

**VIDEO CALLS INTERACTION BETWEEN SECONDARY  
STUDENTS AND FOREIGN TEACHERS: AN EXPERIENCE ON  
INTERCULTURAL AWARENESS**

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**FACULTY OF EDUCATIONAL SCIENCES**

**MASTER'S DEGREE IN EDUCATION WITH EMPHASIS**

**ON ENGLISH DIDACTICS**

**BOGOTÁ, D.C.**

**2017**

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## **Abstract**

The current research project was born from the need to develop students' Intercultural Awareness (ICA) in the English class in secondary students of a school in Bogota. One of the proposed objectives was: planning, developing and evaluating some Oral Interactions through video calls, a Computer Mediated Communication tool, to establish their impact on EFL students' Intercultural Awareness. The basis of the proposal was Blended Learning (BL), in which six lesson plans based on TBL combined with video calls facilitated some oral interactions in English with foreign teachers.

It was a qualitative study following the steps of an action research. The interpretive analysis of the results followed the Grounded Theory Approach and through the data triangulation of three sources the following findings were produced: first, video calls with foreign teachers gave the learners important elements for reaching a higher development of their Intercultural Awareness. Second, by developing the students' ICA their oral interaction skills enhanced, and, in that way, they were more likely to establish an effective communication.

## **Resumen**

El presente proyecto de investigación surgió de la necesidad de desarrollar la Conciencia Intercultural en la clase de inglés en estudiantes de secundaria de un colegio en Bogotá. Uno de los objetivos propuestos fue el de planear, desarrollar y evaluar ciertas interacciones orales a través de videollamadas, una herramienta de Comunicación Mediada por Computador, para establecer su impacto en la Conciencia Intercultural de los estudiantes de inglés como lengua extranjera. El eje de la propuesta fue el Aprendizaje Combinado (BL por sus siglas en inglés), en el cual, seis planes de clase fundamentados en

Aprendizaje Basado en Tareas, fusionados con el uso de videollamadas, facilitaron la interacción oral en inglés con profesores extranjeros.

Este fue un estudio cualitativo que tuvo en cuenta los pasos de una investigación acción. El análisis interpretativo de los resultados se basó en la Teoría Fundamentada, y, a través de la triangulación de los datos provenientes de tres fuentes surgieron los siguientes resultados: primero, las videollamadas con profesores extranjeros les proporcionaron a los estudiantes elementos importantes para lograr un mayor desarrollo de su Conciencia Intercultural. Segundo, al desarrollar la Conciencia Intercultural de los estudiantes, se potenciaron sus habilidades de Interacción Oral, y, de esta manera, se facilitó el establecimiento de una comunicación efectiva.

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Amparo.

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Sandra.

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## Introduction

The current situation of the world has laid on the table topics as migration and cultural differences and at the same time the need of the development of Intercultural Awareness (ICA) in order to allow people not necessarily to overtake, but to respect those differences. From the context of EFL and starting from some of the particular needs of the target population, eighth graders of a school in Bogotá, we decided to focus on the students' oral interaction, which is probably one of the most demanding aspects for them. Having in mind the previous statement, it is important to take the students into a kind of immersion in a real environment, but as there are a lot of limitations of time and money to travel abroad and taking advantage of the technological era, as researchers, we have decided to bet on a Computer Mediated Communication (CMC) tool, specifically video calls, to reach the mentioned purposes.

The XXI century is marked by globalization, a phenomenon that implies big challenges for citizens; school as a scenery of formation of human beings, is necessarily involved in it. Before the arrival of computers and internet to our lives, it was more difficult to establish an intercultural communication, since the net facilitates the access to people and information all around the world. The new situation demands from both teachers and students the development of some competences to face it in a successful way. First, about teachers, most of the contemporary pedagogical movements suggest that they must be leaders who guide the learning process, who must be open to the demands of a changeable world and ready to adjust their pedagogical practices according to the needs of the particular learners and context. Second, about students, they require certain life learning skills such as: the knowledge and use of new technologies that have brought along with a

change of paradigm, since new generations are constantly called to manage distinct situations and realities; the learning of other languages that facilitates access to knowledge and interaction with people around the world breaking physical and mental boundaries; and the development of ICA, a fundamental competence to promote the understanding of other's culture and the construction of a more egalitarian society.

In general, when studying a language, four skills are developed: speaking, listening, reading and writing; but it involves not only the acquisition of a set of grammar rules, it also integrates value systems, social codes and cultural identity. That is why the teachers-researchers consider ICA a cross-cutting dimension that should be taken into account when learning a language.

Having the previous statement in mind, we consider that people need a high development of Intercultural Awareness in order to understand social and cultural rules, key elements for establishing an effective communication. We are convinced that interaction with other cultures facilitates students to widen their perspective of the world and develop their comprehension of others, essential aspects having in mind the current situation of the world and specifically in the Colombian context (referring to the peace process which is in progress, migration from Venezuela, among others). People who do not evidence this consciousness in their relationships or that have it in a low level of development will probably have difficulties when interacting with others and especially with people from foreign cultures.

Since the implementation of Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, in 2006, which are based on the scale presented in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), the Colombian government has given certain importance to the intercultural aspect

when learning a foreign language, since it has implemented some programs in which students and teachers have had the opportunity to interact with foreign people and cultures; for example, in 2015, 24 students of public schools in Bogotá traveled to the United Kingdom for three weeks and in 2016, 100 ninth graders were in an immersion program in the United States. In fact, one of us has recently traveled to the United Kingdom for eight months with the support of Ministerio de Educación Nacional and the other was in charge of an immersion room where she had a foreign language assistant from 2013 to 2016. Based on these personal and professional experiences, we think it is relevant to develop projects that promote the mutual understanding between cultures and generate social dynamics in favor of inclusion and equality, leading to the consolidation of a multicultural society built from diversity.

Meanwhile, we work in two different public schools of Localidad 18, Bogotá, Colombia, one all-girl and the other a coed school, we decided to develop the project in the coed school, due to its specific characteristics, which are going to be described as follows:

It is a school located in El Libertador neighborhood in the south of the city, which is a residential and commercial area. The school pedagogical model is formativo-significativo and it has an emphasis on systems. Specifically, referring to the school English curriculum, it has as its main objectives the development of students' communicative skills (reading, writing, speaking and listening) which allow them to use what they have learnt in class in different contexts and to help students becoming integral human beings, who play an active role in their own learning process.

Besides, the school did not count with a guide book for the English class, what made more demanding the teachers' work; but at the same time, it gave us the possibility to

choose or design our own material. It allowed us to take into account the real world and interests of the students and the environment where they were interacting. Moreover, eighth graders had four English classes per week, 55 minutes each, and they used to attend to a specific level according to a test applied to them (beginners, intermediate, advanced).

This research project was developed with the advanced level of eighth grade. This group was composed by 18 students, 11 boys and 7 girls whose ages were between 12 and 15 years old. The group was split up during the first academic semester of 2017 due to some school's internal changes, however, the English teacher kept being the same for the eighth-grade pupils. The teachers leading this research chose this group when they were in sixth grade because this was the first-time students had an English teacher, since in elementary school they had only one teacher for all the subjects. It means that sixth grade could be considered the beginning of their English learning process and it is interesting to start a pedagogical strategy from that point. Furthermore, adolescence is the time in which people develop the own identity and in general it is a period in which teenagers acquire certain important elements needed for facing their future lives, so, we think it is a perfect moment for strengthening some cultural and intercultural abilities from the English class.

In addition, the advanced level was chosen, not only because one of the researchers is the teacher of that group, but because generally it has been observed that students classified in that level were characterized by their interest and high motivation towards the English language, they were very receptive and engaged with their learning process. This fact contributed to the execution of varied activities and projects with this population. Another interesting aspect of this group was that it was composed by students coming from different regions of the country, with their own traditions and beliefs, what made this group rich in diversity. This multicultural environment favored the development of this project

since we hoped to impact the intercultural awareness not only towards foreign cultures but towards the own one.

Initially, we observed some behaviors of the students which affected the normal development of the English class: they used to make fun and reject classmates who had a differential characteristic such as a physical condition, a learning difficulty, birthplace, some beliefs and traditions, or sexual and religious orientation. Additionally, through the field notes taken by the English teacher of the group (also researcher), we noticed that they were afraid of participating in the English class because of their classmates' comments and attitudes, what mainly affected the pupils' oral interaction. Besides, the teacher (taking the field notes) reflected about the importance of working more listening and speaking activities with the group, since the pupils used to demonstrate a good performance in reading, writing and use of English, but, their main weaknesses were in their oral interaction skills.

We decided to apply an Intercultural Communicative Competence (ICC) test, (**Appendix A**) in order to have a clearer idea about the students' ICA and confirm the teacher's observation. For example, when asking the participants about a hypothetical situation in which an Argentinian family talks too fast and simultaneously that their interlocutor is not able to understand what they are saying, most of the students chosen options that suggested that the Spanish spoken by the Argentinian family is not correct. It evidenced an ethnocentric attitude from most of the pupils who think that their way of speaking is the only right one, to the point of assuring that the others have to learn it.

Besides, when posing to the students a hypothetical situation in which a Guatemalan student gets so close to his classmates while talking to them, the vast majority of the respondents chose options that insinuated that the foreign pupil had any kind of problem,

that this was a non-normal attitude. From the previous result, it could be deduced a difficulty to understand a characteristic or attitude different from the majoritarian accepted in a specific context. In general terms, based on the answers given by the pupils in the nine questions focused on the cognitive dimension of ICC (1, 8, 9, 10, 11, 13, 15, 17, 18), most of them chose the options 1 or 2, which suggested some rejection to communicate with people who were considered by them as “weird” or different.

The exposed outcomes made us to think that if these pupils experienced situations as the ones described, they could have problems to interact with people who do not think or act as they do. The previous statement does not apply just for the experiences with foreigners, but, it could apply also to their classmates, friends, relatives and every person they could have contact with, having as consequences difficulties in their social life such as: less harmonious relationships, troubles while making new friends or keeping them, little acceptance from a determined group or person, among others. These findings supported what the observation of the teacher suggested, that they have some difficulties to understand and respect some characteristics of other cultures or people. Those students used not to be very conscious about the role that people’s attitudes, beliefs and values play when trying to establish an effective communication, situation that has been evidenced in the dynamics of their English classes and that affected their normal course as explained above. In addition to the previous factors, the school English syllabus mentions the importance of developing the students’ Intercultural Awareness but it is not a well-developed aspect in the English classes, becoming an opportunity to close the gap between the established goals and the real practices.

Moreover, this project emerged from a personal and professional interest of us as researchers. We have recently lived some experiences in which we met certain foreigners

and even one of us lived abroad for some months. These experiences sparked a special interest on the topic of Intercultural Awareness because we discovered that, on the one hand, the accents are so diverse and it is really rewarding to introduce the pupils a rich variety of them. On the other hand, we have reflected about the huge incidence of the cultural aspects when learning a language, we have noticed that in order to reach an assertive oral interaction it is not enough to know the linguistic aspects of the language, but to have a certain degree of ICA, it means that learners must understand that all the beliefs, traditions and worldviews of a society necessarily take part of the learning and of every communicative process that people set out. It is important to underline the possible impact that it could have on the learners' future lives, not only referring to their social skills but to their academic and labor lives, in which the cooperative work has a special relevance nowadays.

The current globalized world offers multiple possibilities that the previous generations did not have like the use of ICT, which facilitate the communication with people and cultures all around the world. Besides, as the teachers-researchers noticed that this particular group presented some problems in the oral interaction skills, they thought about the possibility of contributing to its development while working the learners' ICA at the same time.

Apart from the field notes and the ICC test applied to the learners, they participated in a preliminary semi-structured interview, through which the teachers-researchers inquired about the students' interests and needs as part of the exploration of the research question. The students demonstrated being willing to communicate with foreigners, since most of them had never met one, they mentioned some possible strategies to practice English and at the same time explore their ICA, among the tools they mentioned it was Skype. The current

project has considered video calls as an essential tool, since in our opinion it is one of the most complete ones. It allows not only to talk and listen to the interlocutors in the foreign language, (giving them the possibility to improve their oral interaction skills) but, to watch them in real time, therefore, it lets people to have access to the context in which the participants are immersed.

Taking into account the previous information, the problem was established as follows: **the need to develop students' Intercultural Awareness in the English class.** And therefore, the scientific question was “**How could video calls Oral Interaction with foreign teachers impact secondary students' Intercultural Awareness, in a school in Bogotá?**” In this line, the object of study was “Intercultural Communicative Competence in EFL”, and the field of action was “Students' Intercultural Awareness in the English class”.

Consequently, the main objective was **to establish the impact of video calls Oral Interaction with foreign teachers on secondary students' Intercultural Awareness, in a school in Bogotá.** In order to achieve it, the next specific objectives were laid down: first, to establish the current state of eighth grade students' Intercultural Awareness; second, to analyze the scientific literature about the topics; third, to design, implement and evaluate the proposal to offer a solution to the established need.

Accordingly, our proposal to reach the previous goals consisted in using a Computer Mediated Communication tool, specifically video calls, for learners to talk to foreign teachers about differences and similarities that they find between cultures based on topics suggested by the children. In our opinion, if the topics were chosen by the students, it would be easier for them to engage in the interaction and it would definitely be more meaningful for them. Furthermore, we planned the sessions followed by reflection in which the students could express their feelings and impressions about the oral interaction



experience.

Under these circumstances, the project was an action research. The participation of two researchers offered different points of view which gave more validity to the results and analysis of the information. Moreover, as the project had an external observer, who was another English teacher, it let us have a feedback and a more objective analysis, avoiding some possible biases in the data interpretation.

We, as teachers-researchers, are convinced that if students know their own culture very well and they have the possibility to compare it with others; they may find more valuable what they have and who they are. Through the knowledge of another language and another culture the students could expand their knowledge of the world, the awareness of the own culture and they could strengthen their identity. We think that learning a language is not conceived without involving the cultural aspects and that is why this proposal looks for the development of Intercultural Awareness to help in the formation of tolerant, respectful and capable of living in the XXI century citizens. Additionally, it is hoped to impact the learners' performance in English, especially their oral interaction skills, since, due to its characteristics, the chosen tool facilitates their development.

