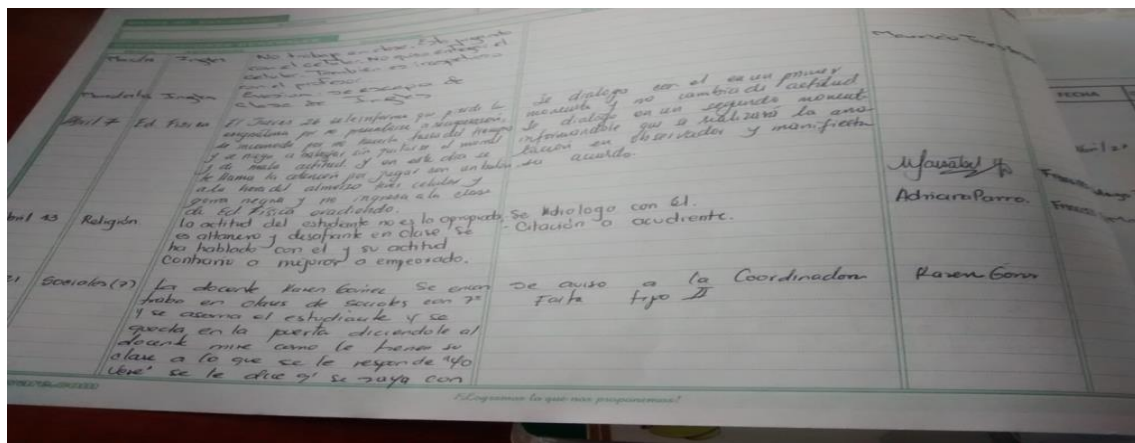
#### SARMIENTO

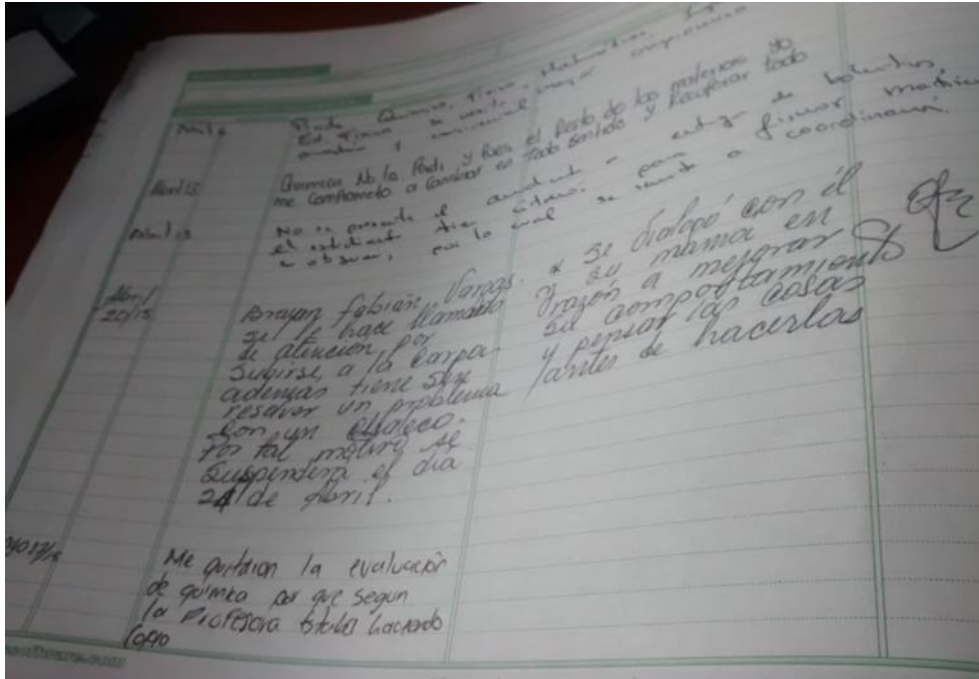
**Evidence of different teachers** 'notes in the English class to some students due to their difficulties in behavior

A. In this occasion, a student did not come to class in spite he was in the school.

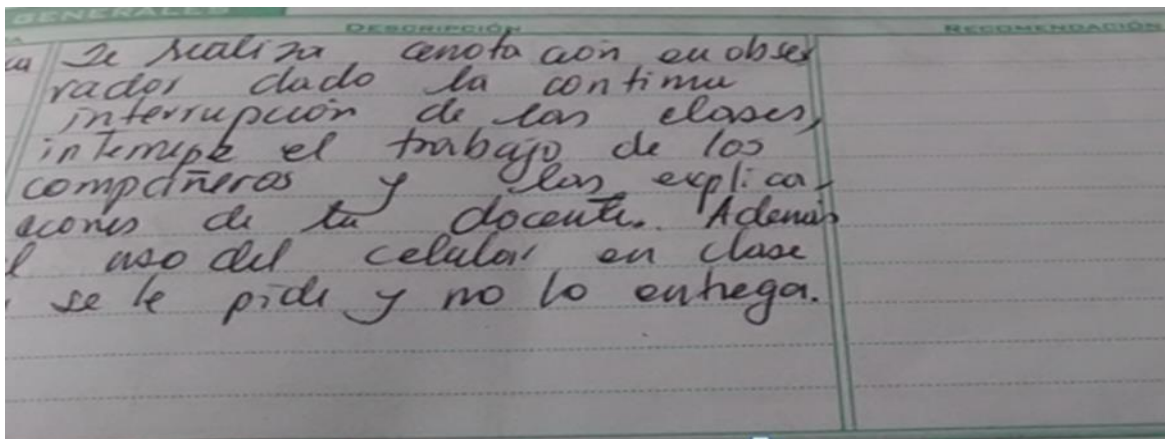


B. The different notes for the same student, show problems related to respect and tolerance toward some of his partners and some of his teachers.





C. In this occasion, a student did not demonstrate interest nor respect for his partner's work.



RAMIREZ DIAZ		38259502
Observaciones	Observaciones	Observaciones
<p>Notación al observador por su actitud burlona con cada interacción dada por la profesora. repite la última frase y se burla. Esta actitud la va manteniendo en cada clase por a los momentos de atención lo cual obstruye el desarrollo de clase. Falta tipo 1 y cuando se le llama no atiende a la docente.</p>	<p>*Prometo no repetir</p>	<p>yo</p>

**Annex 3**

**CLASS EVALUATION FORMAT**

**TEACHER: Andrea Higuera Lagos TEACHER WHO OBSERVED: Angélica**

**Lozano**

<b>CATEGORY</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATION</b>
ESTABLISHMENT OF THE GOALS OF THE CLASS AND ACTIVITIES	x		The teacher wrote the goal and the activities that students were going to work
THE OBJECTIVES OF THE CLASS TAKE INTO ACCOUNT INTERCULTURAL ASPECTS		x	The objective just took into account cultural aspects, just knowledge of other cultures.
ESTABLISHED RULES	x		The teacher told the students what to do in specific order
PROMOTE STUDENT'S INTERACTION		x	Teacher did not promote students' interaction
TAKE INTO ACCOUNT STEPS PROPOSED BY HOLLYDAY 1. WARENESS RAISING		x	The topic seen took into account cultural aspects, but they were not related with their own culture.
TAKE INTO ACCOUNT STEPS PROPOSED BY HOLLYDAY 1. XPERIMENTATION		x	The task proposed by the teacher was grammatical. Students did not try how to respond to cultural differences
TAKE INTO ACCOUNT STEPS PROPOSED BY HOLLYDAY 2. PRODUCTION		x	Students just repeated the artifacts worked in a text.

TAKE INTO ACCOUNT STEPS PROPOSED BY HOLLYDAY 4) FEEDBACK		x	Students and teacher did not take time to reflect about cultural differences or classroom activities.
THE TASK DEVELOPED BY STUDENTS MAKES THEM INTERPRETE AND RELATE THE KNOWLEDGE OF OTHER CULTURE, WITH THEIR OWN CULTURE.		x	Students read some information of cultural facts but there was no relation with their own culture.
DURING THE TASK THE STUDENTS USED STEREOTYPES TOWARD OTHER CULTURE.		x	Most of the students had several stereotypes about different cuultures, but the teacher did not make students to reflect critically about them.
NON VERBAL COMMUNICATION IS TAKEN INTO ACCOUNT INTO THE TASK		x	Sometimes, the teacher made students to reflectabout different gestures o body language.
MATERIAL, RESOURCES AND STRATEGIES USED REINFORCE STEREOTYPES		x	The text worked in class, reinforced students stereotypes





**COLEGIO**

**LUIS CARLOS GALÁN SARMIENTO  
INSTITUCION EDUCATIVA DISTRITAL**

**ESTRUCTURA CURRICULAR  
AREA DE HUMANIDADES  
ASIGNATURA DE INGLÉS**



**7. LOGROS PROMOCIONALES DEL AREA**

GRADO	TEXTUAL	INFERENCIAL	PROPOSITIVO
6º	Reconoce y aplica los elementos básicos de la gramática en lengua extranjera e interpreta significados a través de diálogos.	Lee textos y explica con argumentos el sentido de los mismos, haciendo uso adecuado de las estructuras gramaticales.	Crea diálogos y realiza descripciones orales y escritas con coherencia y cohesión.
7º	Identifica y reconoce los elementos básicos de la gramática en diferentes tipos de textos en lengua extranjera y afianzamiento de pronunciación.	Compara y argumenta los eventos, textos y acciones cotidianas haciendo uso adecuado de las estructuras gramaticales.	Crea y produce textos comunicativos, orales y escritos con coherencia y cohesión.
8º	Identifica y utiliza los elementos básicos de la lengua inglesa en diversos tipos de textos.	Conceptualiza y explica los textos, orales, escritos y comunicativos en lengua extranjera.	Produce y compone textos comunicativos empleando las habilidades comunicativas y los conceptos sintácticos de la lengua inglesa.

GRADO	TEXTUAL	INFERENCIAL	PROPOSITIVO
9º	Identifica y reconoce los elementos básicos de la gramática en diferentes tipos de textos	Conceptualiza y explica los textos orales, escritos y comunicativos en lengua extranjera	Produce y elabora textos comunicativos en lengua extranjera utilizando los conceptos gramaticales y las habilidades comunicativas básicas.
10º	Identifica y reconoce los elementos gramaticales y comunicativos básicos de la lengua extranjera	Conceptualiza, compara y explica conceptos gramaticales y comunicativos básicos de la lengua extranjera.	Produce y elabora textos comunicativos con coherencia y claridad gramatical
11º	Identifica y reconoce los elementos básicos de la gramática inglesa en textos comunicativos	Conceptualiza, compara y explica conceptos gramaticales y comunicativos básicos de la lengua extranjera.	Produce y elabora textos comunicativos con coherencia y claridad gramatical



## Annex 5

### UNIVERSIDAD LIBRE

#### FACULTAD DE CIENCIAS DE LA EDUCACIÓN

#### CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

#### STUDENTS SURVEY

SCHOOL: \_\_\_\_\_

GRADE \_\_\_\_\_ YEARS OF STUDY IN THE INSTITUTION \_\_\_\_\_

OBJECTIVE: This survey aims at collecting information of your knowledge about

Intercultural Communicative Competence

The information that you give us is confidential and it will be used for study goals.

1. What is culture for you?

---

---

---

2. Fill with an X the cultural aspects that you have worked into the English classes related to:

Cultural Aspect	Your own culture	Foreign culture
LANGUAGE		
BELIEFS		
COSTUMES		
TRADITIONS		
CLOTHING		
FOOD		
CELEBRATIONS		
MUSIC		
LITERATURE		
SPORTS		

3. Do you believe that the development of these topics into the English classes, helps to improve your academic and personal life?

a. Yes \_\_\_\_\_

b. No \_\_\_\_\_

4. During your English classes, how often the above cultural aspects are mentioned? Please, mark only one option

a. Always \_\_\_\_\_

b. Sometimes \_\_\_\_\_

c. Never \_\_\_\_\_

5. From the next cultural aspects, which of them would you like to know about your own culture and about a foreign culture?