The justification of the current research is outlined as follows: As teachers, it is important to help students and give them some strategies to face today's world, which has special characteristics and challenges like the fast-paced life, the need of handling with all the information available online, the ease of having contact with any person without regard of the physical distance, among others. Specifically, the FL classes are the perfect context for introducing the intercultural aspect, since students establish contact with diverse cultures, ways of thinking, traditions, among others. We consider that there are a lot of advantages of including interculturality in an English program, such as: knowing the

culture could favor an effective communication among the interlocutors, making the pupils aware of the importance of the culture when learning a language enriches that process, the knowledge and understanding of a foreign culture facilitates the recognition of the own one and the construction of a stronger identity. We think that a skilled student in the intercultural aspect may open his/her mind and may be ready for new experiences. It is possible that a person who has a developed Intercultural Awareness respects the difference and cultivates some values needed for life.

Moreover, through the implementation of the current project, apart from impacting the students' ICA in a positive way, we hoped to contribute to the development of their English level, more specifically, to their oral interaction skills. The implementation of this project was important because learning English is essential nowadays, since this is the most commonly taught as a second or foreign language in many countries around the world and it is necessary for the students to be more competent. We are convinced that with a good English level, students could have better academic and professional opportunities.

It is known that the globalization phenomenon mentioned before has included several new technological tools, and in the last years in the country the use of Information and Communications Technology (ICT) in the classroom has been promoted insistently from multiple fields. Children and teenagers are familiarized with them, since they were born in this era. Additionally, as the teachers-researchers noticed that the students required a harder work on their oral interaction skills, they started thinking about tools which could contribute at that respect. Having the previous circumstances in mind, it emerged the idea of using video calls, as a Computer Mediated Communication (CMC) tool, to impact the Intercultural Awareness and, at the same time, their Oral Interaction, without leaving the classroom.

We had never used video calls in our classes and we wanted to see if interaction with foreigners through it contributed to the development of ICA without saying that it was the only way to develop it. We considered video call a great option because it allowed an interaction person to person without the limitation of distance; and we thought it was a good tool for setting out on a virtual travel. Moreover, it offered the possibility to bring not only the person but the context to the classroom, as long as, the foreigners were able to show the students the settings, environment, objects and situations in real time.

The implementation of projects using ICT was pertinent in this school, taking into account that its emphasis was technical in systems and the school promoted the interdisciplinary work among the distinct subjects. Moreover, we thought this project fitted the purposes of this master program, since it stimulated the use of didactic proposals in the English teaching process.

Finally, it was essential to recognize that if research projects in the field of Intercultural Awareness were not developed, students could continue having the same needs at the moment of interacting with others, in English, or even in their mother tongue. The students of El Libertador School in Bogotá needed to explore this facet, since it could help to the formation of integral citizens, tolerant, caring, with a strong identity, capable of solving problems in a peaceful way, able to respect varied people and cultures, and in this way, they were probably going to become citizens who contributed to a harmonious coexistence.

## Chapter 1

### Literature Review

The purpose of this literature review is to establish the theoretical framework of the project which has as its foundation the next constructs: Intercultural Awareness (ICA) in EFL, Oral Interaction in EFL learning process and Computer Mediated Communication (CMC) in EFL. For reaching the needed theoretical basis it was necessary to read some studies strongly linked to the problem in order to establish the developments that existed at that respect.

#### 1.1 Previous studies

In an international framework, we have analyzed three studies:

First, the authors of this paper read a doctoral thesis by Baker, W. (2008). The research was a case study in Thailand, it made reference to the importance that English language teaching was getting in Asian contexts at that moment, because this language was used as a means of intercultural communication in the continent. The author considered the importance of the particular needs of each local context and argued that “an essential element in fostering successful intercultural communication is developing cultural awareness as part of English Language Teaching pedagogy”.

The dissertation first talked about English language practice and the way of teaching in Asia. It took into consideration the role that cultural values and beliefs play in language teaching and learning in Thailand and in Asia in general. Afterwards, it referred to the relevance of cultural awareness inside the English Language Teaching classroom and the impact of English on education policies of Asian countries, given that it was a compulsory

subject in all the countries examined during Baker's research.

Hence, cultural awareness was defined in the document as “a conscious understanding of the role culture plays in language learning and communication” considering that the learner can develop this understanding as a set of skills useful to communicate across cultures and to know about them. The previous statement means that pupils need cultural awareness mainly to understand their own culture and language and then to interact with people from diverse cultures.

Second, a research article by Kourova, A. and Modianos, D. (2013). The study was carried out with American apprentices of Russian at the University of Central Florida (UCF), and Russian learners of English at Lyceum #7 in Novocherkassk, Rostov-on-Don. The objectives were: to promote learners' intercultural awareness, to define cultural identities and work on eliminating prejudices as well as to consider teaching and learning a foreign language as the means to enhance the comprehension and acceptance of dissimilar cultures.

The research was developed by the two teachers for two years and it consisted in establishing some connections between the groups made principally by email and Skype. The first year was named “Breaking down Barriers” and was dedicated to the knowledge of participants at personal, institutional and cultural levels with some short presentations to show what the undergraduates had learned about their peers, and the exchange of letters, gifts and artefacts, with the aim of recognizing and valuing their own culture and building their identity.

In the second year, the pupils worked on subject-specific projects. One of the most important and forward-looking projects was the collection, translation and writing of traditional folktales coming from each local area and collected by them through interviews

to obtain a final booklet with the traditional stories in order to share them with the foreign school. Additionally, the participants had the opportunity to make drawings to show relevant elements of their own culture as festivals and clothes, together with traditional artefacts representing the cultural heritage of each country.

As the main findings, the paper showed the way in which the teaching of English and Russian as a foreign language in each context helped trainees to realize the values of their own culture as well as to foster their sense of identity and pride in their cultural heritage. It exposed how people can develop positive attitudes toward cultures which are unlike and finally the fact that by knowing and recognizing the own culture and values it is possible to respect and accept the difference.

Third, the doctoral dissertation by Zhang, J. (2015). The study was developed with international students, who have been accepted into a U.S. higher education institution but have not yet arrived. It had as a purpose to find out the effects of video-conferences through Skype on improving international students' intercultural communicative competence before being enrolled to a public university at the United States, through the interaction with already enrolled American university students.

The author noticed that international students had difficulties when interacting at the university because of different causes, among them, the lack of intercultural communicative competence. The study was focused on students' perceptions in two moments: the previous summer before moving to the U.S. and the three months after their arrival to the country. Zhang based her work on Byram's 1997 model and she used a self-developed intercultural communicative competence inventory to gather pre- and post- data from two groups: a treatment and a comparison one.

The findings showed that videoconferencing provided paralinguistic cues such as

body language and facial expressions which facilitated meaning comprehension and the images created a natural interaction environment. International students described some factors that contributed to meaningful virtual intercultural communication: motivation, previous intercultural experiences and learning from each other.

In short, the authors above were concerned about the development of the intercultural competence in an EFL learning process. They were especially interested in the cultural awareness of the learners highlighting the importance of cultural values and beliefs while learning a language and they conceived it as a means to enhance the understanding of cultural diversity. The third paper is the most linked to this project because the proposal included the Computer Mediated Communication tool: video call, as a facilitator of the interaction process between cultures.

In a national context, we have considered the following works: firstly, a research project by Romaña, Y. (2015). It was developed in a group of 12, EFL adult learners, in the language institute of Universidad Distrital Francisco José de Caldas (ILUD). According to the author, “This research aimed at promoting EFL adult A1 learners' speaking skill through Skype™ conference calls out of classroom settings”.

One of the findings of the project was that Skype influenced learners' speaking, as long as undergraduates who participated in that project admitted that “The Skype™ conference calls helped them practice their language skills and at the same time expand their social relationships, not only with their classmates but also with other people they knew from diverse contexts”. A second finding was that learners used the language as a means of constructing their social networks. It was found that video calls enhanced fluency and the language course contents.

Secondly, a research article by Guerrero, M. (2012). The research was carried out

with two kinds of population: 25 Spanish foreign language learners at Fordham University in New York City and 25 English foreign language speakers at a university in Bogotá, Colombia. It was a pilot project whose main aim was to analyze the use of a synchronous communication tool, specifically Skype. The author was focused on the participants' attitudes when interacting with native speakers. One of the findings of the study was that the apprentices felt more interested in holding a conversation with a native speaker using the target language rather than making some language activities or writing exercises.

Another important finding was that the population not only could practice the language but it was able to learn aspects of the interlocutors' culture. This study is strongly related to the current research because both, the written by Guerrero and our project, have included the use of video calls as a useful means of interaction with natives, but also because the authors have given a high relevance to the cultural component. However, the differential characteristic of the studies is that the one developed at Fordham University was between peers, with similar ages, but this work has included high school students from Bogotá and foreign teachers who work in high schools in their countries.

Thirdly, a master's thesis by Suarez, K. (2015) developed with 15 participants of seventh grade at a school in Bogotá. She pursued the development of Intercultural Communicative Competence in the group of students by using the Pen Pal web tool. The author proposed to reinforce ICC in the target group by giving the children the opportunity to interact by text messaging with students in other countries.

The author observed that the students were not interested in their English classes because of some situations like the absence of English teachers during part of the year, which interrupted the learning process, their difficult social context and the lack of technological tools. She also noticed that the pupils had attitudes of mistreating, lack of



respect and intolerance that they had made part of their normal life.

The researcher focused her work on the need to promote the Intercultural Communicative Competence involving ICTs, due to the attitudes demonstrated by the students during the English classes like the lack of respect and rejection of the things that they considered different, the lack of interest in recognizing other cultures or even their own. The work emphasized the importance of communicating in an effective way in a foreign language, in this case English, and the recognition of the cultural aspects when communicating by means of technological tools.

The cultural exchange was developed during eight weeks by means of the Pen Pal web site ([www.penpalworld.com](http://www.penpalworld.com)), after having obtained the permissions from the principal of the school, the parents of the students and the website authorization. During the first week, the students created their own e-mail and Pen Pal World accounts, and a personal profile; then, they invited and contacted new friends. The second week, the students started chatting with their Pen Pals about aspects of their cultures, exchanging information, so that after five weeks they were able to gather it in a journal where they told their whole experience.

As the main findings of the research, the author placed emphasis on: the great motivation demonstrated by the participant students for using the foreign language to communicate with their Pen pals; their change of attitude facing the recognition of different cultures and their ability to understand similar situations within their own context. An additional finding was an increased recognition of other's individuality and the respect of the own and the foreign culture as consequence of the development of Intercultural Communicative Competence. We, as teacher researchers, noticed that this author initially wanted to use a video call tool and she suggested to do it in future researches, even though

we had already chosen to use that tool before reading her recommendation, we consider of high relevance to take her project as a point of departure for ours because of the marked similarities among them.

These texts are linked to this project because most of the interventions were made through video calls as a tool to enhance students' English skills. Some of the researchers were focused on the cultural awareness of the learners since according to them, video conferences facilitate the communication with foreigners. We found that all the reviewed projects consider video calling an excellent possibility for the English teaching and learning processes, since it lets people establish a direct interaction with all the verbal and nonverbal elements that the context implies.

In a local context, we have found:

A master's thesis by Moreno D. (2015). The research was developed with teachers and tenth and eleventh graders at a school located in Localidad Rafael Uribe Uribe in Bogotá. The main goal was to get an interpretation of the term "citizenship skills" established by the MEN, to offer a critical analysis of the present conditions of these skills in educational institutions, especially referring to the crisis of climate and peaceful coexistence in the schools.

The main findings of the research were: firstly, the way the citizenship skills have been established in Colombian institutions has let essential elements for getting a more critical and contextualized pedagogy on a side. Secondly, recognizing the contexts implies some changes in the practices within the classrooms although it does not necessarily mean to follow the established curriculum or to find a pedagogical option that includes the citizenship skills clearly.

In the same line, the author determined that citizenship skills are possible if there is

a disposition and appropriation of a critical speech in the programs of teachers' formation. The author added that the formation of peaceful citizens requires taking into account the diversity of realities and individualities and he said that unfortunately the teachers do not know what exactly the citizenship skills include and they ignore the particularities of their high schoolers.

Second, a research article by Castañeda, C., et al (2012), who worked as teachers in an elementary school of localidad Rafael Uribe Uribe in Bogotá. They tried to make first grade pupils conscious of the differences in culture between them. To get that, the children took the *mochila* (a traditional Colombian bag) home with a notebook, where they registered personal information about their own life and family, culture and habits, in order to share it with their classmates and families.

In this way, children of the school could learn how to be respectful and tolerant with people of dissimilar cultures and they could be conscious of the differences and similarities among them. The project has obtained awards like “V Premio a la Investigación e Innovación Educativa y Pedagógica del Instituto para la Investigación y el Desarrollo Pedagógico (IDEP)” and the Alcaldía Local funded a friendly physical space for developing the project.

The main achievements of the project were the analysis that the beginners did about their real world and the questions they started asking considering their new intercultural knowledge and skills.

Third, the research developed by Rodríguez, C. (2009), a teacher of Normal Maria Montessori. The main objective of the project was to establish school dynamics in which radio, newspaper, television, video images and ICTs would give young people the opportunity to understand and analyze their world, to be subjects of change in their

communities and to consider the school as the first communicative space.

The author talked about the situation of many teachers that try to teach English outside a meaningful context, since the real life of children is what gives them the opportunity to tell their own stories and share experiences. The context was considered as the most important element to have in mind when motivating someone to express him or herself by means of the school radio and newspaper.

The project started with a group of children and quickly the whole school was involved. The educational community realized that they needed to explore several options in media like computers and networks, and the school started working with 15 more classrooms around the world using collaborative learning strategies, participating in a virtual community.

In brief, these studies are connected with this project as well as they worked on the development of citizenship skills, they tried to make the learners conscious of some differences between cultures and they looked for an impact on communication and English curriculum through the use of a technological tool. We are going to take into account some suggestions and findings of the previous studies in order to enrich the current proposal and give it a greater validity.