<b>CULTURAL ASPECT</b>	<b>OWN CULTURE</b>	<b>FOREIGN CULTURE</b>
LANGUAGE		
BELIEFS		
COSTUMES		
TRADITIONS		
CLOTHING		
FOOD		
CELEBRATIONS		
MUSIC		
LITERATURE		
SPORTS		

6. From 1 to 5, where 1 is the less important and 5 is very important please, mark the level of your interest about knowing another cultures. 1\_\_2\_\_3\_\_4\_\_5\_\_

7.If you meet a person with different opinions, costumes, language, musical tastes, sport t-shirt, urban tribe and lifestyle, you:

Mark one or more answers according to your opinion

- a.Tolerate it \_\_\_\_\_
- b.Respect it \_\_\_\_\_
- c.Understand it \_\_\_\_\_
- d.Value it \_\_\_\_\_
- e.Ignore it \_\_\_\_\_
- f.Reject it \_\_\_\_\_
- g.Attack it \_\_\_\_\_
- h. Learn it \_\_\_\_\_
- i.None of the above

6.From 1 to 5, where 1 is the less important and 5 is very important, what is the level of importance that you give to your culture in relation to a foreign culture? ¿

1\_\_\_2\_\_\_3\_\_\_4\_\_\_5\_\_\_

¡Thanks for your help!



Annex 6

UNIVERSIDAD LIBRE

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

STUDENTS SURVEY

NOMBRE DE LA INSTITUCIÓN:

\_\_\_\_\_

GRADO\_\_\_\_\_ AÑOS DE ESTUDIO EN ESTA INSTITUCIÓN EDUCATIVA\_\_\_\_\_

OBJETIVO: La presente encuesta tiene como finalidad recolectar información objetiva acerca del conocimiento que usted tiene sobre la Competencia Intercultural.

La información que usted nos proporcione es de carácter confidencial, únicamente se utilizará con fines de estudio.

1. ¿Qué entiende usted por cultura?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Marque con una X los aspectos culturales que se han trabajado durante la clase de inglés con respecto a:

Aspecto Cultural	Su propia cultura	Cultura extranjera
LENGUA		
CREENCIAS		
COSTUMBRES		
TRADICIONES		

<b>VESTUARIO</b>		
<b>COMIDAS</b>		
<b>FESTIVIDADES</b>		
<b>MÚSICA</b>		
<b>LITERATURA</b>		
<b>DEPORTES</b>		

3. ¿Cree usted que el desarrollo de este tipo de temáticas en la clase de inglés contribuye a mejorar su desarrollo académico y personal?

a. Sí \_\_\_\_\_

b. No \_\_\_\_\_

4. Durante las clases de inglés, ¿Con qué frecuencia se han trabajado los aspectos culturales mencionados anteriormente? Marque una sola opción.

a. Siempre \_\_\_\_\_

b. Algunas veces \_\_\_\_\_

c. Nunca \_\_\_\_\_

5. De los siguientes aspectos culturales ¿Cuáles le gustaría conocer de su propia cultura y de una cultura extranjera?

<b>ASPECTO CULTURAL</b>	<b>CULTURA PROPIA</b>	<b>CULTURA EXTRANJERA</b>
LENGUA		
CREENCIAS		
COSTUMBRES		
TRADICIONES		
VESTUARIO		
COMIDAS		
FESTIVIDADES		
MÚSICA		
LITERATURA		
DEPORTES		

6. De 1 a 5, donde 1 es el de menor importancia y 5 es muy importante, determine el interés que tiene para usted el conocer otras culturas.

1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_

7. Si usted se encuentra una persona con diferentes opiniones, costumbres, lengua, gusto musical, camiseta deportiva, tribu urbana y estilo de vida. Usted:

Marque una o varias respuestas de acuerdo con su opinión.

- a. La Tolera \_\_\_\_\_
- b. La respeta \_\_\_\_\_
- c. La Comprende \_\_\_\_\_
- d. La valora \_\_\_\_\_

- e. La ignora \_\_\_\_\_
- f. La rechaza \_\_\_\_\_
- g. La agrade \_\_\_\_\_
- h. La aprende \_\_\_\_\_
- i. Ninguna de las anteriores \_\_\_\_\_

8. De 1 a 5 donde 1 es la de menor importancia y 5 es muy importante. ¿Qué grado de importancia le da a su propia cultura frente a una cultura extranjera?

1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_

¡Gracias por su colaboración!



## **Annex 7**

### **UNIVERSIDAD LIBRE**

#### **ANALYSIS OF THE STUDENTS' SURVEY ABOUT CULTURE**

After applying a survey to sixty students (ten from sixth to eleventh grades), it can be concluded that most of them assume the concept of culture as a group of people characterized by sharing likes, beliefs, traditions and values. Only seven do not show clarity about the concept and only one of them did not answer the question.

For many students, the issues such as language, beliefs, traditions, celebrations, music, literature and sports, have been focused on their own culture and not on the foreign. The issues less worked for them in the English classes by their teachers are beliefs, literature and sports.

For the majority of the students, (55) the afore mentioned aspects can contribute to improve academic and personal life from the class. According to students' answers, the cultural topics have been sometimes worked in the school (36 students), according to some of the answers, some students say that always teachers work cultural topics in the classes (19) and a few of them answer that teachers never work on cultural aspects (5).

Music, language and sports are the topics that they would like most to work in class and they are less interested about clothes, according to their answers.

For 30 of them, it is interesting to know another culture. For 19, knowing another culture has a high value; for 10 students, it has a light value and for only 1 student it has a low value.

Only 6 of them answered that they would attack a person from a different culture because they do not accept him/her; 2 of them, answered that they would reject a person from a different culture but 56 answered that they respect a person from a different culture, 41 students responded that they would tolerate a person from a different culture, 39 students answered that they would value a person with a different culture her ; 32 students , responded that they would understand a person from a different culture her and 28 students answered that they would learn from a person with a different culture.

About the question related to the grade of importance that they gave to their culture in relation to other cultures, 29 of them give to their culture a great importance towards others. 30 of them, give it a lower grade and only one of them, give it a minimal importance.

## Results of the students' Surveys

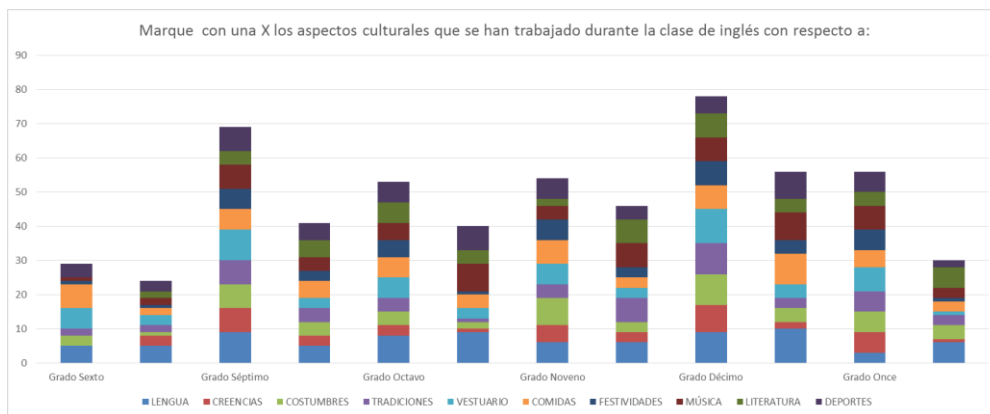
1. ¿Qué entiende usted por cultura?

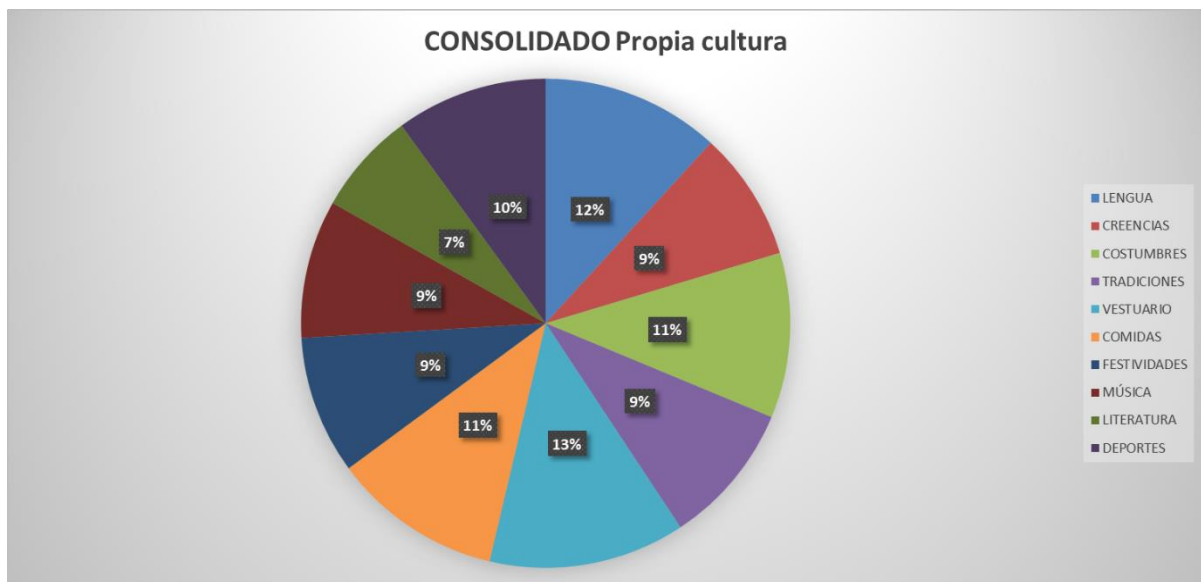
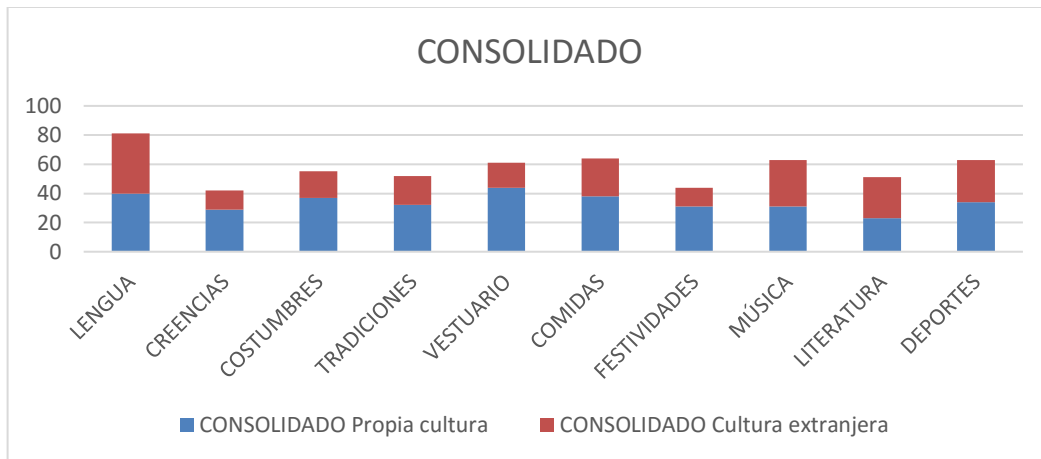
<b>Respuesta</b>	<b>Grado Sexto</b>
Caracterización por creencias	9
No claridad en el concepto	1
<b>Respuesta</b>	<b>Grado Séptimo</b>
Asociados a grupos de personas que comparten tradiciones y costumbres	9
No responde	1
<b>Respuesta</b>	<b>Grado Octavo</b>
Creencias, costumbres, grupos	7
No claridad en el concepto	3
<b>Respuesta</b>	<b>Grado Noveno</b>
Modo de vida	3
Modo de integración	2
Conjunto de costumbres, saberes y actos	2
No claridad en el concepto	3
<b>Respuesta</b>	<b>Grado Décimo</b>

Caracterización por creencias	10
Respuesta	Grado Once
Conjunto de costumbres, saberes y actos	10

2. Marque con una X los aspectos culturales que se han trabajado durante la clase de inglés con respecto a:

Aspecto Cultural	Grado Sexto		Grado Séptimo		Grado Octavo		Grado Noveno		Grado Décimo		Grado Once	
	Propia cultura	Cultura extranjera	Propia cultura	Cultura extranjera	Propia cultura	Cultura extranjera	Propia cultura	Cultura extranjera	Propia cultura	Cultura extranjera	Propia cultura	Cultura extranjera
LENGUA	5	5	9	5	8	9	6	6	9	10	3	6
CREENCIAS	0	3	7	3	3	1	5	3	8	2	6	1
COSTUMBRES	3	1	7	4	4	2	8	3	9	4	6	4
TRADICIONES	2	2	7	4	4	1	4	7	9	3	6	3
VESTUARIO	6	3	9	3	6	3	6	3	10	4	7	1
COMIDAS	7	2	6	5	6	4	7	3	7	9	5	3
FESTIVIDADES	1	1	6	3	5	1	6	3	7	4	6	1
MÚSICA	1	2	7	4	5	8	4	7	7	8	7	3
LITERATURA	0	2	4	5	6	4	2	7	7	4	4	6
DEPORTES	4	3	7	5	6	7	6	4	5	8	6	2





12% of the students surveyed consider that language has been one intercultural aspect worked in their English classes.