## **1.2 Theoretical Framework**

Taking into account the problem and objectives set out, we have defined three main constructs which have supported the whole research process: Intercultural Awareness (ICA) in EFL, Oral Interaction in EFL learning process and Computer Mediated Communication (CMC) in EFL. The current framework is the result of both, the point of view of the researchers and the review of theories and authors around the concepts.

### ***1.2.1 Intercultural Awareness (ICA) in EFL:***

Learning a language does not only imply the development of the linguistic competence, but this process demands from the learner other competences. Fenner (2008) claims that the development of all the socio-cultural competences of the citizens should call teachers' attention all over the world since she considers that in that way it is possible to achieve an integral language learning.

We are concerned about the current situation around the world due to the conflicts that economy, politics, religion, immigration, among other factors, generate between countries. Taking into account that one of the functions of a foreign language is to connect people, and being conscious of the fact that making contact with different cultures could cause some problems, we consider that through a stronger work of the interculturality of the citizens and the promotion of the respect for difference, it would be easier to solve these situations and in this line, it would be possible the construction of a more egalitarian society.

As it can be seen, Culture is a key term for the current project. After reading some authors and based on the personal and professional experiences, we define it as: the ensemble of traditions, beliefs and elements of material culture that identify a particular group of people, which share the same territory and objectives as well as values and worldviews created and transmitted through a common language. In other words, culture is a construction in which languages play a significant role, not as simple means of communication, but they become cultural mediators in people's experiences, they build social codes, expressions, value systems and identity.

Undoubtedly, the study of a culture is a fundamental aspect when learning a

language and it takes on special relevance when it is a foreign one. As Common European Framework of Reference for Languages (CEFR) recognizes, the learner should pay particular attention to the knowledge and culture of that community in which the target language is spoken. The ideal when someone studies a language is to use it in a real context; to talk to other speakers, in many cases native ones; or to access to authentic texts written in that language. As all these uses of the language are strongly permeated by the cultural context in which it is spoken, it is necessary for the learner to develop other aspects, not only the grammar and communicative skills, but certain abilities that let him or her face the possible communicative situations in a proper way.

Byram (2013) recognizes the importance of an appropriate and successful communication. He gives particular emphasis to the social context in which intercultural situations take place nowadays. This author introduced the term Intercultural Communicative Competence (ICC) which “involves the willingness and ability to engage with people of other languages in common pursuits and has both practical and humanistic consequences, the former in rendering communication more effective, and the latter in the form of reflection on one’s own cultures and identities and on the nature of human beings as cultural beings”. As the reader can see, it is a fact that ICC gives people certain elements to expand their worldviews and it makes effective and accurate interactions between cultures possible, in spite of their differences.

For her part, Vilà, R. (2008) underlines the importance of developing this competence for strengthen people’s relationships:

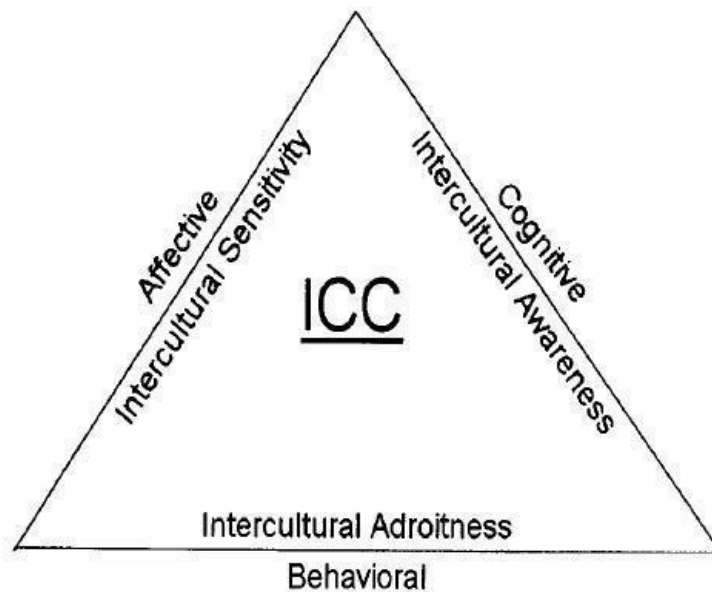
*“El desconocimiento de esta diversidad cultural y su posible incidencia en la comunicación puede ser fuente de obstáculos y dificultades en el diálogo intercultural. Estos obstáculos, junto a las principales diferencias culturales,*

*necesariamente se deben tener en cuenta para favorecer la comunicación intercultural. La diversidad propia de la sociedad multicultural hace emerger la necesidad de desarrollar ciertas habilidades para poder relacionarnos satisfactoriamente con personas que pueden no compartir nuestras creencias, visión de la vida, valores, costumbres, hábitos, estilos de vida, etc. Favorecer la comunicación implica conocer estos aspectos de diversidad cultural y la voluntad de superar las posibles barreras... (p.38). Para la superación de estos obstáculos, tanto personales como contextuales, es necesario el desarrollo y adquisición de cierta competencia comunicativa intercultural” (p.48).*

Many are the authors and researchers that have proposed and developed models of Intercultural Competence, among them, Gudykunst's (1993) Anxiety/ Uncertainty Management Model (AUM), Byram's (1997) Multidimensional Model of Intercultural Competence, Deardorff's (2006) Process Model of Intercultural Competence. For present purposes, we decided to focus on Chen and Starosta's 1996 model shown in Figure 1. It establishes three dimensions of the ICC namely: the affective, the behavioral and the cognitive one. The first refers to the capability of developing positive reactions and feelings towards the cultural differences, at the same time it includes the ability of people to control negative emotions that could affect the communicative process and to avoid judging others. This dimension is represented by the intercultural sensitivity. The behavioral dimension is related to the ability of a person to adapt the own conduct to specific situations and contexts. It means that the person immersed in an intercultural communication is able to develop a flexible behavior to favor the interaction. This dimension is represented by the intercultural adroitness.

For the development of this project, we have focused on the third dimension, the cognitive one. It refers to the ability to know and recognize differences and similarities

between cultures, as well as the sense of consciousness of people about communicative and cultural aspects of the own culture and others. It is represented by the Intercultural Awareness (ICA). This concept was first considered by Byram (1997) as “Critical Cultural Awareness”. According to this author, when approaching to an unknown culture, people need an ability to analyze critically not only the new culture but also the own one.



*Figure 1.* Chen and Starosta’s 1996 model of Intercultural Communicative Competence  
(Taken from: Dai, X. and Chen, G., 2014)

According to Vilà, R. (2012) there are some implicit abilities immersed in the cognitive dimension: the control of uncertainties, alternative interpretations of the reality and knowledge of cultural similarities and differences. The first refers to the adaptation to the new context and the development of a high tolerance to ambiguity, a natural characteristic of the intercultural communication. The alternative interpretations of the reality make reference to the ability of reducing possible prejudices and stereotypes in order to reach a better understanding of the others’ behaviors and make more careful judgements



of people. The third one, as its name suggests, refers to the ability of knowing and being conscious of the own identity, of the similarities and differences with other cultures and of the fact that all of this could affect the interaction with others.

Specifically, the term Intercultural Awareness has been defined by many authors: on the one hand, Yassine (2006) gives especial emphasis to the evaluation of varied perspectives, it means that she considers that people reach an intercultural awareness when they stop thinking that their vision of the world is the best or the only one. On the other hand, Baker (2012) defines Intercultural Awareness as “conscious understanding of the role culturally based communicative forms, practices and frames of reference can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in communication”. As researchers, we agree with Baker’s definition because we consider that the knowledge about cultural aspects is not enough, but it is necessary for people to be conscious of the characteristics of the own and external cultures, at the same time it is essential to use this ability while interacting with others and especially with foreigners.

In our opinion, Chen’s (2009) definition of Intercultural Awareness is the one that better fits the purposes of the current project since the author recognizes that the cultural aspect could affect the communication among people in any situation. He defines ICA as:

The ability to understand cultural conventions that affect how people interact with each other. In other words, intercultural awareness is a process of attitudinally internalizing insights about the predominant values, attitudes, and beliefs of a group of people. As the ability to draw an accurate cultural map, to sort out the cultural theme, or to understand cultural grammars, intercultural awareness proceeds from the level of knowing superficial cultural traits to the level of knowing significant and subtle cultural traits that contrast markedly with our own to the level of how another culture feels from the insider’s perspective. (p.530).

Keeping in mind that this research proposal has been developed within the field of

Foreign Language Learning, it is pertinent to study this concept (ICA) in the educational context. It has been highly recognized the importance of including the cultural aspect when learning a language, for instance, Fenner (2008) considers that the goal of a language learning process should not only be to learn the target language but to develop as an integral person and as a member of a society. For this author, developing ICA in a conscious way in the foreign language class could promote the awareness of the own identity of students and at the same time it could lead to an understanding of the other. For that reason, it is fundamental to establish a dialogue in which it is required to be opened to the change of attitudes and worldviews.

Sellami (2002) has also defended the inclusion of culture as part of the language learning. This author has proposed a three-stage approach in culture teaching, in which the advanced level implies a deep contact with the studied culture. This vision gives a lot of validity to the current research because it has as a basis the oral interaction with foreign teachers through English and as a result a close contact with all the cultural context around them.

We have taken into consideration the multi-perspective approach by Deardorff (2006). She underlines the importance of including multiple cultural perspectives in the development of intercultural competence seen as a long process that should include the self-reflection and the experiential learning beyond the classroom. For her part, Risager (2007) thinks that culture pedagogy should be flexible and open to the interests and needs of students and teachers and one of its goals might be to awaken a sense of world citizenship.

Taking into account the previous information and based in our experiences as teachers and researchers, we have built a definition of **Intercultural Awareness** framed in

the context of EFL, which has been a core for the whole research process: it is a competence in which people become conscious of the importance of the cultural aspect when learning a language but also when establishing an interaction with people from diverse cultures. It includes the ability to know and understand certain differences and similarities between the own culture and else's; it means that through the recognition and comprehension of others, it is possible to better understand ourselves. Moreover, people with a high ICA development will probably: know how to interpret some conducts and situations that could happen in an intercultural communicative process; see things from different perspectives; understand dissimilar traditions and values, ways of thinking or acting and become more open-minded and comprehensive people, who listen to diverse points of view without an ethnocentric position. That capability of being aware of the cultural diversity could leads us, as human beings, to the recognition and respect of the otherness; to an internal growth; to a self-reflection able to reduce prejudices; to a better interpretation of others' behaviors; in short, to a deeper global consciousness that facilitates the communicative processes among individuals, peoples and cultures.

It is important to consider that teachers' roles nowadays go beyond the construction of the students' knowledge but it has a social character in which teachers have to assume responsibilities as being mediators between the students and culture, or, the promotion of values, necessary for sharing with others, overtaking prejudices and stereotypes that affect the harmony and peace. The context of EFL generates a great atmosphere, that teachers must take advantage of, since as exposed above, intercultural awareness must be present in every activity, methodology, task, communicative skill, developed with the learners. Studying a foreign language is the perfect justification and/or environment for working students' ICA, a needed aspect not only for the academic field, but, for their lives in

general; its development gives the pupils tools for facing relationships and contexts increasingly diverse.

The previous topic has served as the basis for moving to another topic which is of similar relevance, Oral Interaction in EFL learning process.

### ***1.2.2 Oral Interaction in EFL learning process:***

As a matter of fact, interaction is a complex aspect that is a constant subject of interest because of its fundamental role in human being's development. As people are born in a group (family, community), they need to build up their abilities not only as individuals but as part of a collective, it includes certain skills necessary for reaching an effective communication. There is no doubt that human beings develop themselves better and learn while being in contact with others. At that respect, Lantolf et al (2015) underline that "The claim is that higher-order mental functions, including voluntary memory, logical thought, learning, and attention, are organized and amplified through participation in culturally organized activity".

Naturally, each individual takes part in certain contexts during the life: the first one is the family, in which children learn some values, behaviors and the language itself in an informal way. Another significant scenery is the school, in which children socialize with some peers and with some adults, the teachers. There, students continue their learning in a formal way, they internalize some social rules in order to understand and read the world where they live. All this process is conducted through language, which works as a means of mediation between the inner consciousness and the social and cultural environment.

From this point, we will refer specifically to foreign languages. According to the

researchers' experiences, in some schools' curricula and practices in our country, the learning and teaching of a foreign language still has a strong grammatical base. However, there are some factors that make the learning of a foreign language more meaningful for pupils, which is the challenge that languages teachers have today. We are convinced that Oral Interaction is crucial in this process. Hall (2009) states: "The premise of this paper is that the interactional practices constituting teacher–student interaction and language learning are interdependent in that the substance of learners' language knowledge is inextricably tied to their extended involvement in the regularly occurring interactional practices constituting their specific contexts of learning".

There are many authors who have tried to define Interaction and one of the most suitable definitions according to the purposes of this project is that given by Brown (2007) who declares:

Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is about. We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. And after several decades of research on teaching and learning languages, we have discovered that the best way to learn to interact is through interaction itself. Interaction is the collaborative exchange of thoughts, feelings, or ideas, between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to "negotiate" meaning, or simply stated, to get an idea out of one person's head and into the head of another person and vice versa. (p.212).

For her part, Ellis (2015) defines social interaction, whose concept is appropriate for the current purposes. Through this definition it is possible to understand why interaction has become such an important element in the context of language learning. He states:

Social interaction is the site in which learning takes place. In sociocultural SLA, interaction is the primary means of mediating higher forms of learning. In sociocognitive theory, learning takes place when interaction achieves an alignment of the mind-body-world. In the conversation analysis approach, conversation is where

learning starts and where it is consolidated. In the social identity approach, interaction is a site of struggle as learner's jockey for the right to be heard and to speak. In language socialization theory, learners are socialized into a community of practice through interaction and, in the process, learn language. Interaction, then, is not just a source of input but it is where learning takes place. (p.285).

Duff and Surtees (2017) have included the natural interaction's feature of being social and in spite of the fact that they center their work on the learning of language, they give a remarkable importance to the interaction outside the classroom, in all the other environments in which the learner interacts. Their higher contribution for our research is that they stress on the multiple possibilities that technology offers nowadays in terms of interaction and especially in the foreign language learning context. These authors' work is even more linked to ours as well as they dedicated a lot of attention to the analysis of synchronous communication.