9% of the students surveyed answered that beliefs has been a developed topic in their English classes

11% of the students surveyed consider that costumes has been a cultural aspect developed in their English classes

9% of students surveyed consider that traditions has been a cultural aspect worked in their English classes.

13% of students surveyed consider that clothing has been a cultural aspect that they have worked in their English classes.

11% of students surveyed consider that food is a cultural topic that they have worked in their English classes.

9% of students surveyed consider that festivities is a cultural aspect that they have worked in their English classes.

9% of students surveyed consider that they have worked music in their English classes.

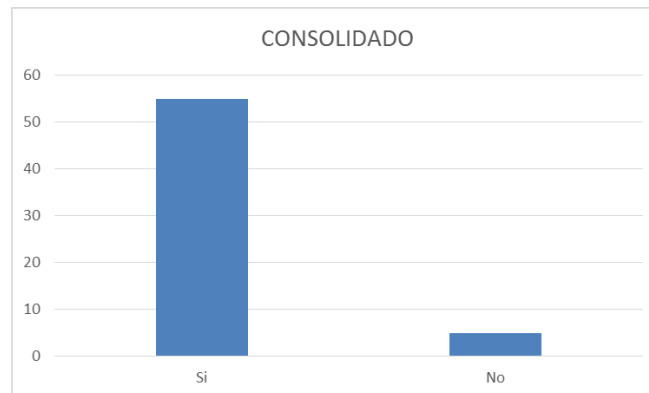
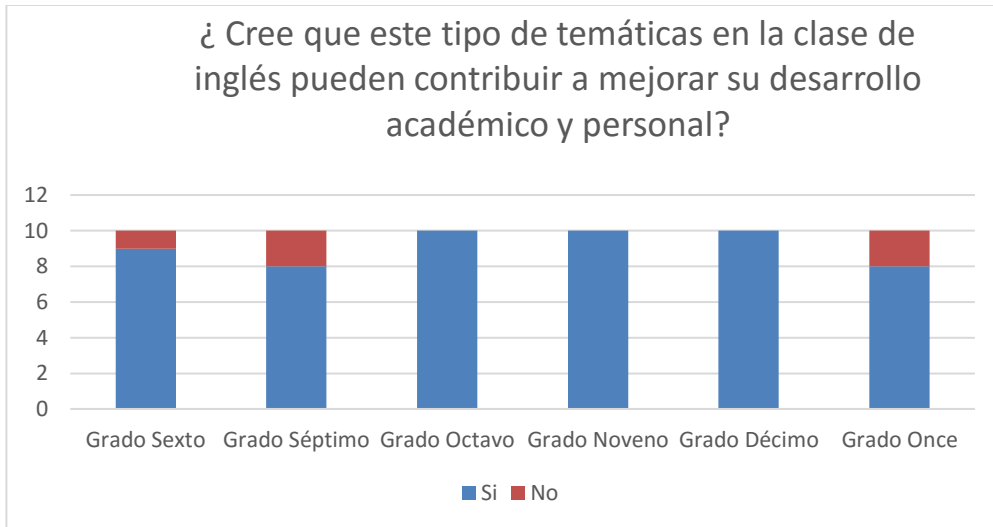
7% of students surveyed answered that they have worked literature in their English classes.

10% of students surveyed answered that they have worked sports in their English classes.

**3. ¿Cree usted que este tipo de temáticas en la clase de inglés pueden contribuir a mejorar su desarrollo académico y personal?**

Respuesta	Grado Sexto	Grado Séptimo	Grado Octavo	Grado Noveno	Grado Décimo	Grado Once
Si	9	8	10	10	10	8
No	1	2	0	0	0	2

Respuesta	CONSOLIDADO
Si	55
No	5
<b>TOTAL</b>	<b>60</b>

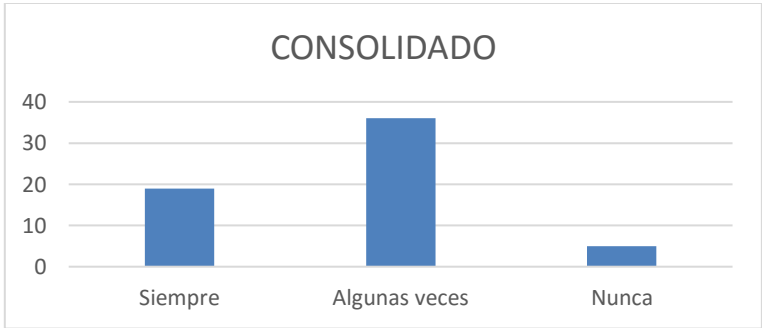
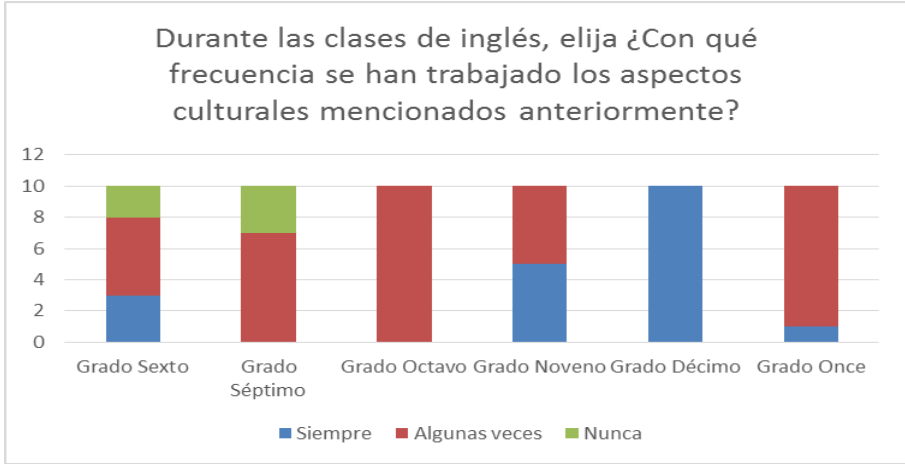


92% of surveyed teachers think that intercultural topics in the English class may help them to improve their personal and academic performance and 8% of them, consider that this topics could not enrich their personal and academic performance.

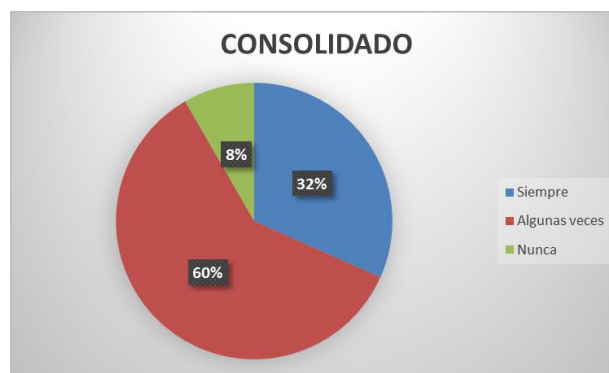
**4. Durante las clases de inglés, elija ¿Con qué frecuencia se han trabajado los aspectos culturales mencionados anteriormente?**

Respuesta	Grado Sexto	Grado Séptimo	Grado Octavo	Grado Noveno	Grado Décimo	Grado Once
Siempre	3	0	0	5	10	1
Algunas veces	5	7	10	5	0	9
Nunca	2	3	0	0	0	0

Respuesta	CONSOLIDADO
Siempre	19
Algunas veces	36
Nunca	5
<b>TOTAL</b>	<b>60</b>







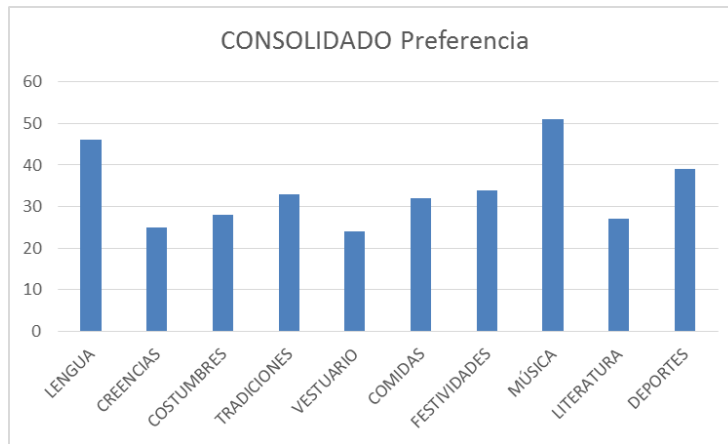
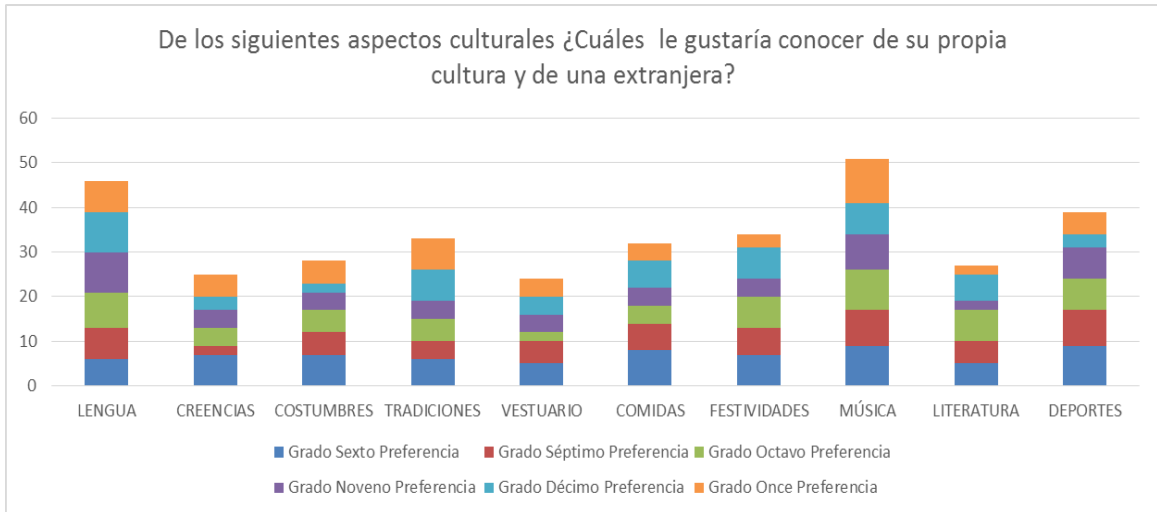
32% of surveyed students consider that cultural aspects always are worked in the English class.

60% of surveyed students consider that cultural aspects sometimes are work in the English class and

8% of surveyed students consider that cultural aspects never have been worked in the English class.

**5. De los siguientes aspectos culturales ¿Cuáles le gustaría conocer de su propia cultura y de una extranjera?**

Aspecto Cultural	Grado Sexto	Grado Séptimo	Grado Octavo	Grado Noveno	Grado Décimo	Grado Once
	Preferencia	Preferencia	Preferencia	Preferencia	Preferencia	Preferencia
LENGUA	6	7	8	9	9	7
CREENCIAS	7	2	4	4	3	5
COSTUMBRES	7	5	5	4	2	5
TRADICIONES	6	4	5	4	7	7
VESTUARIO	5	5	2	4	4	4
COMIDAS	8	6	4	4	6	4
FESTIVIDADES	7	6	7	4	7	3
MÚSICA	9	8	9	8	7	10
LITERATURA	5	5	7	2	6	2
DEPORTES	9	8	7	7	3	5



14% of students express that they would like to work language as a cultural aspect in their English classes.

7% of students express that they would like to work beliefs as a cultural aspect in their English classes.

8% of students express that they would like to work costumes as a cultural aspect in their English classes.

10% of students express that they would like to work traditions as a cultural aspect in their English classes.

7% of students express that they would like to work clothing as a cultural aspect in their English classes.

9% of students express that they would like to work food as a cultural aspect in their English classes.

10% of students express that they would like to work festivities as a cultural aspect in their English classes.

15% of students express that they would like to work music as a cultural aspect in their English classes.

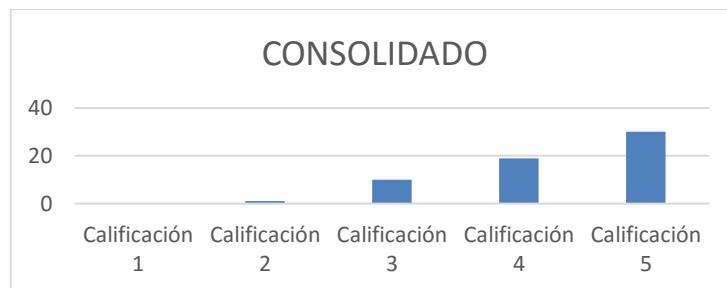
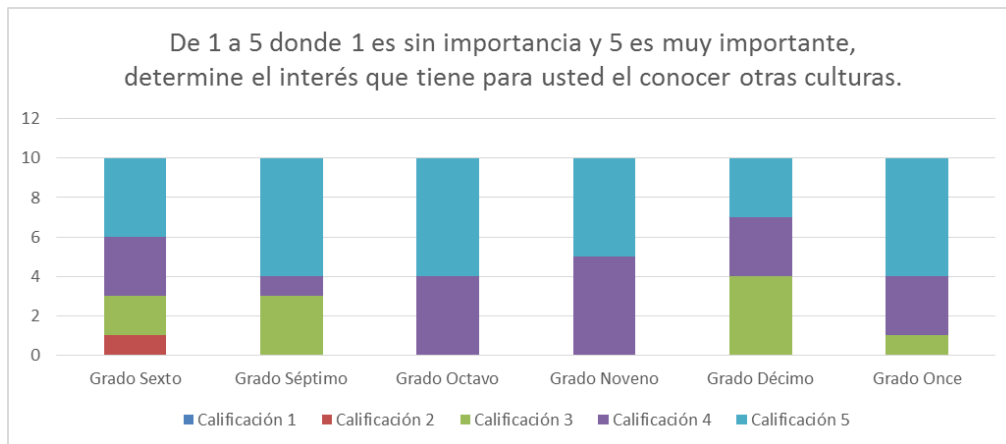
8% of students express that they would like to work literature as a cultural aspect in their English classes.

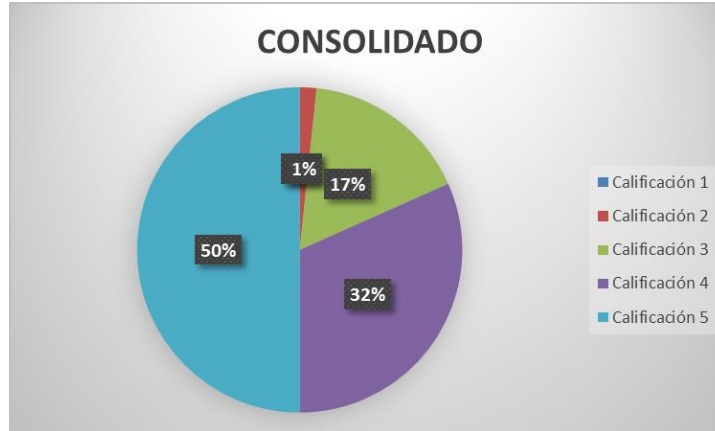
12% of students express that they would like to work sports as a cultural aspect in their English classes.

**6. De 1 a 5 donde 1 es sin importancia y 5 es muy importante, determine el interés que tiene para usted el conocer otras culturas.**

Respuesta	Grado Sexto	Grado Séptimo	Grado Octavo	Grado Noveno	Grado Décimo	Grado Once
Calificación 1	0	0	0	0	0	0
Calificación 2	1	0	0	0	0	0
Calificación 3	2	3	0	0	4	1
Calificación 4	3	1	4	5	3	3
Calificación 5	4	6	6	5	3	6

Respuesta	CONSOLIDADO
Calificación 1	0
Calificación 2	1
Calificación 3	10
Calificación 4	19
Calificación 5	30
<b>TOTAL</b>	<b>60</b>





0% of students surveyed consider that knowing other cultures is not important.

1% of students surveyed consider that knowing other cultures is not very important.

17% of students surveyed consider that knowing other cultures is a bit important.

32% of students surveyed consider that knowing other cultures is important.

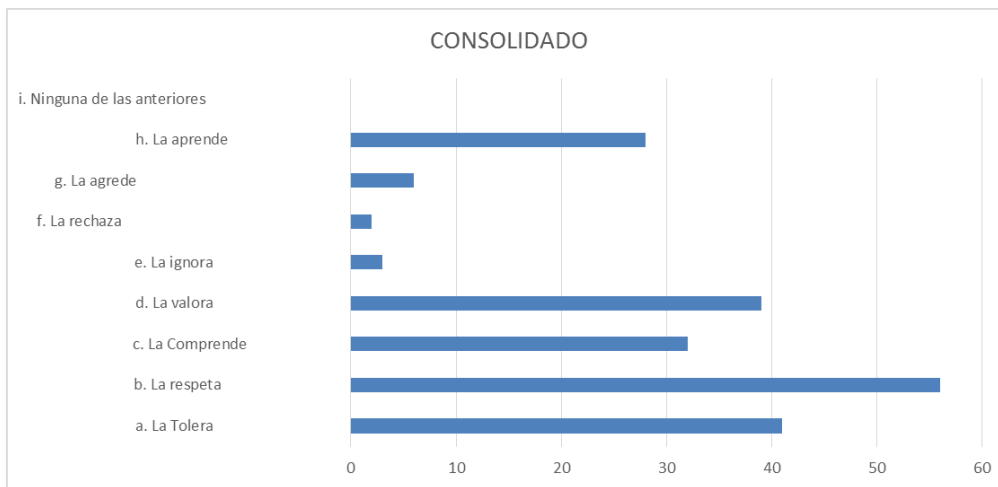
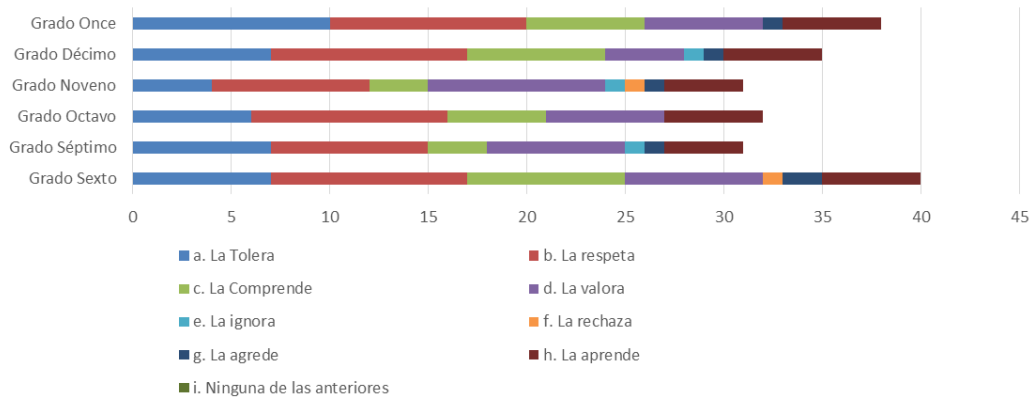
50% of students surveyed consider that knowing other cultures is very important.

**7. Marque una o varias respuestas de acuerdo con su opinión. Si usted se encuentra una persona con diferentes opiniones, costumbres, lengua, gusto musical, camiseta deportiva, tribu urbana y estilo de vida, usted :**

Respuesta	Grado Sexto	Grado Séptimo	Grado Octavo	Grado Noveno	Grado Décimo	Grado Once
a. La Tolera	7	7	6	4	7	10
b. La respeta	10	8	10	8	10	10
c. La Comprende	8	3	5	3	7	6
d. La valora	7	7	6	9	4	6
e. La ignora	0	1	0	1	1	0
f. La rechaza	1	0	0	1	0	0
g. La agrade	2	1	0	1	1	1
h. La aprende	5	4	5	4	5	5
i. Ninguna de las anteriores	0	0	0	0	0	0

Respuesta	CONSOLIDADO
a. La Tolera	41
b. La respeta	56
c. La Comprende	32
d. La valora	39
e. La ignora	3
f. La rechaza	2
g. La agrade	6
h. La aprende	28
i. Ninguna de las anteriores	0
<b>TOTAL</b>	<b>207</b>

Si usted se encuentra una persona con diferentes opiniones, costumbres, lengua, gusto musical, camiseta deportiva, tribu urbana y estilo de vida, usted :



20% of students answered that when they meet another person of a different culture or different beliefs they tolerate him/ her.

27% of students answered that when they meet another person of a different culture or different beliefs they respect him/ her.

15% of students answered that when they meet another person of a different culture or different beliefs they comprehend him/ her.

19% of students answered that when they meet another person of a different culture or different beliefs they value him/ her.

3% of students answered that when they meet another person of a different culture or different beliefs they ignore him/ her.

1% of students answered that when they meet another person of a different culture or different beliefs they reject him/ her.

1% of students answered that when they meet another person of a different culture or different beliefs they attack him/ her.

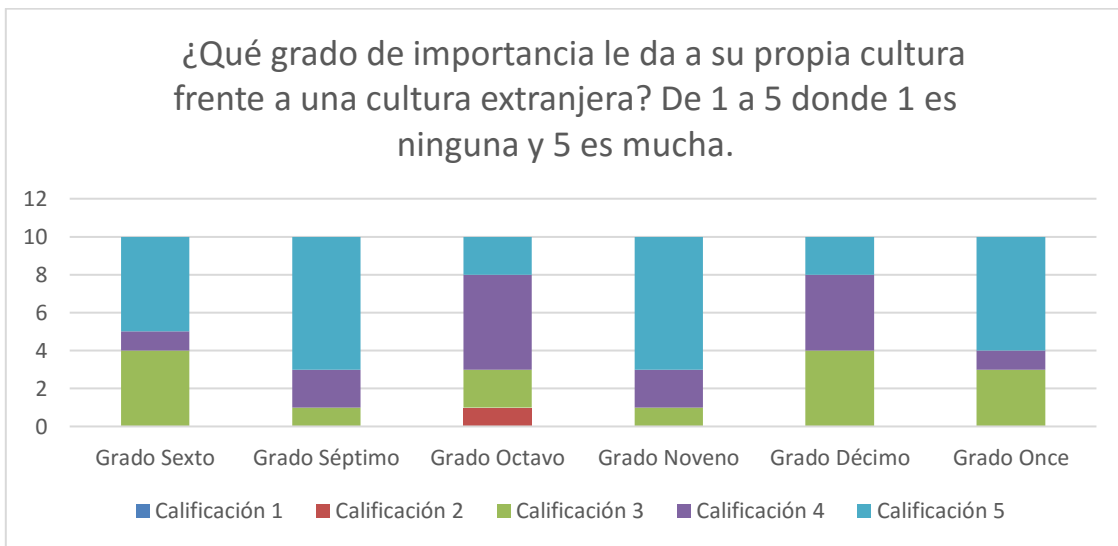
14% of students answered that when they meet another person of a different culture or different beliefs they learn of him/ her.