Even though Duff and Surtees's (2017) theory is mainly focused on SLA, we consider that it could be perfectly brought to the context of foreign language learning. They define social interaction as follows:

We consider social interaction to be relatively unscripted, spontaneous talk in a particular context that occurs between two or more interlocutors who are actively engaged in the verbal activity. This interaction offers L2 practice for at least one of the interlocutors (if not all), and thus, potential opportunities for L2 development. Social interactions can foster mutual attention and situated language use that is both personally relevant and linguistically accessible, and thus is especially rewarding for language learners. Of course, not all forms of social interaction are created equal: each presents different opportunities and challenges for language learning depending on formality, the relationship between interlocutors, the purpose of the talk, and the mode of communication. (p.2).

According to Brown (2007), there are some principles that regulate the interaction in the language classroom:

- Automaticity: The attention is mainly paid on meanings and messages more than on grammar.
- Intrinsic motivation: learners develop a system of self- reward.

- **Strategic investment:** it consists in the use of strategic language competence to make decisions about the way of saying, writing or interpreting a message.
- **Willingness to Communicate:** it is related to the need of taking the risk of failing to produce or interpret meanings.
- **The language-culture connection:** interlocutors need to be “Thoroughly versed in the cultural nuances of language”.
- **Interlanguage:** it refers to the possible mistakes that learners could commit because of the interference of other languages.
- **Communicative Competence:** grammatical, discourse, sociolinguistic, pragmatic and strategic elements participate in the production of successful communication.

Furthermore, the teachers-researchers are convinced that if the interaction is with people from different cultures and countries, it is more rewarding considering that the students are able to learn more than the language itself, but they could recognize the foreign culture and appreciate the own one, while they may develop their intercultural awareness.

Taking as a point of departure the previous concepts, other theories and our own experiences, we have built our own definition of oral interaction, which involves some aspects of the communication established through ICTs, specifically video calls, which was the means used within the project. In this way,

**Oral Interaction** could be considered as a process that includes not just a transaction of information but it goes beyond, it refers to the possibility that, as human beings, we have of sharing ideas with others. It encloses other elements besides words such as: non-verbal signals, gestures, body language, fillers, pauses, hesitations, intonation, that

have an essential function at the moment of establishing a communicative action.

Moreover, there are certain factors that can affect the successful interchange of messages, for instance, an unsuitable context, interferences, the previous relationship established by interlocutors, their moods, among others.

Generally speaking, in the context of learning a language, Oral Interaction plays an essential role, since it allows not only the practice of the target language but it gives the opportunity of sharing some ideas and learning from the interlocutor and the context. When the interaction is with a person of a different culture or someone living in another country, the experience could become richer and the pupil has the possibility to discover cultural aspects in a meaningful way. When bringing foreign people to the class is difficult, technology offers great options, for instance, the use of video calls lets our students interact with people from all over the world without getting out the classroom.

This topic has worked as the point of departure for the next construct which is also important in the framework of the current research: Computer Mediated Communication in EFL.

### ***1.2.3 Computer Mediated Communication (CMC) in EFL:***

Taking into account the phenomenon of globalization in which XXI century citizens are immersed, we consider that the roles of school and teachers require to be redefined and it is necessary to implement methodologies in order the teacher to stop being the unique owner of the knowledge and become a facilitator in the learning process of the students.

An excellent alternative that teachers have today is the use of Information and Communication Technologies (ICTs) which offers several advantages in order to develop more creative and meaningful classes for the pupils. Taking into consideration that children



and teenagers have had contact with ICTs since young age or even since their birth, they handle them with a great ability that older generations (including most of current teachers) do not have as well developed. At that respect, Aflalo (2014) claims: “The perception that the use of computers will raise the teachers’ professional prestige motivates them to integrate computers in teaching, while the position that the computer is not essential to their work leads them to use basic applications that do not alter their role”.

Since technology has made an incursion in almost all the fields of our lives, it has involved certain changes in the environment and even in the way we communicate with others. In this way, Warschauer (2005) considers that “Technology is just a tool, but like all tools, it mediates and transforms human activity. Both, teachers and researchers, need to take into account both, how this mediation occurs at the micro level and also, how it intersects with, and contributes to, broader social, cultural, historical, and economic trends”.

Particularly, in the context of learning a language, in the 60s, it was introduced the term Computer Assisted Language Learning (CALL) to refer to some programs developed to practice a language, but the communication possibilities at that time were too limited; initially, the focus was mainly in contents.

Following Levy and Stockwell (2006), CALL has had three stages since it appeared:

The first stage called behavioristic approach was implemented in the 60s and 70s. It was based on stimulus-response materials, mainly through text. The computer provided feedback to the student according to his or her performance. The second stage took place in the 70s and 80s. It had a communicative approach, in which text, audio and video were integrated to pay a higher attention to the use of language instead of grammar, which was taught in an implicit way. The third stage, developed since 2000, has an integrative

approach, it means that the communicative skills were focused on the accomplishment of tasks and projects. A great contribution of this stage was the possibility of interaction offered by the web.

It is exactly in the third stage of CALL in which the term **Computer Mediated Communication (CMC)** appeared. It includes all the ways of communication through or with the help of a computer. Today, the web offers innumerable possibilities of being in contact with information and people, a situation that was impossible or very difficult years ago; for instance, learners can establish a communicative practice with a variety of speakers around the world. The previous phenomenon implies new challenges for teachers, who should guide the students in order to take advantage of the great tool they have in their hands, especially internet access.

Nowadays, thanks to the evolution of the technological devices, two kinds of communication are possible according to Warschauer (2005): the asynchronous and the synchronous. The first, refers to the communication in which the participants send messages at different moments, it means that the transmitter and the receiver of the communicative process are not necessarily on line at the same time. One example of this is the use of emails. For its part, the synchronous communication includes all the conversations that take place face to face or through a device which implies that the participants obtain and give immediate responses such as telephone conversations or internet chats.

The current era of information and communication is leading people and especially students and teachers to look for new ways of facing and understanding the world, it implies the opportunity to handle new realities through the manipulation of the most helpful tool available: technology. That is the reason why Warschauer and Liaw (2006) consider

“These technologies give learners vast opportunities to use English on a daily basis in meaningful contexts in and out of school”. The practical use of the new technologies for educational purposes gives teachers a range of possibilities to create real contexts for the students to use the foreign language in a significant way.

Another author who emphasizes on the invaluable contribution of technology to the educational field and mainly to the learning of languages is Hubbard (2009), he affirms:

“Technology adds dimensions to the already multifaceted domain of second language learning, requiring new knowledge and skills for those who wish to incorporate it into their professional practice or understand its impact on the language teacher and learner.”

One of the CMC tools that offers great advantages today is video calls, a perfect example of synchronous communication. Fraser (2013) considers that Skype, one of the most popular video calls application nowadays, allows an interaction person to person without the limitation of distance. The teachers leading this research consider video call is an ideal tool for setting out on a virtual travel without wasting time or money, although it is valid to clarify that initially we thought about using Skype as the only application for the development of the project but it was during the implementation that we took into consideration others such as Facebook video calls, WhatsApp video calls, Hangouts, due to the difficulties of some foreigners to use Skype. For instance, the foreigner in England did not remember her password for accessing Skype; the teacher in US was not able to use Skype by using the school internet access, she needed a previous permission for doing so. It means that it emerged the need to open our connection possibilities instead of limiting it to just one program.

Every video chat and call applications let people have interaction including verbal and nonverbal language what makes it the most similar to a face to face conversation. It is

not possible to ignore the contribution of videoconferences, to this respect Levy and Stockwell (2006) claim “The value of conferencing in language learning is indisputable, providing a means through which learners can practice oral and aural skills even when geographically separated from their communication partners”.

Although, we recognize that it is not the only tool to develop the Intercultural Awareness in the English class, we consider that video call is a great option because it offers the possibility of a direct Oral Interaction with people who could be miles away and it is one of the easiest ways to cross boundaries. Likewise, these applications such as Skype, Facebook video calls, Hangouts, WhatsApp video calls, not only facilitate the practice of the language itself but the learning of several aspects related to the culture, they bring, for example, the physical setting of the interlocutor close, what other ways of communication (with the exception of personal encounters) hardly do.

To summarize, technology is an instrument that people all over the world have used to shorten distances and make life easier. At the same time, teachers and students have the possibility to obtain information and share it with others. Introducing computers to education has given people the opportunity to analyze the methods and techniques in teaching and learning processes; as well as implement new ways of sharing knowledge; improve thinking abilities, collaborative learning and favor teamwork.

## Chapter 2

### Methodological Design

Due to the characteristics of the current project, it is a Qualitative Research which follows the steps of an Action Research under an interpretive paradigm. It means that the theoretical framework emerged after a rigorous and analytic interpretation that the teachers-researchers did of the theories and previous studies taken into consideration. In the same line, the analysis has been done based on the researchers' interpretations of the results obtained through the chosen instruments.

#### 2.1 Research Approach

This study was framed within the social sciences. We assumed a qualitative approach with an interpretative analysis, since we were mainly interested in qualitative data to study a phenomenon without prior expectations and we tried to explain it through our own reflection. According to Johnson and Christensen (2008), the qualitative approach is characterized by the study of a situation in depth and over an extended period of time and the final product is usually a narrative report with a rich description. Furthermore, this kind of research allows to establish a close relationship with the participants in order to understand them. The aim of this sort of projects is to study the facts, processes, structures and people as a holistic entity without manipulating the natural occurring of the reality.

The research is framed within an interpretive paradigm. Cohen et al (2011) establishes that this kind of studies are purely subjective, since it looks for the understanding of people and their world viewpoints without manipulating the real context. Furthermore, these authors underline that it is not possible to reach general theories that

applies to every individual as it is done in positivist studies “From an interpretive perspective the hope of a universal theory which characterizes the normative outlook gives way to multifaceted images of human behavior as varied as the situations and contexts supporting them”.

## **2.2 Type of study**

It is an Action Research study, which is characterized by a deep and detailed description of the facts in order to achieve the proposed objectives. According to Nunan and Bailey (2009) “what makes classroom action research unique is that it is conducted by classroom practitioners investigating some aspect of their own practice” (p.17). The previous statement means that reflection about the teaching and learning processes is fundamental in order to improve a specific situation. Action Research is understood as a cycle that is repeated until the objectives of the investigation are reached.

As it is shown in Figure 2, the first step of the cycle is the observation. It is carried out to identify a problem, need, or lack which could require an intervention. The second step is reflection, in which the researcher thinks about what he or she has observed in a critical way. The third step is the formulation of a plan for addressing the problem. The fourth step is the action, it means that the teacher-researcher implements the plan and gathers some data. After completing the cycle, it is necessary to implement other rounds of investigation in order to transform the reality of the specific context where the project has taken place.



*Figure 2. The Action Research Cycle*  
(Taken from: Crane, P. and Richardson, L., 2000)

## 2.3 Context

Although we worked in two different schools, we decided to develop the project specifically in El Libertador IED due to its particular characteristics:

It is a coed school located in El Libertador neighborhood. It belongs to 39 UPZ, in the south of the city, which is a residential and commercial area. Some of the children live close to the school, but most of them live in neighboring “localidades”.

The school PEI: “Ser, saber y hacer para transformar y trascender” highlights two components of the educational process: the use of Information and Communications Technology (ICT) in classes and the development of communication in students. The PEI specifies: “*La institución redefinió el énfasis del PEI como Técnico en Informática, que se orienta a lograr una mejor calidad de vida de los estudiantes desde una perspectiva de emprendimiento y competitividad; por ello, el colegio definió una alianza estratégica con el Servicio Nacional de Aprendizaje (SENA) para brindar mayores opciones laborales y*

*profesionales a los egresados*". (PEI, 2014, p.14).

The school pedagogical model is *Formativo-significativo*. It is a constructivist one, since it has the student as the center of the learning process. This model looks for a meaningful learning in which the teacher is a support. Specifically, referring to the school English curriculum, it has as its main objectives the development of apprentices' communicative skills (reading, writing, speaking and listening) and it also mentions the importance of the students' Intercultural Awareness. Additionally, the school hopes the students use what they have learnt in class in varied contexts and become integral human beings, who play an active role in their own educational process.

As the school has a technological orientation, it has six computer rooms, four of them have 20 computers each and two of them have 15, few of which have internet access. Moreover, there are 39 tablets and in some classrooms, there is a T.V. The computer rooms are mainly used by teachers of systems; however, other subject teachers have the possibility to access to them from time to time. In certain places of the school the Wi-Fi works effectively but in the rest of the school it does not. Specifically, in the English class, teachers try to develop the four communicative skills. Eighth graders, which is the target population of this study, have four English classes per week, 55 minutes each.

## **2.4 Participants**

This research project was carried out with the 'advanced level' of eighth grade, composed by 18 children, 11 boys and 7 girls whose ages were between 12 and 15 years old. This group was chosen when they were in sixth grade, due to the fact that it was the first time they had a specialized teacher of English since in elementary school the teacher was the same for all the subjects.



In addition, the population was selected, not only because one of the researchers was the teacher of that group, but because generally it was observed that most of these learners were characterized by their interest and high motivation towards the English language, they were very receptive and engaged with their learning process. This fact contributed to the execution of many activities and projects with that population. An additional aspect of this group was that it was composed by people coming from distinct regions of the country, with their own traditions and beliefs, making this group diverse.

The last fact, sometimes caused problems of intolerance between them; for instance, they used to make fun of some classmates with specific characteristics like being fat, very thin, very short, using glasses; some students who had difficulties when learning a subject that were not as distinguished as the others in the English class. Moreover, some of them used to reject students with marked accents from a specific region or with particular behaviors as a boy who loved being alone during the breaks listening to “weird” kinds of music. They used to show little tolerance towards students who belonged to other religions or boys with certain female behaviors or likes.

El Libertador IED school was chosen because in spite of being located three blocks far from the other researcher’s school, it did not count with many of the advantages and programs offered by the SED like immersion rooms, the 40x40 program and Wi-Fi access. Besides, we took into account the importance that the school model gives to the values as well as the PEI’s emphasis in systems, two essential points of reference for the development of this research.