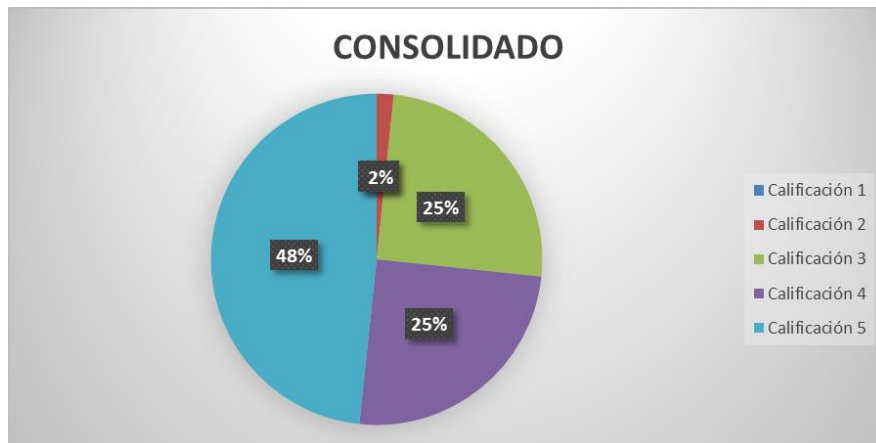
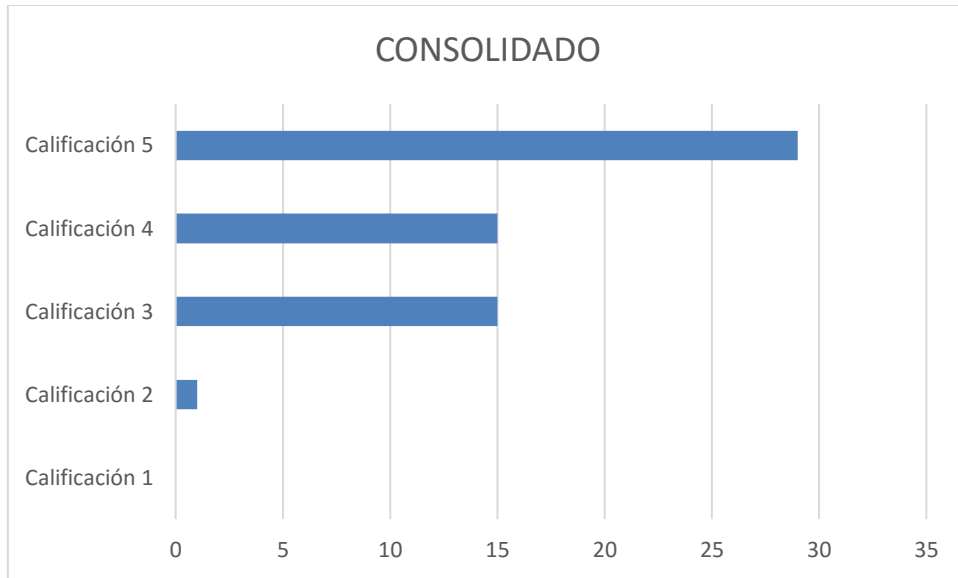


8. De 1 a 5 donde 1 es ninguna y 5 es mucha. ¿Qué grado de importancia le da a su propia cultura frente a una cultura extranjera?

Respuesta	Grado Sexto	Grado Séptimo	Grado Octavo	Grado Noveno	Grado Décimo	Grado Once
Calificación 1	0	0	0	0	0	0
Calificación 2	0	0	1	0	0	0
Calificación 3	4	1	2	1	4	3
Calificación 4	1	2	5	2	4	1
Calificación 5	5	7	2	7	2	6

Respuesta	CONSOLIDADO
Calificación 1	0
Calificación 2	1
Calificación 3	15
Calificación 4	15
Calificación 5	29
<b>TOTAL</b>	<b>60</b>





48% of student's state that they give a high level of importance to their culture toward other cultures.

25% of student's state that they give much importance to their culture toward other cultures.

25% of student's state that they give a great importance to their culture toward other cultures.

2% of student's state that they give a low level of importance to their culture toward other cultures.



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Annex 7

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

**SURVEY FOR ENGLISH TEACHERS**

SCHOOL: \_\_\_\_\_

YEARS OF WORK EXPERIENCE IN THIS INSTITUTION \_\_\_\_\_

YEARS OF EXCPERIENCE AS AN ENGLISH TEACHER \_\_\_\_\_

Dear teacher: This survey aims at collecting information about the way you develop the Intercultural Communicative Competence in your English classes.

The information that you give us is confidential and it will be used only for study goals.

1. How can you define the Word “Culture”?

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2. What of the next cultural aspects have you worked in your English classes? You can name them from 1 to 10 where 10 is the most important and 1 is the less important

a. LANGUAGE \_\_\_\_\_

b. BELIEFS \_\_\_\_\_

c. COSTUMES \_\_\_\_\_

d. TRADITIONS \_\_\_\_\_

e. FOOD \_\_\_\_\_

f. CLOTHING \_\_\_\_\_

- g. CELEBRATION \_\_\_\_\_
- h. MÚSIC \_\_\_\_\_
- i. LITERATURE \_\_\_\_\_
- j. SPORTS \_\_\_\_\_

3. from the aspects that you considered important in the last question. Please describe the way that you have used to work them

a) \_\_\_\_\_

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b) \_\_\_\_\_

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4. Do you consider that working cultural aspects into the English classes helps to the personal and social development of the students? Please, explain.

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5. Mark with an X which of the next legal documents you base on for your lesson plans and while you prepare your classes

- a. The Common European Framework of Reference for Languages \_\_\_\_\_
- b. Lineamientos Curriculares Idiomas Extranjeros \_\_\_\_\_
- c. Estándares Básicos de Competencias en Lenguas Extranjeras: inglés \_\_\_\_\_
- d. Another. Which one? \_\_\_\_\_
- 6. Please, write, what is your own definition of Culture:

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7. Do you consider that you work intercultural aspects in your teaching practices?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Please, enumerate from 1 to 5 what is the level in that you work the interculturality in your English classes

5\_\_\_\_ 4\_\_\_\_ 3\_\_\_\_ 2\_\_\_\_ 1\_\_\_\_\_

9. Interculturality is evidenced in your Area plan?

a. Yes \_\_\_\_\_

b. No \_\_\_\_\_

c. Sometimes \_\_\_\_\_

10. From 1 to 5, where 1 is the less important and 5 is very important, establish the interest that you have to Foster the knowledge of other cultures in your students

1\_\_2\_\_3\_\_4\_\_5\_\_

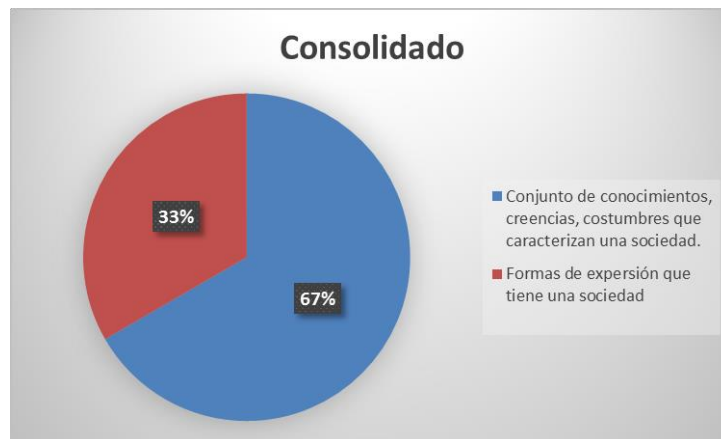
11. From 1 to 5, where 1 is the less important and 5 is very important. What is the level of the importance that you give to your own culture in front of another culture?

1\_\_2\_\_3\_\_4\_\_5\_\_.

## Results from Teachers' Surveys

### 1. ¿Qué entiende usted por cultura?

Respuesta	Consolidado
Conjunto de conocimientos, creencias, costumbres que caracterizan una sociedad.	2
Formas de expresión que tiene una sociedad	1



67% of teachers have a clear concept about what culture is and

33% of teachers do not have a clear concept about culture

2. Durante los años que ha laborado en la institución, ¿Cuáles de los siguientes aspectos culturales ha trabajado en la clase de Inglés?

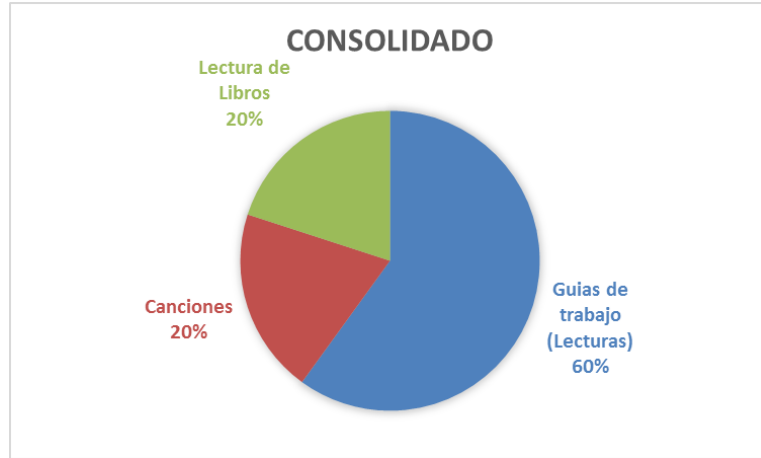
Aspecto Cultural	Consolidado
LENGUA	3
CREENCIAS	1
COSTUMBRES	1
TRADICIONES	1
VESTUARIO	1
COMIDAS	3
FESTIVIDADES	2
MÚSICA	3
LITERATURA	2
DEPORTES	2



The three teachers surveyed consider that the cultural aspects that they most have worked in English class are: Language, food and music but the less worked have been; Beliefs, customs, traditions and clothing.

2. ¿ De qué manera ha trabajado estos aspectos?

Respuesta	Consolidado
Guías de trabajo (Lecturas)	3
Canciones	1
Lectura de Libros	1



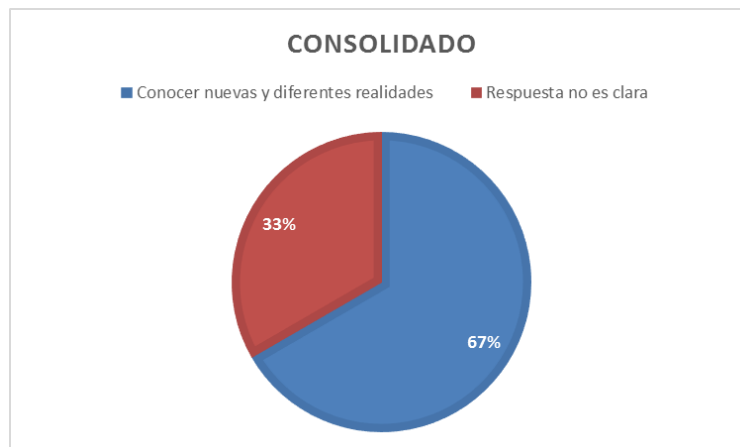
60% of teachers surveyed report that they have worked cultural aspects mentioned above through working guides (Reading).

20% of teacher surveyed report that they have worked cultural aspects in English classes through songs and the remaining

20% have worked cultural aspects through books.

4. ¿Cómo considera usted que contribuye el trabajar aspectos culturales en la clase de Inglés en el desarrollo académico y personal de los estudiantes?

Respuesta	Consolidado
Conocer nuevas y diferentes realidades	2
Respuesta no es clara	1



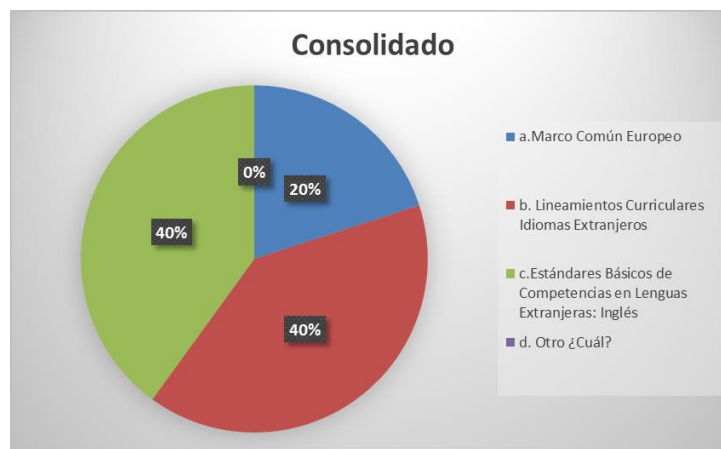


67% of teachers surveyed believe that knowing cultural aspects in English class, makes their students to know new and different realities.

33% of teachers surveyed do not give a clear answer.

5. ¿Qué documentos legales consulta para la planeación de clase?

Respuesta	Consolidado
a. Marco Común Europeo	1
b. Lineamientos Curriculares Idiomas Extranjeros	2
c. Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés	2
d. Otro ¿Cuál?	0



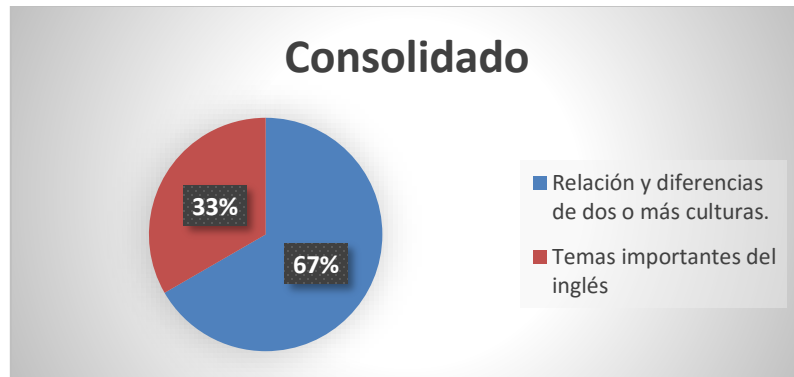
40% of teachers *support* their classes on the Estándares Básicos de Competencias en Lenguas Extranjeras.

40% of teachers support their classes on the Lineamientos Curriculares de Idiomas Extranjeros.

20% of teachers support their classes on the Common European Framework.

6. ¿Qué entiende usted por interculturalidad?

Respuesta	Consolidado
Relación y diferencias de dos o más culturas.	2
Temas importantes del inglés	1

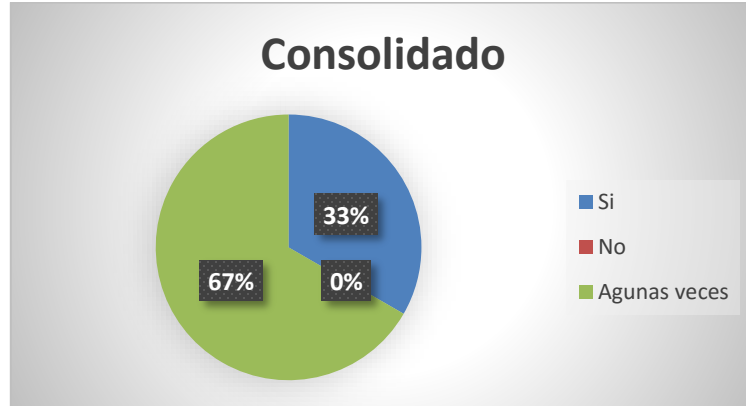


67% of teachers surveyed consider that interculturality is related to the relation and difference among two or more cultures.

33% of teachers surveyed consider it as an important topic of English classes.

7. ¿Trabaja aspectos de interculturalidad dentro de sus clases?

Respuesta	Consolidado
Si	1
No	0
Agunas veces	2

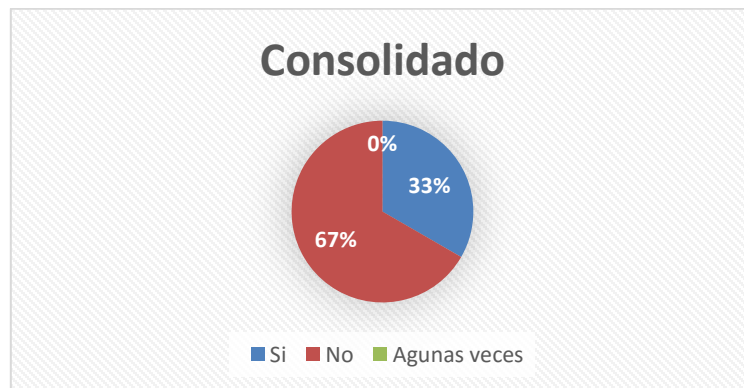


67% of teachers express that sometimes they work intercultural aspects in their classes.

33% of teachers think that they always work intercultural aspects in their classes.

**8. Se evidencia la interculturalidad en su plan de área?**

Respuesta	Consolidado
Si	1
No	2
Agunas veces	0

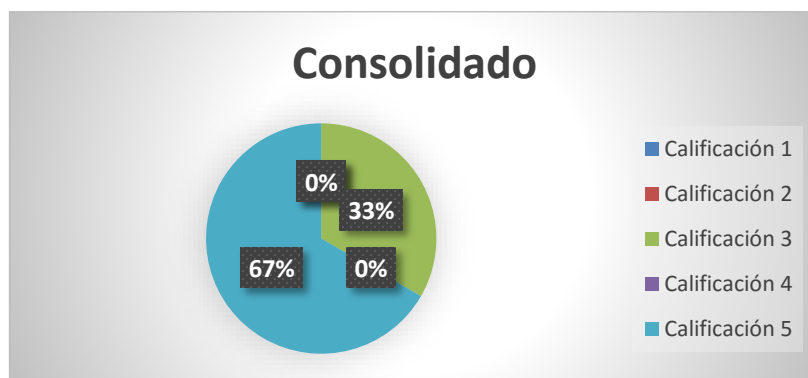


67% of teachers consider that there is not evidence of intercultural work in their area plan.

33% of teachers consider that their area plan evidence intercultural work.

9. De 1 a 5 donde 1 es sin importancia y 5 es muy importante, determine el interés que tiene para usted fomentar en sus estudiantes el conocimiento de otras culturas

Respuesta	Consolidado
Calificación 1	0
Calificación 2	0
Calificación 3	1
Calificación 4	0
Calificación 5	2

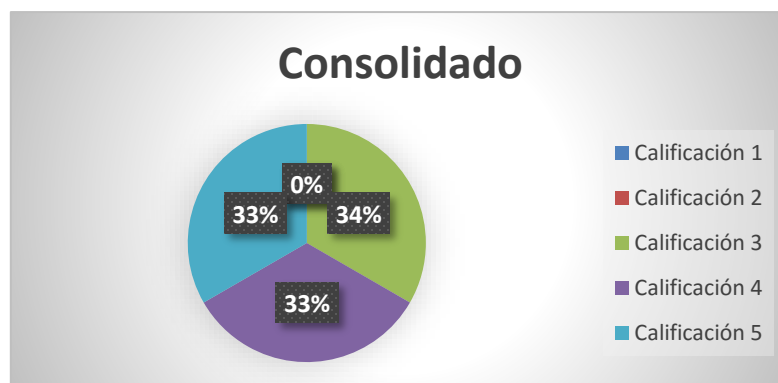


67% of teachers consider that it is very important to promote the knowledge of other cultures in their students.

33% of teachers consider that it is important to promote the knowledge of other cultures in their students.

10. De 1 a 5 donde 1 es sin importancia y 5 es muy importante ¿Qué grado de importancia le da a su propia cultura frente a una cultura extranjera?

Respuesta	Consolidado
Calificación 1	0
Calificación 2	0
Calificación 3	1
Calificación 4	1
Calificación 5	1



34% of teachers surveyed consider that they give medium importance to their own culture toward other cultures.

33% of surveyed teachers consider that they demonstrate importance for their culture toward other cultures.

33% of surveyed teachers consider that they give a great importance to their culture toward other cultures.

## **Annex 8**

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#### **ANALYSIS OF THE TEACHERS' SURVEY ABOUT CULTURE**

Talking about teachers, four English teachers answered this survey and 3 of them assume culture like a set of people who share beliefs, customs and common aspects. Only one of them did not show clarity about the concept of culture because her answer was that culture is all that is useful to the human being for development.

In the second question about what cultural aspects (language, beliefs, costumes, traditions, food, clothes, celebrations, music, literature and sports among others) they have worked on their English classes, language, music, food and literature are the issues that they have worked more in their classes. The topics less worked by them are beliefs, customs and celebrations. All of them, expressed that these cultural aspects have been seen from reference and informative works.

Two teachers considered that teaching these cultural issues from the English class is an innovative resource. For one of them, it is a way to contextualize structures and for another teacher, it is a source to know other cultures.

For the question about the legal documents that they revise for their classes, 3 of the teachers are based on the Estándares básicos de Competencias en lenguas extranjeras and only 1 of them, works based on Los Lineamientos curriculares de Idiomas Extranjeros.

For three of the teachers, Interculturality is an Exchange of knowledge, customs and traditions between different groups and one teacher states that

Interculturality is the ability to share with other people and other groups respecting and assuming other traditions, customs and beliefs.

Two teachers stated that they work intercultural aspects in their practices and two expressed that sometimes they do it. In the same way, two answered that interculturality sometimes is evidenced in the annual program, one teacher answered that interculturality is always evidenced in the annual program and another teacher responded that interculturality is never evidenced in the annual programs. For two of them, it is very important to foster the knowledge of other cultures in their students and the other teachers do not see the importance about fostering the knowledge of other cultures in the school according. Finally, 3 of the teachers expressed that they give to their culture a high grade of importance towards another and one of them answered that she gives it a basic value.



**ANNEX 9**  
**FIELD DIARY**

<b>WORKSHOP No. 1</b> TITTLE: <u><b>Intercultural Communicative Competence In Education</b></u>	<b>DATE:</b>
<b>RESEARCHER:</b>	
<b>TEACHER PARTICIPANT:</b>	
<p style="text-align: center;"><b>Observation (Description of teachers' attitudes, questions or comments about the session):</b></p>	



**Reflection of the session**

**Plan for next session**

**Signature**



## Annex 10

### Evaluation Form of the workshop Non-verbal Communication

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Dear teacher, this evaluation form is made with the main purpose of having your opinion about the session and its topic as a mean of improving our work.

1. Please indicate your level of agreement with the statements listed below. Mark your answer with a circle

<b>5 Strongly agree</b>	<b>4 Agree</b>	<b>3 Neutral</b>	<b>2 Disagree</b>	<b>1</b>
<b>Strongly Disagree</b>				

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a. The objectives of the session were clearly defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Participation and interaction were encouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The topics covered were relevant to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The contents developed will be useful in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The topic was well prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Answer the following questions and try to explain your answers

a. What do you like most about this workshop? Explain

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b. Which aspects of this workshop according to your point of view could be enriched?