Additionally, the study counted with other participants, even though they were not the target population, it is determining to provide a description of them because their role was essential for the proposal. They were six foreign teachers, all of them English speakers

living abroad. Their residence countries at the moment of the implementation were: England, Germany, Denmark, The United States, Portugal and Singapore. They were born in those countries with the exception of the teacher in Denmark, who was Italian, and the girl in Singapore, who was Kazakhstani. As the main aim of the project was the development of the learners' ICA, we, as teachers-researchers, did not consider necessary to focus the implementation on "native speakers", but to have a varied cultural offer, additionally, in our opinion, the presence of different accents enriches the oral interaction process, especially taking into account that the number of non-native English speakers around the world is higher than the number of native English speakers nowadays. They all were teachers in subjects such as languages and physical education and their ages were between 25 and 60 years old.

Likewise, these teachers were met by us during our years of professional experience, we made contact with them through email and social networks, we explained the participants the methodology and goals of the project and they accepted to participate. It is important to mention that the initial purpose was to contact other people but due to some difficulties as the time difference it was not possible to count on their help.

It is pertinent to clarify that initially we considered the possibility of developing the project with foreign students (between peers) but we found certain limitations such as: differences in time with the other countries; some strict politics of protection for children and teenagers in most of the countries that implied asking for permissions and; even from our personal experience, we have noticed that it is sometimes more difficult to understand to a young person because they tend to use particular jargon or to shorten the words, facts that could cause some problems at the moment of establishing a communication. We consider that it is easier to ask an adult and especially a teacher to speak slowly or loudly as

well as to avoid using complex expressions in order Colombian children to understand better, taking into consideration that it was the first contact in English with foreign people for most of them.

## **2.5 teacher' Roles**

Both researchers worked at schools of Localidad 18, Bogotá, Colombia. One of them had been an English teacher for nine years and had just traveled to England; the other had worked at an all-girls school since 2006, she had a pedagogical experience of 19 years and was in charge of an immersion room at that moment, in which she had the assistance of a foreign trainee each semester.

For the purposes of this project, we played the role of teachers-researchers who planned, developed and implemented the proposal. At the same time, we worked as facilitators of the pupils' learning processes, and we also played the role of mediators between the kids and the foreign teachers, especially when it was necessary to clarify misunderstandings.

Additionally, the project counted on the participation of an outside observer. She was selected because she is an English teacher too, she works in a public school of Localidad Rafael Uribe Uribe of Bogotá. She has been a Spanish and English teacher for 19 years, and, one of her intercultural experiences has been living in Canada for some months. Another important fact was that she met the 18 students who participated in the study, since she went three times to the school and had the possibility to observe them during the English classes. Two of her visits took place in 2016, while exploring the research question, the other visit was during the last video call on May 2017. She was asked to watch the videos and fill a rubric focusing on some aspects that the teachers-researchers were

interested in, in order to have a more objective view of the implementation apart from the one of the researchers. Her impressions and comments were fundamental in the analysis of the gathered information giving more validity and reliability to the study.

## **2.6 Data Collection Instruments**

In order to collect data, the researchers used some instruments according to each stage of the project. Based on Nunan and Bailey (2009), we have used some classroom observation instruments and some Elicitation procedures as follows: while exploring the question: teachers' field notes, a preliminary semi-structured interview, an ICC test; during the implementation: teachers' field notes (**Appendix B**), an external observer's sheet (**Appendix C**) based on videos and a student's self-evaluation rubric (**Appendix D**); after the implementation: a students' semi-structured interview (**Appendix E**).

### ***2.6.1 Teachers' field notes*** (*while exploring the question and during the implementation*)

According to Nunan and Bailey (2009), classroom observation has become a very accepted method and even essential nowadays. The authors underline that there are two ways of collecting information during observations: manually and electronically, field notes are one of the most common manual techniques since they are open-ended and people can include not only a description of the situation they observe but some reflective comments about it.

This instrument was used while exploring the question as long as through it we analyzed some particular situations inside the classroom and their possible causes and arrived to the problem statement. Field notes were also used in the implementation process

to facilitate the teachers' registration of specific facts and personal impressions about each session, in order to contribute to the further analysis and interpretation of the data.

### ***2.6.2 Semi-structured interview*** *(while exploring the question and after the implementation)*

Following Nunan and Bailey (2009), this is one of the elicitation procedures, it means that "the researcher tries to obtain data directly from informants (rather than, for example, simply by observing them)". A semi-structured interview is mainly conducted orally and it is more flexible than a structured interview, it means that the interviewer has a general idea of the topics or even some questions previously prepared but they can change on the way taking into account particular interests or needs.

We have used two semi-structured interviews, one at the beginning of the process to explore some learners' needs, the other was used at the end of the implementation to inquire into the students' perceptions, both were centered on two aspects: students' oral interaction in English and intercultural awareness. As researchers, we chose this instrument because it allows the interviewees to express their points of view spontaneously and using their own words.

### ***2.6.3 Intercultural Communicative Competence test*** *(to validate the problem)*

This instrument was taken from Vilà, R. (2012). It contained 18 multiple choice questions, nine of them related to the cognitive dimension of the Intercultural Communicative Competence and nine related to the behavioral dimension. It was applied to all the members of the group at the beginning of the research to establish the state of the

students' ICA at that moment. Specifically, the aims of this test were: to evaluate pupils' capacity of interpreting in an accurate way some aspects of verbal and nonverbal communication in multicultural contexts and to measure students' ability to have a flexible behavior in certain communicative contexts.

#### ***2.6.4 External observer's sheet based on videos (during the implementation)***

Video constitutes an excellent source of information that could facilitate the collection and analysis of the data. Jewitt (2012), highlights that video recordings are great tools for registering spontaneous reactions in the classroom. It offers the possibility to look at the same situation multiple times in order to find aspects that could not be seen during the direct observation. Video has many possible uses in research but in this case the researchers considered video-based fieldwork. This use of video involves recording the naturally occurring interaction of people in a specific context capturing all the aspects of the environment around the situation. It also gives the possibility of making casual interviews to the participants which was ideal for the current study because we were interested in monitoring students' points of view and opinions during the process.

This instrument was used six times, one per each connection. The two researchers recorded the performance of all the students while using video calls and the reflection moment after each session. Additionally, we tried to catch two different perspectives through video recordings, one centered on the pupils' reactions and behaviors and the other centered on the general context, the teachers-researchers, the screen, the foreign teacher and the interaction itself.

The video recordings obtained were used as a source for the external observer. She

was asked to watch the videos and fill the External Observer's Sheet provided by the researchers with her impressions of the implementation. The sheet was designed taking into account the research questions and objectives in order the external observer to focus on specific information as students' intercultural awareness and oral interaction. The external observer was asked to fill one sheet per each session and to take into consideration the different moments of the process (preparation session, discovering previous knowledge and imaginaries about the target country and culture, the video call interaction itself and, the reflection moment after the connection).

#### ***2.6.5 Student's self-evaluation rubric (during the implementation)***

We designed a rubric in which the learners had the possibility to evaluate their own process during the development of the pedagogical strategy. We were interested in documenting their impressions about their own oral interaction and at the same time the state of their intercultural awareness session by session. Besides, in the same form, each student was able to receive a partner's opinion about the mentioned items. This instrument had a high relevance when interpreting data, since it was possible to compare some stages of the implementation according to each student's performance.

The previous instruments contributed to the design, implementation and evaluation of the proposal created by the authors of this paper, which has been described in the next chapter. Through this proposal, they wanted to establish the impact of some oral interactions with foreign English-speaking teachers, on their learners' ICA. The proposal has been developed in an instructional design in which Blended Learning opened the possibility to combine a work following Task-Based Language Learning and the use of a CMC tool, specifically, video calls.

## Chapter 3

### Instructional Design

In order to answer the established research question, the teachers-researchers have constructed a proposal based on Blended Learning, it means that it combined the current face-to-face classes and the work online. First, as part of the face-to-face work, six lesson plans were designed, in the light of Task-Based Learning and Teaching, which were called the preparation sessions. During these sessions, the learners must accomplish some little tasks that have the function of providing them with certain key elements for accomplishing the ‘big task’, the video call interaction with a foreigner. This big task represents the incorporation of a virtual component, proper of Blended Learning.

### 3.1 Objectives

#### 3.1.1 *General Objective*

To plan, develop and evaluate some Oral Interactions through video calls, with foreign English-speaking teachers, in order to establish their impact on 8<sup>th</sup> grade EFL students’ Intercultural Awareness.

#### 3.1.2 *Specific Objectives*

- To create a comfortable communicative situation through video calls between students and foreign English-speaking teachers to favor Oral Interaction.
- To prepare the students for some Oral Interactions through video calls with foreign English-speaking teachers by providing them some language input resources and cultural elements previously.
- To analyze some Oral Interactions between secondary students in Bogotá



and English-speaking teachers in foreign countries.

- To generate students' reflection about the Oral Interactions through video calls in order to make them aware of certain aspects of the own and foreign cultures and the implications of the similarities and differences among them.

### **3.2 Methodology**

In order to reach the aim of the research, we have chosen the Task-Based Approach, presented by some authors as Task-Based Language Learning (TBLL) and by others as Task-Based Language Teaching (TBLT). We strongly agree with Ellis' (2009) opinion at that respect, since he thinks that it is more meaningful for pupils to learn immersed in situations so close to or simulating the real world in which the learning occurs naturally and using authentic language, instead of learning vocabulary and grammar structures isolated and in a methodical way.

A task-based class has three stages, a pre-task, a main task and a post-task. The pre-task is mainly focused on discovering and activating the students' previous knowledge; the main task suggests diverse work dynamics such as pair work, group work and it is the only phase that cannot be omitted; and the post-task in which students reflect about the activity and receive feedback from the teacher. To understand what a "task" means, Ellis (2009) refers to 4 characteristics that it should have:

1. The primary focus should be on 'meaning' (by which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances).
2. There should be some kind of 'gap' (i.e. a need to convey information, to express an opinion or to infer meaning).
3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in

its own right). (p.223).

According to Ellis, TBL is very useful at the moment of working learners' fluency and confidence, we consider it is the appropriate methodology for the current project since through video calls they make a real use of the language, with a real need and motivation, basic factors for reaching a development of their oral interaction skills.

In the same line, this research has used the educational approach Blended Learning (BL). According to Graham (2013), there has been a discussion around the definition of BL, but some of the theories, presented in his work, fit perfectly the strategy used in the current research. For instance, Allen and Seaman (2007) in Graham (2013) claim that a learning process becomes blended when the online instruction encloses between 30 and 79% of the total of the educational experience. Additionally, Garrison and Kanuka (2004) in Graham (2013) define BL as “the *thoughtful* integration of classroom face-to-face learning experiences with online learning experiences”. Likewise, Picciano (2005) in Graham (2013) refers to BL as “courses that integrate online with traditional face-to-face class activities in a *planned, pedagogically valuable manner*”.

As researchers, we consider that Blended Learning offers secondary students an innovative experience in which they go beyond the conventional learning, having the opportunity not only to practice their English skills with different teachers but to get close to several countries, to learn about their contexts and to share some aspects about the Colombian culture. As most of the students nowadays love using technology, it was hoped that they enjoy this approach the most and take a lot of advantages not only for their educational processes but for life in general.

### ***3.2.1 Pedagogical strategy***

In detail, the current proposal suggested video call as a tool to develop the Intercultural Awareness in the English class. Through it, 18 Colombian eighth graders and six foreign teachers have interacted via video calls about specific cultural topics suggested by the children. As part of the exploration of the research question, on February 15<sup>th</sup> 2016 we had applied a preliminary semi-structured interview (**Appendix F**) through which we asked about the students' interests in relation with ICA, which determined the topics of the video call sessions. The chosen topics were: Carnivals and festivals, Weather and clothes, Traditional celebrations, Typical food, School life, Holidays.

Six lesson plans (**Appendix G**) were designed based on the interests of the students, each one was divided into 2 sessions, one for preparation and the other for execution, as described:

The first session had as its main objective to prepare the students for the future video call with foreign teachers by making them sensitive about certain cultural aspects and giving them the opportunity to research some information about the specific culture that they were going to have contact with in order to make the connection sessions more productive. This session included the activation of students' previous knowledge on the chosen topic, the introduction of new vocabulary and useful expressions in order to facilitate the communicative process, the sharing of their knowledge about cultural aspects, the practice of some questions and answers and the final reflection about the topic.

The second session had as its main aim to establish a video call in English between eighth grade Colombian students and foreign English-speaking teachers. This session was

composed by three moments: first, the identification of the previous students' knowledge and imaginaries about the target foreign country and culture; second, the connection itself, in order to develop the students' awareness and knowledge about different cultures; and third, a reflection about the students' perceptions and feelings through an informal dialogue and a self-evaluation rubric. In order to develop the project under the right conditions, it was necessary to consider the legal aspects of a work with under age children, that include privacy, confidentiality, the protection of their identity and their voluntary participation, for this reason we asked for the guarantee of the school principal through a document of authorization (**Appendix H**) and the permission and signature of the parents by means of a informed consent form (**Appendix I**) to include the group of sixth grade students in our project and record them on video.

The following is the timetable of preparation and video call sessions, it is important to clarify that during the implementation it was necessary to make some adjustments that are going to be described later in this document, taking into consideration the specific conditions and dynamics of each session and the particular needs or interest of the participants.