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c. How do you hope to enrich your practice as a result of this workshop?

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d. Your conclusion as a teacher about the workshop are

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## Annex 11

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

### Workshop No. 1: Sensitization and Introduction of ICC

**OBJECTIVE:** To encourage teachers to enrich the Intercultural Communicative Competence in the English Class.

Dear Teacher, this survey is formed by two questions to answer before the beginning of the session and two more questions to answer after the session finishes. These answers are made in order to know your perception about Intercultural Communicative Competence.

Teacher: \_\_\_\_\_

#### **Before you watch the Video:**

1. Do you usually reflect about the development of your English classes? Explain

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2. Do you think the Intercultural Communicative Competence deals with education and the teaching of foreign languages? Yes / No. Explain

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#### **After you watch the Video:**

1. Do you think the Intercultural Communicative Competence should be enriched in the teaching of foreign languages? Explain Why

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2. What are the skills, dimensions and components of ICC that should be more developed in the English class?

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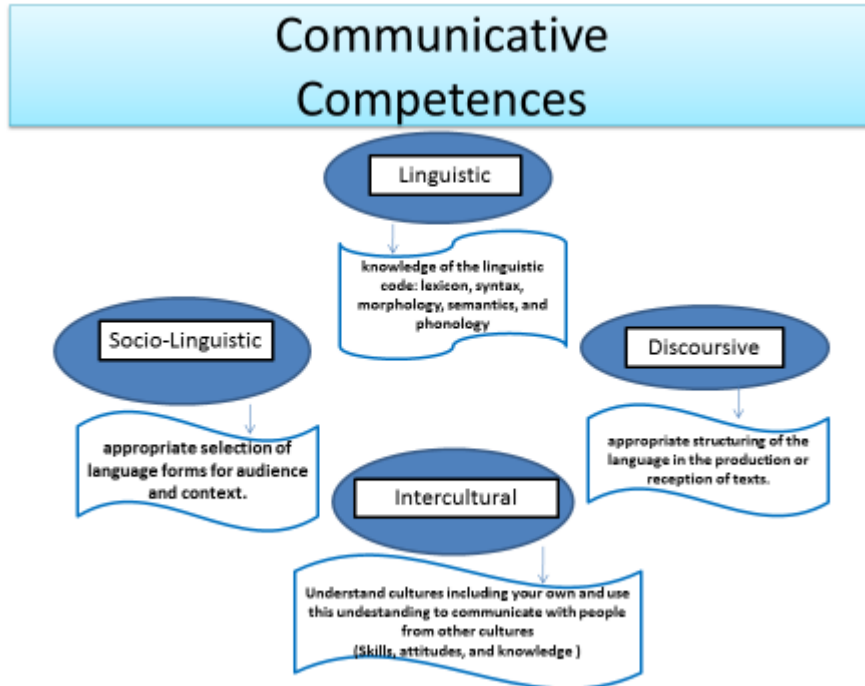


Annex 12

# Intercultural Communicative Competence

Session No. 1

*"To speak a common language and to know about a culture are not enough factors for Intercultural Communication"*  
Spychala



## Workshop No. 1

### Intercultural Communicative Competence in Education

Factor	Description
<b>Attitudes</b>	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
<b>Knowledge</b>	<b>Knowledge</b> of social groups and their products and practices in one's own and in own's interlocutor's country, and of the general process of societal and individual interaction.
<b>Skills of Interpreting and relating</b>	Ability to interpret a document or event from another culture, to explain it and relate to documents from one's own.
<b>Skills of Discovery and Interaction</b>	Ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real time communication and interaction.
<b>Critical Cultural Awareness / Political Education</b>	An ability to evaluate critically on the basis of explicit criteria perspectives, practices and products in <i>own's</i> and other cultures and countries.

## Workshop No. 2

### RECOGNIZING AND AVOIDING STEREOTYPES TO OBTAIN AN INTERCULTURAL COMMUNICATION

•**Stereotyping** involves **labelling** or **categorising** particular groups of people, usually in a negative way.

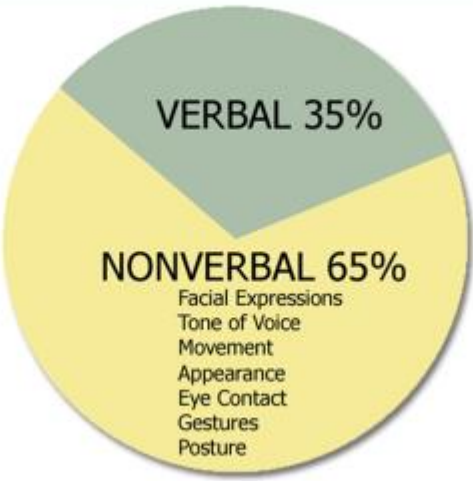
•**Prejudice** occurs when someone pre-judges a particular group or individual based on their own stereotypical assumptions or ignorance.



# How the average American sees the World A Stereotype Map







## Workshop No. 3 VERBAL AND NON VERBAL COMMUNICATION





## Same SIGN, different MEANING

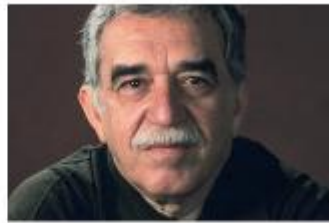
			
<b>Perfect</b>	<b>Thumbs up</b>	<b>Stop</b>	<b>The 'fig'</b>
Commonly – everything's all right perfect France – worthless Japan – money Germany – rude Malta, Greece, Brazil – obscene	Commonly – all OK Australia, Iran – rude Nigeria – very offensive Japan – five Turkey – political rightist party	Commonly – stop, enough (person, car, action) Turkey – You get nothing from me W Africa – You have 5 fathers!	Turkey, Greece, Tunisia, Holland – obscene Russia – you get nothing from me Yugoslavia – you can't have it Brazil – good luck

## Workshop No. 4

### COMPARE AND CONTRAST TO ENRICH CULTURAL IDENTITY



Artefact/ Factor	South African Description	Your own Culture
Customs / Dress		
Dances		
Song / Music		
Language/ Dialect		
Cuisine		
Nature / Landscape		
Fauna		
Flora		
Sports and Sporting Events		
Festivals and Holidays		
Qualities of People		



## Workshop No. 3

### IDEAS, STRATEGIES AND MATERIAL





**Annex 12**

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**CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS**

**Workshop No. 2: Recognizing and avoiding stereotypes to obtain Intercultural Communication**

**OBJECTIVE:** Reflect about cultural differences and be conscious about how stereotyping affects communication

**Dear Teacher. We thank to you because with your answers, you can enrich our Research study**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Before the session:**

**1. Please, answer the following questions and explain your answer:**

A. Do you tend to generalize when you talk about different cultural aspects of a foreign culture?

Yes \_\_\_\_\_ No \_\_\_\_\_ . Explain:

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B. Have you thought about the cultural diversity in your classroom as a tool to be used for your English Teaching processes?

Yes \_\_\_\_\_ No \_\_\_\_\_ . Explain

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**After the session:**

1. Please, answer the following questions:

A. Do you think that students have stereotypes towards their partners who are from different regions of Colombia or who have different beliefs from them.

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Describe the strategies you consider relevant to implement in order to identify and avoid stereotypes in the English classes?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you**

## **Annex 13**

### **The Circuit by Francisco Jiménez.**

The Circuit by Francisco Jimenez is about a Mexican boy named Francisco and his family. They cross the border from Mexico to California for a better life as migrant workers. They pack up and move each season to find work only to endure hardships and the struggle of having to start over every few months.

Francisco and his family pass under a wire fence to steal across the border from their native Mexico to California. Once they arrive, work is hard to find. Papa and Roberto, Francisco's older brother, are migrant workers who pick cotton, strawberries and grapes when in season. They move from place to place, eventually ending up in Tent City, a migrant worker camp of tent homes, in Santa Maria. There is no electricity or plumbing. Francisco attends his first American school there. Much to his surprise, his teacher does not speak Spanish. Everyone speaks English and he must too. Francisco mostly stays in his own thoughts during class time and does not accomplish much. He wins a blue ribbon for his butterfly drawing, but he must repeat the grade.

Francisco's new baby brother, Torito, gets very sick and almost dies in Tent City; it is a miracle he lives. The family keeps moving all over California to find work. Francisco wants to have his own cotton sack very much so he can pick with Papa and Roberto to help out the family. Although he fails at the first attempt, he does get a sack. He joins Papa and Roberto picking in the summer months and during certain seasons. He grows tired of picking and instead focuses on the grammar rules of English.

Francisco continues to attend school and starts to learn English words. His favorite teacher, Mr. Lema, sits patiently with him and helps him learn English words during lunch. He promises to show Francisco how to play the trumpet the next day, but Francisco's family leaves town that day. Meanwhile, Mama keeps giving birth to children.

Francisco is excited because the family finally moves back to Bonetti Ranch in Santa Maria. It is an old barracks settlement, but it is a home to him. Papa cannot work anymore due to his bad back. So Roberto gets a janitorial job in the school. This means the family can stay in Santa Maria. Everyone is happy.

Francisco goes to school and starts to learn more English in the eighth grade. His big class assignment is to learn a portion of the Declaration of Independence. He memorizes it and is excited to recite it to his teacher. As he sits in class that day, immigration comes in and gets him. Francisco sits in the back of the immigration car as they go to find Roberto.

**Adaption taken from <http://www.bookrags.com/studyguide-the-circuit/#gsc.tab=0>**



## Annex 14

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CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

### Workshop No. 3: The Influence of non-verbal communication in the Intercultural encounters

**OBJECTIVE:** To recognize the elements and importance of non-verbal communication in cross cultural interaction.

**Dear Teacher. Thanks for your time and effort during this workshop, with your opinions; you can enrich our research study**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Before the session:**

1. Please, answer these questions and explain your answer

A. Have you realized about the influence of Non-Verbal cues in communication?

Yes \_\_\_\_\_ No \_\_\_\_\_. Explain:

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B. Have you developed in English class the use of non-verbal cues as an essential tool to have a successful communication?

Yes \_\_\_\_\_ No \_\_\_\_\_ if so, explain how:



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**After the session:**

2. Please, answer these questions

Do you think that teachers and students have different non-verbal cues that could cause a lack of communication or difficulties during the process of getting the message across? Yes\_\_\_\_  
No\_\_\_\_ Explain

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Describe some pedagogic strategies you could implement in your English class in order to make that your students identify, analyze, compare and contrast the non-verbal cues used for different cultural groups from their own. Please, be specific.

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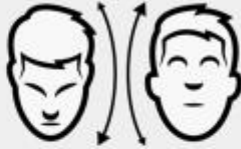


THANK YOU

## Annex 15

# BODY LANGUAGE DIFFERENCES AROUND THE WORLD



Taken from <http://www.theglobal.com/photos/albums/107/body-language-differences-around-the-world>

HEAD		
<p>Nodding your head generally means agreement or approval.</p>		<p>But <b>Bulgarians</b> and <b>Greeks</b>, for example, are known for their unusual manner of saying yes and no: Nodding up and down signifies a negative.</p>
EYES		
		
<p>Good eye contact is expected in the <b>West</b>. Strong eye contact is most notable in <b>Spain, Greece, and Arab</b> countries.</p>	<p><b>Finns</b> and <b>Japanese</b> are embarrassed by another's stare, and seek eye contact only at the beginning of a conversation.</p>	

Annex 16

The **Portuguese** tug their earlobes to indicate tasty food, but in **Italy** this gesture has sexual connotations,



...and in **Spain** it means someone is not paying for their drinks.

## NOSE

A hearty nose blow into a handkerchief is typical in the **West**, while public nose blowing is frowned upon by the **Japanese**.



Tapping your nose means "confidential" in **England**, but "watch out" in **Italy**.