**Table 1*****Timetable of preparation and video call sessions***

<b>No. SESSION</b>	<b>DATE</b>	<b>OBJECTIVE</b>	<b>TOPIC</b>
PREPARATION SESSION 1	March 27th 2017	To introduce the students to the topic and give them some basic structures and vocabulary.	Weather and clothes
VIDEO CALL SESSION 1	March 29th 2017	To facilitate an oral interaction among the students and the foreign teacher from Portugal about seasons and clothes.	Weather and clothes
PREPARATION SESSION 2	April 3rd 2017	To improve the students' vocabulary about holidays to facilitate the video call session.	Holidays
VIDEO CALL SESSION 2	April 4th 2017	To facilitate the oral interaction with the foreign teacher from Germany and share information about holidays.	Holidays
PREPARATION SESSION 3	April 17th 2017	To make the students describe their school life by facilitating them some key vocabulary.	School life
VIDEO CALL SESSION 3	April 19th 2017	To promote a conversation with the foreign teacher from USA to talk about school life.	School life

PREPARATION SESSION 4	April 25th 2017	To get the students familiar with the vocabulary about food and some questions to talk about the topic.	Typical food
VIDEO CALL SESSION 4	April 27th 2017	To establish a communicative process about the most common food in each country involved in the session (Colombia, Singapore).	Typical food
PREPARATION SESSION 5	May 9th 2017	To prepare the students for some video call interactions by providing them with vocabulary and some useful expressions and questions.	Carnivals and festivals
VIDEO CALL SESSION 5	May 11th 2017	To develop a free conversation with the foreign teacher from England about the topic.	Carnivals and festivals
PREPARATION SESSION 6	May 24th 2017	To provide the students with vocabulary and useful questions to ask about the topic.	Traditional celebrations
VIDEO CALL SESSION 6	May 25th 2017	To appreciate how two different cultures, celebrate special occasions while communicating with a foreign teacher living in Italy.	Traditional celebrations

Source: Own elaboration

The twelve sessions were developed during the first academic semester of 2017 following the timetable established, as shown in Table 1. It has driven us to the gathering of the necessary data to analyze and come into some conclusions that gave us a useful insight into our research problem. As it was explained previously, the preparation sessions (which are six) were planned under the Task-Based Approach. In the next pages, the reader is

going to find the first lesson plan we designed for the Portugal's session, and, as it was mentioned above, the other five could be found as an appendix at the end of the paper.

### *Lesson plan 1*

**Topic:** Weather and Clothes (Portugal)

**Session:** 1 (Before the Skype connection). **Length:** 1h/40 mins.

**Total of sessions:** 2 (**Session 1**)

#### **Aims**

1. By the end of the lesson, the students will be able to exchange information about weather and clothes in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up	To activate students' previous knowledge on the topic.	Ts show some pictures related to weather and some Ss have to choose the correct sentence represented by the picture according to their previous knowledge. <a href="http://busyteacher.org/8218-the-weather-powerpoint-presentation.html">http://busyteacher.org/8218-the-weather-powerpoint-presentation.html</a> Afterwards, the Ts show some expressions and the correspondent picture to get familiar with the vocabulary and then other Ss repeat the activity with the help of the class.	-Power point presentation	
20 minutes	Introduction of vocabulary	To provide new vocabulary about the topic.	Ss organize groups of four people. Ts provide a guide about seasons ( <b>Appendix 1a</b> ) per group. Ss observe the guide during two minutes and Ts start telling the class some statements about the topic, Ss must decide if it is false or true, following the guide provided by showing the correspondent card. One student of each group is chosen to continue playing the teacher's role telling the statements. Afterwards, Ts play a video about clothing according to the seasons <a href="https://www.youtube.com/watch?v=y116vg10A5A">https://www.youtube.com/watch?v=y116vg10A5A</a> . Ts show some pictures of people and tell some sentences like "she is wearing a black jacket, some blues trousers and sunglasses", the Ss must show their true/false cards to approve or disapprove the teachers' statements.	- Guide -True/false cards -Video -Power point presentation (Taken from: immersion room session plan British council)	





15 minutes	Sharing information	To practice the expressions and vocabulary (by speaking).	Ts reorganized the Ss in groups of 4 and give them a game “season wheel” ( <b>Appendix 1b</b> ) and a card with clothing information ( <b>Appendix 1c</b> ). According to the season indicated in the wheel, each student has to talk about it.	-Season wheel -Card with clothing information	Ts monitor the activity and help the Ss.  Ts write on the board some key expressions and words mentioned by the Ss.
25 minutes	Creation and presentation of a poster	To identify certain particularities about Colombian weather and clothes.	Ss organize in pairs, Ts give them some materials in order to create a poster about seasons in Colombia. Then, Ss present the posters to the class, the best ones are chosen to be presented to the foreign teacher.	-Cardboard -Markers -Colored pencils	Ts monitor the work of the students. Ts play a song while Ss work.
15 minutes	Matching questions and answers	To practice questions and answers.	Ts give each student a piece of paper with a question or an answer which matches ( <b>Appendix 1d</b> ). They have to look for their right couple. The first pair to find the correct match pastes the papers on the board and reads it aloud, the whole class practices the pronunciation. The winners get a candy and the activity continues.	-Strips of paper -Candies	Ts monitor and help the Ss
5 minutes	Evaluation	To revise the use of the vocabulary studied	Ss reflect about the language they can use and the way to use it in a context. by means of questions		
10 minutes	Wrap up	To stimulate reflection about the topic	Ts elicit Ss conclusion about the differences in weather in the different countries.		Ts use Ss’ ideas to tell them the reason why in some countries there are more seasons than in others.

Source: Own elaboration



## Appendix 1a

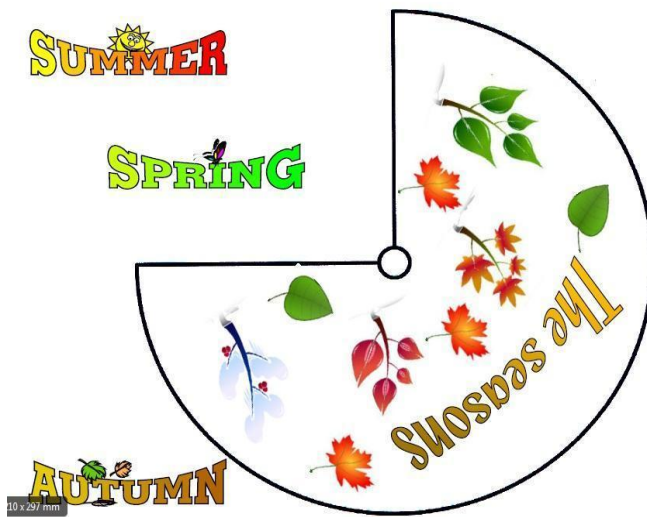
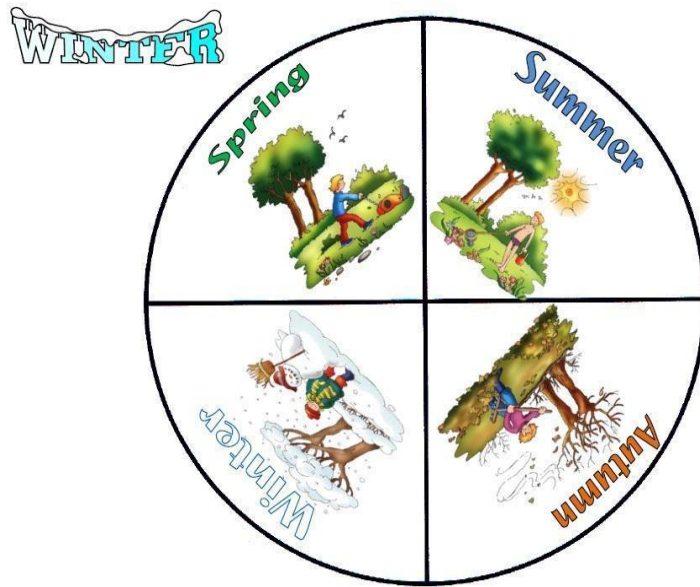
## THE SEASONS

SPRING	SUMMER
<ul style="list-style-type: none"> <li>● Flowers bloom</li> <li>● People do not need clothes specially designed for extreme weather conditions</li> <li>● Trees are full of leaves</li> <li>● Animals that hibernated over winter appear</li> <li>● People love going on a picnic</li> </ul> 	<ul style="list-style-type: none"> <li>● Longest days and shortest nights</li> <li>● People wear fresh clothes</li> <li>● The sun is bright</li> <li>● It is hot and dry</li> <li>● People go to the beach</li> </ul> 
AUTUMN/FALL	WINTER
<ul style="list-style-type: none"> <li>● Leaves fall down</li> <li>● People do not need clothes specially designed for extreme weather conditions</li> <li>● Cool temperature</li> <li>● Humans and animals gather crops/harvest</li> <li>● It is windy</li> </ul> 	<ul style="list-style-type: none"> <li>● It usually snows</li> <li>● It is cold</li> <li>● Shortest days and longest nights</li> <li>● Bare trees</li> <li>● People wear warm clothes</li> <li>● It is usually windy</li> </ul> 

Source: Own Elaboration

Appendix 1b

THE SEASONS WHEEL



Taken from: <http://busyteacher.org/4903-the-seasons-wheel.html>

## Appendix 1c

## CLOTHING CARD



**WHAT DO YOU WEAR IN.....**

SPRING	SUMMER	AUTUMN	WINTER
Dress	Shorts	Jacket	Boots
Jeans	Skirts	Sweater	Gloves
Shirts	Sandals	Rain coat	coat
cap	T- shirts	Scarf	Wool hat

Adapted from: <https://es.slideshare.net/paulaloga/weather-clothes-and-seasons-12944095>

## Appendix 1d

### QUESTIONS AND ANSWERS

QUESTION	ANSWER
How many seasons are there in your country?	In Colombia, there are two seasons.
What is the warmest temperature you have ever experienced in your country?	The warmest temperature I have ever experienced in Colombia is around 30°C.
What is the coldest temperature you have ever experienced in your country?	The coldest temperature I have ever experienced in Colombia is around 7°C.
What are the characteristics of the WINTER in your country?	In WINTER, it rains a lot, it is cold, it sometimes hails.
What are the characteristics of the SUMMER in your country?	In SUMMER, it is hot
When is WINTER in your country?	WINTER usually is in April-May and October-November but there are cold places whose average temperature is 13°C like Pasto for example.
When is SUMMER in your country?	SUMMER usually is in December-January and July-August but there are warm places whose average temperature is 28°C like Cúcuta, Neiva and the Northern Coast.
What are some typical activities during WINTER?	In WINTER, people usually do indoor activities like going to the cinema or watching movies at home.
What are some typical activities during SUMMER?	In SUMMER, people usually do outdoor activities like going to the park or going to the swimming pool.
What do people usually wear during WINTER in your country?	In WINTER, people usually wear a raincoat, hoodies, umbrella.
What do people usually wear during SUMMER in your country?	In SUMMER, people usually wear t-shirts, shorts, skirts, caps, dresses, sweatshirts, swimsuits. In Barranquilla, for example.
What time does the sun rise and set in your country?	In Colombia, the sun usually rises at 6:00 a.m. and it sets at 6:00 p.m.

Source: Own elaboration

## LESSON PLAN 1

**Topic:** Weather and Clothes (Portugal)

**Session:** 2 (While and after the Skype connection). **Length:** 50 mins.

**Total of sessions:** 2 (Session2)

### Aims

1. By the end of the lesson, the students will be able to exchange information about weather and clothes in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

**Previous homework:** The Ts have previously sent the foreign teacher a guide (**Appendix 1e**) with certain important information. For example, the topic, some clue words about it, some questions that the Ss worked the previous class. Moreover, Ts have explained the foreigner that the English level of the Ss is basic and she has been asked to prepare something about weather and clothes in her country, as well as listen to the pupils about Colombia and ask them some questions. Finally, the Ts ask the foreigner and the Ss to bring some representative objects and pictures (if possible) to the session in order to facilitate the explanation of the topics and make a dynamic class.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 Minutes	Warm up	To recall key events for the session.	Ts tell Ss they will see some pictures related to Colombian weather and clothes. Ts will display a PowerPoint presentation about the Weather in Colombia. Ss are asked to mention the different aspects they remember about the topic.	-TV set -Lap top -PowerPoint presentation	Ts paste paper strips around the classroom with some key words and questions about the topic.
5 Minutes	Discovering imaginaries	To identify Ss' previous knowledge and imaginaries about the foreign country and culture.	Ts ask the Ss what they know about Portugal.	-Video camera	Ts will videotape the session from this point. Ss will be allowed to answer either in English or in Spanish.
25 Minutes	Skype interaction with <b>Portugal</b>	To establish an oral interaction between the students and the foreign teacher.  To expand knowledge and awareness about	Ts introduce the foreign teacher to the students and give them the opportunity to ask for some personal information as an icebreaker. (By taking turns). First, two Ss (Previously selected) tell the foreign teacher about Colombian weather and clothes, the foreign teacher is free to ask questions about the topic. Second, the Ss will be able to ask what they want to the foreign teacher about the weather and clothes in her	-TV set -2 lap tops -Skype connection (modem) -Students' notes	Ts motivate the Ss to participate while they videotape the session. Ts will play the role of moderators and mediators if necessary. Ts will have internet access in a different laptop

		different cultures.	country. The foreign teacher will use the representative objects and pictures that she has brought to the session. Ss will fill a chart ( <b>Appendix 1f</b> ) with the information they listen to.		that they will use to show pictures or search for explanatory information.
10 Minutes	Reflection	To know Ss' perceptions and feelings about the Skype connection.	Ts will lead a conversation with the Ss in which they tell the class their feelings and perceptions about the previous connection. Ss will be free to express what surprised them the most, what they did not like, what they learnt or any expectation that the experience did not fulfill. (In English or in Spanish). Ts will give the students a rubric to assess the activity (self-evaluation, co-evaluation and teacher's evaluation) ( <b>See Appendix D</b> )	-Assessment rubric	Ts monitor the students while filling the rubric. Ts ask the Ss some guiding questions.

Source: Own elaboration

## Appendix 1e:

### FOREIGN PARTICIPANTS' GUIDE

First of all, the two researchers (Sandra and Gladys Amparo) want to thank you for your time and disposition for being part of this project. Below you will find some information about the activity but please feel free to ask us anything you want. The group chosen for this research project corresponds to eighth grade, this group is composed by 18 students, 11 boys and 7 girls whose ages are between 12 and 15 years old. Their English level is basic, so, they are not so fluent and we would like to ask you to talk slowly, loudly and avoid using complex structures if possible.

**Preparation:** Please think about the characteristics of the weather and seasons in your country, the typical activities people do during each one. If it is possible for you to get some representative clothes that are usually worn during each season in your country (a coat, special shoes or boots, a hat or a scarf, for example) or pictures to illustrate the activity, please bring them to the Skype connection.