## LIPS



In some cultures – **Filipino**, **Native American**, **Puerto Rican**, and many **Latin American** cultures – people use their lips to point, instead of a finger. In the **West**, people often kiss when they meet or when they say goodbye; in many **Asian** countries, it is considered too intimate of an action to be displayed in public.



## ARMS

Many cultures use their arms freely, as in **Italy**, where they often wave their arms around when talking, or the **US**. But **northern Europeans** find it hard to tolerate gesturing with the arms,



associating it with insincerity and over-dramatization. In **Japan**, gesturing with broad arm movements is considered impolite.

## HANDS

The **American** "goodbye" wave can be interpreted as the signal for "no" in many parts of **Europe** and **Latin America**.



The **Italian** goodbye wave can be interpreted by **Americans** as "come here." The **American** "come here" gesture can be seen as an insult in most **Asian** countries.



In **Malaysia** it is taboo to point with your index finger, but you can point with your thumb. "Thumbs up" is used in many cultures, none more so than **Brazil** however,



...where the signal is used everywhere. However, it's a rude sexual signal in some **Islamic** countries, **Sardinia**, and **Greece**, and can signify the number "1" in **France**.

## LEGS

Sitting crosslegged is common in **North America** and some **European** countries,



...but it's viewed as disrespectful to show the sole of your shoe to another person in **Asia** and the **Middle East**.

*Thanks for sharing*



*Bored*

*If you have any  
question or suggestion,*



*Angry*

*Could you repeat  
again, please?*



*Happy*

*What a beautiful  
present!*



*Sad*

*Don't worry. I know  
you are sorry. I  
apologize to you!*



*Perfect*



Annex 16

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CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

**Workshop No. 4: Compare and Contrast to enrich my own cultural Identity**

OBJECTIVE: To recognize and enrich teachers own identity throughout the interaction with other cultures.

**Dear Teacher. Thanks for your time and effort during this workshop, with your opinions; we can enrich our research study.**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Before the session:**

1. When you have worked cultural activities in the English class, have your students compared and contrasted them with their own cultural identity? Yes \_\_\_\_\_ No \_\_\_\_\_.

Explain:

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2. Have you developed strategies for getting to know each other's cultural Identity in the English class?

Yes \_\_\_\_\_ No \_\_\_\_\_ if so, explain how:

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**After the session:**

Do you think that a way to enrich students own identity is throughout the knowledge and relationship we have with the other, the different? Yes\_\_\_\_ No\_\_\_\_ Explain how?

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Describe some pedagogic strategies you could implement in your English class in order to make that your students identify, analyze, compare and contrast. Be specific.

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**Survey applied after session No. 4**

## Annex 17



# Culture and Cultural Identity



## The importance of identity Who am I?



**Multiple  
Identities**





## Definition of Identity:

“the reflective self-conception or self-image that we each derive from our family, gender, cultural, ethnic, and individual socialization process” (Ting-Toomey).



## Three levels of identity (Hall):

Personal (what makes us unique)

Relational (our relationships with others)

Cultural, Communal or Social (large-scale communities such as nationality, ethnicity, gender, religious or political affiliation)





## Selected Social Identities

**Racial Identity** – a socially constructed idea that still persists in the United States

**Ethnic Identity** – derived from a sense of shared heritage, history, traditions, values, area of origin, and sometimes language

**Gender Identity** (different than sexual identity) – how a particular culture differentiates masculine and feminine social roles

**National Identity** – the nation/country one was born into ( or a sense of place)



## Identity in Intercultural Interactions

“Cultural identity is a focal element in intercultural communication” (Imahori and Cupach).

In intercultural communication, participants will have to search for a middle ground between their different communication styles.

With so many intercultural marriages, many US youths consider cultural diversity as a normal part of social life. “There is a growing willingness—and ability—to cross cultures, where one’s personal identity is shaped more by cultural preferences than by skin color” (Kotkin and Tseng).



## The dark side of identity

**Stereotypes**- categorization that mentally organizes your experience with, and guides your behavior toward, a particular group of people.

**Prejudices** – are deeply held negative feelings associates with a particular group (anger, fear, aversion, anxiety).

**Racism** – an extension of stereotyping and prejudice. The belief that one race is inherently superior to another; “genetic endowment.”

**Ethnocentrism** – one’s own culture is superior to any other.

## Mafranza Bester English Teacher

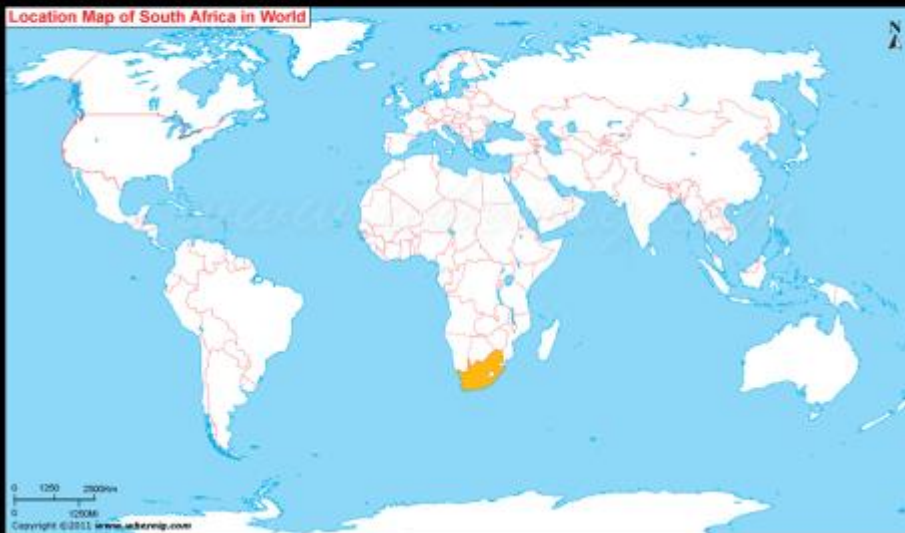
Annex 20





SOUTH AFRICA

WHERE is South Africa located?



South Africa is the Southeast part of Africa



South Africa is divided by 9 different states.



WE ARE CALLED THE RAINBOW NATION!



South Africa has many beautiful destinations...



I LIVE HERE!



In South Africa we have a lot of wildlife



And no... Lions, Elephants, Giraffes and Cheetahs  
do not walk in the streets!



Who can name the BIG 5?





Our National flower... The Protea



Like Colombians, South Africans love meat and love a good old BBQ



Here is some other cuisine we love to eat



We have a passion for sport



## Questions???

- 1. How many official languages are spoken in South Africa and in your Country?
- 2. Name 3 animals of South Africa and Colombia?
- 3. Name one thing South Africans like to eat and one thing Colombians like to eat?

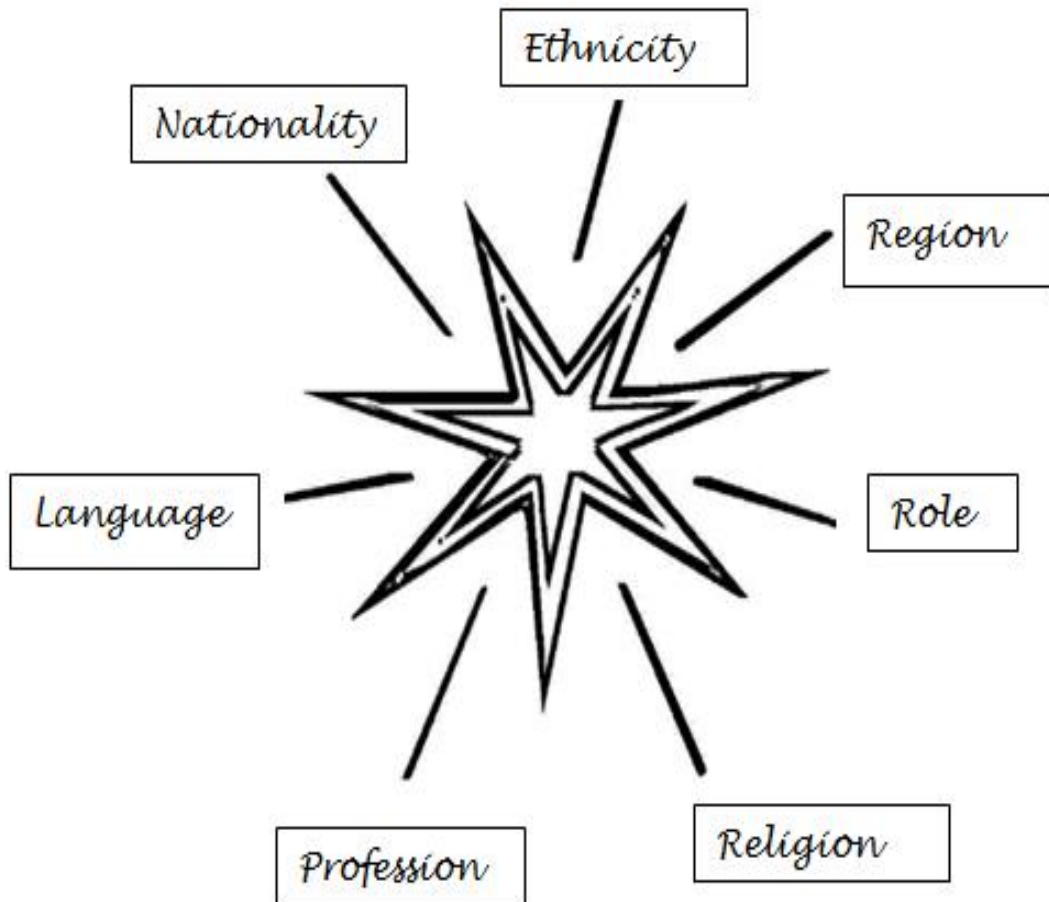
Thank you for  
your attention!

## Annex 18

### Artifacts and Identity / Compare and Contrast

Artefact/ Factor	South African Description	Your own Culture
Customs / Dress		
Dances		
Song / Music		
Language/ Dialect		
Cuisine		
Nature / Landscape		
Fauna		
Flora		
Sports and Sporting Events		
Festivals and Holidays		
Qualities of People		

## **ASPECTS OF IDENTITY**



**Figure (xx) Adapted from Holliday (1998)**



## Annex 19

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CENTRO DE INVESTIGACIONES E INSTITUTO DE POSTGRADOS

### Workshop No. 5: Materials and Sources

**OBJECTIVE:** To present some virtual activities and material to contribute to the teachers' enrichment of the Intercultural Communicative Competence in the English class.

**Dear Teacher. We thank to you because with your answers, you can enrich our**

#### **Research study**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Before the session:**

1. Please, answer these questions and explain your answer

a. Do you consider that it is important to use different materials and sources for your English classes?

Yes \_\_\_\_\_ No \_\_\_\_\_ Explain:

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\_\_Do you think about virtual platforms and commercials as relevant tools which let the enrichment of ICC in your English Classes?

Yes \_\_\_\_\_ No \_\_\_\_\_ Explain

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**After the session:**

2. Please, answer these questions

Do you think that is important to design and look for different materials and activities apart from the books for the English classes? Explain

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Mention some different activities or materials that you would like to create for the improvement of the environment in your English classes

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**Thank you**

Annex 20

Knowing me and the others

<p>1. Explain the origin of your name</p> <p><b>NAME</b></p>	<p>2. Explain the origin of your last name</p> <p><b>LAST NAME</b></p>	<p>3. How old are you?</p> 	<p>4. Talk about your family</p> 
<p>5. Where are you from?</p> 	<p>6. Do you like to read? What are your favorite books?</p> 	<p>7. Do you have any pet? Describe it</p> 	<p>8. What is your favorite job? What profession do you like?</p> 
<p>9. What is your hobby? Describe it.</p> 	<p>10. What kind of tv programs or movies do you like?</p> 	<p>11. What cities or countries have you visited or would you like to visit?</p> 	<p>12. What are your favorite sports and your favorite sport teams?</p> 