**Topic:** Weather and clothes

#### Aims

1. By the end of the lesson, the students will be able to exchange information about the weather and clothes in Portugal and in Colombia.
2. By the end of the lesson, the students will recognize some differences and similarities between the two cultures.

**SESSION 1 (Before the connection)** The Colombian teachers have prepared the topic with the students in a previous class to provide them with vocabulary, sample questions and useful expressions to facilitate the oral interaction with the foreign participant.

**SESSION 2 (Skype connection)** The time planned for the Skype connection is **25 minutes**. The Colombian teachers will introduce you to the students and give them the opportunity to ask for some personal or general information about the country and culture. (If you do not want to answer any of the questions, please do not feel forced to do it).

First, two pupils will tell you about Colombian weather and clothes, you will be free to ask questions about the topic.

Second, the pupils will ask you about seasons and weather of your country, then the conversation will be about clothes and you will have the opportunity to show them the clothes or pictures chosen by you. If the students did not ask you something that you consider interesting to tell them about the topic, please do it.

**Note:** The two Colombian teachers will play the role of moderators and mediators and they will have internet access in an auxiliary laptop that they will use to show pictures or search for explanatory information if necessary.

**Thank you!**

## Appendix 1f

Seasons, weather & clothes			
Winter 	Spring 	Summer 	Fall 
When is winter?	When is spring?	When is summer?	When is fall?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<u>What's the weather like in winter?</u>	<u>What's the weather like in spring?</u>	<u>What's the weather like in summer?</u>	<u>What's the weather like in fall?</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<u>What do you wear in winter?</u>	<u>What do you wear in spring?</u>	<u>What do you wear in summer?</u>	<u>What do you wear in fall?</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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## Chapter 4

### Data analysis

The gathered data were analyzed through the Grounded Approach exposed by Glaser (2010). According to him, “Grounded theory refers to a specific methodology on how to get from systematically collecting data to producing a multivariate conceptual theory. It is a total methodological package. It provides a series of systematic, exact methods that start with collecting data and take the researcher to a theoretical piece”. The previous statement means that, when using this approach, the theory strictly emerges from the gathered data, or as Nunan and Bailey (2009) explains, “inductive reasoning processes are used”, what makes this approach very useful for qualitative research.

First, we collected the data for a whole academic semester according to the proposed timetable (the six video call sessions were video recorded), then we transcribed the semi-structured interview (**Appendix J**) used with the students, in addition, we systematized the students’ self-evaluation rubric and asked the external observer to fill the respective sheet using the video recordings of the six implementation sessions. It was planned to get a sheet with each foreign teacher’s impressions but during the first sessions we realized it was difficult due to their multiple occupations, so, we did not keep asking them to fill it.

Additionally, we followed the triangulation rules described by Springer’s 2003 (in Nunan and Bailey 2009). According to her, there are four types of triangulation: theory triangulation, researcher triangulation, methods triangulation and, the one we have used, data triangulation. It consists in using different sources of data, in our case they were:

- Teachers-researchers (through field notes)

- External observer (through external observer's sheet based on videos)
- Students (through a semi-structured interview and the student's self-evaluation rubric)

For Nunan and Bailey (2009), triangulation “provides a way for researchers working with non-quantified data to check on their interpretations of those data. By incorporating multiple points of view, researchers can check one perspective against another”. Having this in mind, triangulation is a process that gives more confidence to the researchers when getting the conclusions, since it allows them to take different sources of information and find the common patterns among them, to organize and classify the data into some categories and to find some links among them.

Once we gathered the data, we used the color-coding technique (as shown in Figures 3, 4, 5 and 6) in order to find some particular aspects related to oral interaction and intercultural awareness and we organized them in some columns. Then we contrasted the results obtained by linking the elements registered in each column in order to identify the common points, and, in that way, we reached the consolidation of three main categories and their respective subcategories (six in total), whose analysis led us to answer the research question and check the achievement of the proposed objectives.

Appendix D 13 EVALUATION RUBRIC SKYPE SESSION #: 2  
 NAME: DAISSY YESENIA DUARTE BERNAL DATE: April 4<sup>th</sup> 2017  
 COUNTRY: Alemania TOPIC: Traditional Celebrations

	ITEM	ME	MY TEACHER
<b>INTERCULTURAL AWARENESS</b>	¿Qué sabes de ese país o cultura? (Antes de la conexión)	<u>Pue ganó el mundial</u>	
	¿Cómo te imaginas la vida allá? (Antes de la conexión)	<u>La vida es mejor económicamente</u>	
	¿Qué aprendiste de ese país o cultura luego de la conexión?	<u>Aprendimos sobre las festividades como la pascua, navidad, etc.</u>	
	¿Qué te sorprendió? ¿Hay algo que no te haya gustado de lo que aprendiste?	<u>la pascua</u>	
	¿Cambió en algo tu opinión de ese país o cultura? ¿Cómo?	<u>No.</u>	

	ITEM	ME	MY PEER	MY TEACHER
<b>ORAL INTERACTION</b>	Autoconfianza y fluidez	<u>tengo fluidez pero necesito aprender más</u>	<u>Se trabaja un poco pero está bien</u>	
	Uso del inglés y pronunciación	<u>Buena Pronunciando</u>	<u>Pronuncia Bien</u>	
	Uso de vocabulario y expresiones aprendidas en la sesión previa	<u>Aprender nuevas expresiones</u>	<u>Aprendio cosas nuevas</u>	

Figure 3. Student's self-evaluation rubric (Source: Own elaboration)

## Appendix C

## EXTERNAL OBSERVER'S SHEET

NAME: Sandra Romero SESSION No: 1  
 DATE: \_\_\_\_\_  
 COUNTRY: Colombia - Portugal TOPIC: Weather and clothes

	ITEM	OBSERVED SITUATIONS	COMMENTS, REFLECTIONS, SUGGESTIONS
INTERCULTURAL AWARENESS	Students' feelings towards the new situation (preparation session, video call)	Students demonstrated great interest throughout the activity. They prepared a short presentation about the topic for their foreign friends.	Question: Do the students are suggested to consult specific literature about the country on general aspects of the topics chosen? This session was not limited to the topics prepared.
	Students' interpretation of the reality (presence or surpassing of stereotypes and prejudices)	Students appreciate a lot Rita's efforts to express her ideas in Spanish.	This reinforces their self-confidence since they realize that learning Spanish is also an interesting goal for foreigners.
	Identification of the differences and similarities with the foreign culture having in mind the own characteristics.	Students are asked about their previous knowledge about Portugal	Students demonstrate a positive image of Portugal, contrasting their perception of Colombia (Bogotá) referring people manners, street culture and interaction between people.
ORAL INTERACTION	Interaction dynamics and characteristics (spontaneous, planned)	Students keep strongly interested in Rita. Demonstrate great interest about the house and some house elements they do not know.	In addition to their own concerns they conveniently use the guide provided by the teachers to be filled out according to Rita's responses. They are even able to ignore their cell phone!
	Participants' will to communicate	Students ask about time differences between Colombia and Portugal, her Pet and her relationship with her boyfriend.	They feel free to ask about many general and personal aspects since they had the opportunity to directly interact with Rita as a visitor teacher. Teachers: "No question is superfluous"
	Students' performance in English (mainly focused on fluency and listening comprehension)	The presentation prepared is focused on the weather, including some additional questions they are interested on.	Students maintain their attention on Rita's answers, showing their interest even under external disturbances. (cell phone). They try to do their best when presenting, requesting constant assistance from the teachers.

Source: Own elaboration

Figure 4. External observer's sheet (Source: Own elaboration)

Appendix B CLASS OBSERVATION FORM

Teacher: Sandra R. D.  
 Date: March 29th 2017 Time: \_\_\_\_\_ Skype session # 1  
 Country: Portugal Topic: weather and clothes

Lesson objectives: To exchange information about Colombia and other countries.  
 To recognize some differences and similarities between the different studied cultures.

Observation focus areas: Intercultural awareness (students' knowledge, imaginaries, stereotypes about the foreign culture), relationships, attitudes, values, reactions, observable feelings, students' comments and reflections, oral interaction, foreigner's reactions, Colombian teachers' strategies.

Time	Stage / Activity	What I saw – interactions, classroom environment	Questions, comments, reflections, suggestions
	Previous session	So usually clap when they answers are correct. (previous session) - better education - less gay people - more jobs	- have a folder with all the files - students really enjoy the music - not bad words
	Discovering imaginaries	They think there are topics - soccer player - no fights among girls <u>Don't see for mas</u> <u>civilizations</u> They think that there are few homless + A student tres <u>no make a sentence</u> <u>a girl thinks that there are more animals</u>	<u>students say that there must be many weird names</u> the children reflected and said: <u>que es si quien su</u> <u>Bas</u> <u>que la gente es mas culta</u> <u>que la gente es mas mas</u> <u>que la gente</u> They look curious for speaking

Figure 5. Teacher 1's field notes (Source: Own elaboration)

Appendix B CLASS OBSERVATION FORM

Teacher: Gladys Amparo Rodriguez Comaigo  
 Date: April 4th 2017 Time: \_\_\_\_\_ Skype session # 2  
 Country: Germany Topic: Holidays

Lesson objectives: To exchange information about Colombia and other countries.  
 To recognize some differences and similarities between the different studied cultures.

Observation focus areas: Intercultural awareness (students' knowledge, imaginaries, stereotypes about the foreign culture), relationships, attitudes, values, reactions, observable feelings, students' comments and reflections, oral interaction, foreigner's reactions, Colombian teachers' strategies.

Time	Stage / Activity	What I saw – interactions, classroom environment	Questions, comments, reflections, suggestions
	Previous session	The previous activity was developed by the students with the teachers preparing questions and sentences by means of pictures of the different holidays in Germany.	The previous session was useful to analyze our own beliefs and superstitions, and to look for those things about Germany and its people. It called my attention that most of the children had a negative idea about Hitler and they thought that some people here is not so good. <u>Allo este Hitler</u> . But there was a reflection about our own characteristics and the things we believe.
	Discovering imaginaries	The students recognized some words and they compared those things with the holidays in Colombia (Easter, Christmas). It was useful to write the questions on pieces of cardboard to make the students practice the language. The students talked about their imaginaries and they <u>remember Hitler and the Jewish</u> , about superstitions and beliefs. Here for the holidays they prepared this to talk with the foreign participant.	Some of them commented "Hitler killed many people" trying to generalize about Germany. One student asked if Germany is the country with more beer and had to <u>know</u> sentences and questions to communicate. The teacher ask how to ask: In Germany they drink very pink beer.

Figure 6. Teacher 2's field notes (Source: Own elaboration)

## 4.1 Development of the sessions

<b>CONVENTIONS</b>	
<b>S</b>	Student
<b>F</b>	Foreigner
<b>EO</b>	External Observer
<b>T</b>	Teacher
<b>P</b>	Peer

Source: Own elaboration

In order to develop the video calls, it was necessary to consider some aspects: they were carried out in different classrooms of the school; the teachers-researchers arranged the date and time with the foreign teachers taking into account the time differences between the countries and their availability, the previous situation made us to ask the other subjects' teachers for a permission in order to reunite the whole group in a specific moment; the talking turns were coordinated by the teachers-researchers according to the dynamic of each session and the willingness to communicate of the pupils. In the next pages, the reader will find a description of the development session by session:

**Session: 1****Country:** Portugal**Topic:** Weather and clothes**Foreign teacher:** Rita Arcos (F1)**Number of students:** 17**Lesson Plan 1** Preparation Session, 1 hour 40 minutes

Connection session: 40 minutes

**Contextual factors:** Due to the fact that the group had been recently split up, it was necessary to ask the other teachers for permission in order to reunite the whole group during the break and a class hour. The previous condition generated certain anxiety among the pupils especially because of the noise produced by the other students outside the classroom. When the bell rang S6 got distracted, additionally, as the session was developed in a laboratory, some people entered and interrupted the class. The students had previously met the foreign teacher since she was in Colombia and she visited them in the school in 2016, it made some students feel confident when interacting with her. S3 was absent.

**Development:** Initially, the teachers-researchers asked the students what they knew about Portugal, most of them mentioned soccer. Afterwards, we asked them about their imaginaries about that country, all of them said that they imagined the life there better than in Colombia. Then, the interaction started: T1 asked F1 (for request of the students) to show them her house, she was telling them in English about each place or object in the house. They looked excited for some elements like the big TV, the bath tub, or, a fish she had. The two things that surprised them the most were: the bidet, next to the toilet bowl in the bathroom, (some of the pupils asked themselves about its function, the teacher asked F1 to explain it); and, the school without walls or barriers around, which was in front of the building; they commented about it and made comparisons with our schools.

Then, the students asked F1 about her life and general aspects of Portugal: S17



asked “where is Manuel?” (her boyfriend), they had met him when he visited Colombia. T1 usually said “I can help you” to motivate the students to talk. S6 asked “Do you have a dog?”. S17 asked “the children no scape of the school?”. S11 asked T1 to help him to create the question “what do you do?”, he translated what F1 was saying to check comprehension. S13 said “Hi, do you have son?”. S17 and S11 told her about weather in Colombia, they said “winter is very cold, sometimes rain and storm, sometimes it floods”, “in summer people wear pants, sandals, cap, skirt, dress, it is warm much, in summer go to the park, eat ice cream”. Afterwards S6, S14, S11, S1, S13 asked F1 some questions they had previously prepared about the topic, even one student took a piece of paper in which he had the written questions. S11 asked “do you speak Spanish?”, when she answered “yes”, he said “examples” in order her to talk in Spanish, they looked very excited when she talked in their mother tongue, even S1 said “very good”. The foreign teacher asked the pupils “How many seasons do you have in Colombia”, S2 interacted with her, initially he said “Hello, how are you?” and he answered “I’m very well” spontaneously and without help, then he decided to explain Rita about the weather in Colombia in Spanish, he had not been in the preparation session and he had just arrived to the classroom. When Rita answered their questions, they said “thank you”, “Ok, thanks”, “thank you very much”.

Finally, F1 showed the pupils some clothes she had brought to the session and she explained them which were for winter and which for summer. They said goodbye to F1.

The initial session of the project offered us the opportunity to analyze the proposed strategy. It was possible to reflect about technical aspects, as well as, the characteristics of the school, the responses of the students towards the planned activities and towards the video call itself. Taking into consideration that the current project corresponds to an action



research, the researchers studied the elements that would possibly affect or influence the research process, by means of the observation and analysis of the results of the session, it was possible to plan and develop new strategies for the next sessions.

**Evaluation of the session:** We consider that it was successful because the objectives for the session were reached and the students talked and asked the foreign teacher about the topic, at the same time, they had the opportunity to talk about other topics and solve some doubts they had about the country. We think that most of the pupils felt comfortable and confident because they had met F1 previously. After the connection, the pupils expressed their impressions and feelings, they said it was nice, funny, that they learnt new things about the topic, that they improved their pronunciation. Most of the students told us that they felt nervous especially the first time they talked to the foreigner.

**Session:** 2

**Country:** Germany

**Topic:** Holidays

**Foreign teacher:** Doménique (F2)

**Number of students:** 14

**Lesson Plan 2.** Preparation Session, 1 hour 10 minutes

Connection session: 33 minutes

**Contextual factors:** Due to the fact that the group had been recently split up, it was necessary to ask the other teachers for permission in order to reunite the whole group during the break and a class hour. The previous condition generated certain anxiety among the pupils especially because of the noise produced by the other students outside the classroom. S3, S4, S5 and S10 were absent. Most of the students were very talkative and noisy during that session, additionally, there were some connection and sound problems and the accent of the foreigner was difficult to understand sometimes, even for the teachers-researchers.

**Development:** Initially, we asked the students about what they knew about Germany, they mentioned: the Oktoberfest, soccer, atomic bombs (the foreign teacher did not look very comfortable with that topic), security, TV programs. S17 asked “why people drink beer much?”, S18 asked “In Germany watch the Simpsons?”. S11 told F2 about a movie he watched: “I watched a movie, the beer was in glass boots”. We noticed that many students made a big effort for understanding what he was trying to explain.

Then, the interaction was centered in the topic of holidays. S11 and S18 told him about New Year’s Eve and Christmas in Colombia: “In Colombia is superstitions of lentils and rice in the pockets, do you have the same superstition?”, “In Colombia young people paint the streets”. S12, a girl who is very shy, asked “do you decorate your house at Christmas?”. Suddenly three students turned to personal or different kind of questions, S18

asked “do you speak Spanish?”, S11 said “show me, show me” in order F2 to talk in Spanish, S2 asked “how old are you?”, and, S6 asked, with the teacher’s help, “have you planned to come to Colombia?”. A girl, S8, looked bored, at the end of the session she said that it was because she did not understand him very well, in the other sessions she had a great attitude.

Afterwards, S2 said “Hi, what do you do at Christmas?”. T1 showed F2 two pictures, one of the advent calendar and the other about Easter egg hunts, she asked him to explain the pupils these two traditions. For request of the students, T1 asked the foreign teacher to speak in German. Finally, he told the whole class about the traditional celebrations for Christmas and New Year’s Eve there. When finishing the video call some students (all of them boys) got close to the screen to say a warm goodbye. After the connection T1 (who had met F2 personally) told the whole class that F2 is atheist and that he is a good person.

The teachers-researchers considered the development of the previous session, with Portugal, and, having in mind their field notes, the comments of the external observer and the opinions of the students, they did the adjustments they considered necessary for the coming sessions in order not to keep having the same problems: the noise outside the classroom due to the break time and some interruptions that affected the pupils’ attention and concentration. The teachers decided to look for a more comfortable and peaceful classroom to develop the activity, in this way, it was applied the cycle of action research, reflecting about the situations and doing some actions to improve the next stages of the research process.

**Evaluation of the session:** In our opinion, it was one of the less successful sessions

because it was difficult for the pupils to understand F2, he had a remarkable German accent, we did not have time to ask him to show us his house and he did not bring any element (as we asked him) to make more dynamic the interaction. Most of the boys felt comfortable talking to him but only one girl interacted during this session. Additionally, the noise inside, chatting and laughing of the students, and outside the classroom the break at the school, and the connection problems could have affected the development of the session and not all the objectives were reached. In spite of the previous conditions, they expressed that they liked the connection. Finally, they suggested for instance to use TV instead of video beam in the next sessions.

**Session:** 3

**Country:** United States

**Topic:** School life

**Foreign teacher:** Carolina (F3)

**Number of students:** 8

**Lesson Plan 3** Preparation Session, 1 hour 10 minutes

Connection session: 40 minutes

**Contextual factors:** Due to a difficult situation of term ending in the school, we could not do the connection session the programmed day, it was necessary to move it. Moreover, there was a teachers' strike in Colombia and pupils did not attend to classes for five weeks, we decided to call the students and their parents and we asked them to come to the school in order to finish the implementation, for this reason some of the students could not arrive to the session. Students 2, 3, 5, 10, 11, 12, 13, 14, 15 and 16 were absent. Furthermore, it was very difficult to arrange an appointment with Carolina because as the topic was School life we asked her to do the connection during her work time if possible. We were ready for establishing the connection but she had some difficulties doing it, she had to ask for a special permission in the school in order to use Skype in her laptop but she forgot to do it, so, we decided to start a WhatsApp video call using our cell phones. Unfortunately, when we reached a connection she did not have enough time, she had a class, so, she told us that she could interact just for some minutes and we accepted.

**Development:** Before the connection the pupils talked about some aspects that they knew about US such as: The Liberty Statue, US as a world power, Donald Trump and the building of a wall. Then, the connection started, the foreign teacher showed the pupils her classroom, it was a kindergarten. She did a tour around the classroom showing everything they have there, she showed us, for example, an incubator with some eggs, some laptops, some cleaning elements she had for keeping the classroom organized. Some pupils looked

each other very excited and some others got easily distracted. They were very surprised due to the fact that, being an elementary classroom, they had an incubator and laptops Apple.

After the tour, S6 asked the foreign teacher one of the questions (related to the topic) they had prepared and practiced previously, it was about the educational levels in the USA. Carolina had to leave, so, she asked us to record the other questions and she promised she would send the answers through a video, the connection lasted seven minutes. After that, students 7, 8, 10, 18, 1 and 13 asked their questions related to the topic “School life” and the teachers-researchers video recorded them. Then, we sent the video to Carolina who sent another video back with her answers. We showed that video to the pupils in order to finish that implementation.

The session was developed taking into account the observations and suggestions given during the previous one, the session with the foreign teacher from Germany. The classroom was chosen in a quiet place of the school, the computer and TV set were installed and ready to facilitate the connection with the United States. The previous actions emerged from the reflection and had the purpose of improving the implementation of the proposal and, at the same time, the research process.

**Evaluation of the session:** In spite of the fact of all the limitations described above, the students were motivated towards the session, they learnt some aspects about the topic and they had the possibility to solve the doubts they had about the school life and education in general in that country. However, during the final interview done with the pupils, some of them evidenced some stereotypes and generalizations like that every classroom in the USA has incubators or laptops Apple. The objectives of the session were partially accomplished.

**Session:** 4

**Country:** Singapore

**Topic:** Typical Food

**Foreign teacher:** Anna Kadurina (F4)

**Number of students:** 7

**Lesson Plan 4.** Preparation Session, 1 hour 25 minutes

Connection session: 45 minutes.

**Contextual factors:** Due to a difficult situation of term ending in the school it was not possible to work with the group of students and we could not do the connection session the programmed day, so, we needed to move it to the strike period. For this reason, some of the students could not arrive to the class, students 2,3,4,5,6,9,11,12,14,15 and 17 were absent that day. The discipline of the pupils was good, the group was smaller, and all the students participated making questions about the topic using the vocabulary and questions from the preparation session. The time planned for the class was enough to cover the topic of Typical food but the connection lasted for some more minutes. At the end of the session many students wanted to continue sharing with the foreign teacher about different topics.

**Development:** The session started by asking the students about what they knew about Singapore, all of them answered that they did not know anything about it. Then, we asked for their imaginaries about the mentioned country. For example, S8 thought that, there, people possibly wear shoes made of wood, the foreign teacher showed them her shoe and laughed about the idea of wooden shoes and S8 explained her that she was talking about the design or style, not the material. S8 asked Anna: "Do you like cooking?" and she answered that she cooks because she needs to eat. About the architecture, S2 thought that it was similar to the Taj Mahal, Anna explained that it is more similar to the Chinese one. S2 said that there are probably a lot of poor people on the streets, but, asking Anna about this, she said that 70% of the inhabitants are millionaire.

Later, S7 asked Anna if she eats dogs, she laughed but she said that she has eaten frogs and that it is common there but that she has never eaten dogs. T1 clarifies that the students wanted to know if someone in Singapore eats dogs, but she said not, only frogs. S13 asked for her favorite typical food, as Anna is from Russia, she mentioned a typical soup there, she showed us pictures of the soup and the students were surprised by its color since it is prepared with beetroots. S1 asked her about the number of meals there and the foreign teacher answered that it is like in Colombia. S16 asked about the typical dishes and she said that she does not like “chicharrón”. The foreign teacher in Singapore showed the students her house and they had special interest in the toilet room, we assumed it was because of the bidet they knew during the connection with Portugal. S8 said that the thing they liked the most was the house. At the end of the session they said goodbye and thanked the foreign teacher.

Finally, during the reflection moment, some of the students realized that they had more questions that they did not ask, they gave some opinions about their new knowledge, the country, the advantages of this opportunity to know people and different traditions.

The analysis of the previous session (this with the United States) gave the teachers-researchers important clues about some technical aspects and the possible alternatives to solve those difficulties. The reflection about the results provided the teachers-researchers with elements to foster the next steps of the action research process.

**Evaluation of the session:** The results of the session were positive, all the students tried to establish a communication with the foreign teacher and they felt comfortable probably because of her personality and attitude facing the activity. She asked them and made them feel confident about using the foreign language and she was, all the time, open



to listen and understand what the pupils said.

The students felt interested and motivated to ask and answer questions about the country, the personal life of the foreign teacher, and, the topic, by using the vocabulary and expressions learnt during the preparation session. At the end of the session, during the evaluation moment, most of the students expressed they felt comfortable talking to Anna and S8 said it was easier to understand Anna's pronunciation. A limitation for the normal development of the session and the accomplishment of the objectives was the difficulty about the ending of the academic term, that forced us to change the dates of the timetable and the teachers strike because it affected the attendance of the whole group.

**Session:** 5

**Country:** England

**Topic:** Carnivals and Festivals

**Foreign teacher:** Linda Davies (F5)

**Number of students:** 7

**Lesson Plan 5.** Preparation Session, 1 hour 40 minutes

Connection session: 48 minutes.

**Contextual factors:** Due to the teachers' strike, it was not possible to have the whole group during the sessions with England. We called the parents to get the permission for the students to come to school during the strike, but it was possible to count with some of them. Students 2,3,4,5,6,9,11,12,14,15 and 17 were absent that day. The discipline of the group was very good and each student had the opportunity to participate and ask questions to the foreign teacher, they demonstrated interest and motivation to ask the foreign teacher and answer her questions. The attitude of the foreign teacher was friendly and the students felt comfortable sharing with her. Besides, the time planned for the class was enough to cover the topic of Carnivals and Festivals but we asked the foreign teacher if she had more time to share with the children a little more considering that many students wanted to keep the interaction, the session lasted 15 more minutes.

**Development:** At first, the students were asked about what they knew about England and then they told the class their imaginaries about the country. S8, for example, mentioned a myth about the ravens in the Tower of London and S1 talked about the double decker buses. The connection started with a short introduction of the foreign teacher, T1 asked the students how they imagined life there, most of them described it as a perfect country without problems. The foreign teacher explained that there are traffic jams there, for example. She asked the students about their future careers and invited them to visit her if they go to England one day.

Then, F5 showed us each place of her house explaining in English the different rooms and all the objects they could recognize such as the roof, the shelves with books, the bathroom with a shower. S8 asked the time and the teacher asked the current time in Bogotá too. S7 wanted to ask her something and the foreign teacher asked her name, she answered and asked where she lives. S1 Asked F5 about the buses, she clarified that the double decker buses are public. S8 asked her about the currency in London, they have pounds. The students demonstrated interest about what F5 was telling them.

T1 asked about Spanish (language) status there and the foreign teacher explained that Spanish is more popular than French. S18 asked if F5 had ever seen the Queen Elizabeth and she said twice. S7 asked about the languages that the foreign teacher speaks, she said only English. S13 asked about her family: “Do you have children? After the general questions, we moved towards the chosen topic, as it was planned during the previous session. S10 told the foreign teacher about the Barranquilla’s Carnival, and T1 asked her about special celebrations there, the foreign teacher explained that they have some fests and she described them. F5 showed a big interest on the students’ questions and she encouraged them to ask and talk to her. S1 asked “What kind of clothes people wear during the celebrations?” and she explained it. T1 asked if they use to wear colorful costumes like here and she said people wear some national costumes, S16 asked about food. S18 asked “How old are you?” and she laughed a lot, but she asked them to guess, the students mentioned different numbers, finally she said that she was 60 years old. F5 called T1 attention and said “I miss your cooking” the pupils wanted to know what she said, T1 explained that she lived with her when working in England some years ago. At the end of the connection, the group thanked F5 and said goodbye.

Based on the observation and the data gathered during the connection with Singapore, the researchers had the opportunity to propose new dynamics for the interaction with the foreign teacher in order to guarantee better results during this and the coming sessions. For instance, when the Colombian teacher asked the learners about what they knew and about how they imagined the target country, she took some notes in order to help the foreign teacher to answer all the doubts of the students later, in previous connections the teacher did not do that and the foreign teacher was not able to remember every question made by the pupils.

**Evaluation of the session:** The session had very good results, and the objectives were fulfilled, the students were really interested in the information given by the foreign teacher, they expressed that it was a little difficult to understand the foreign teacher's English accent but they felt very comfortable and confident when talking to her. Additionally, the foreign teacher's attitude and willingness helped a lot to the development of the activity. During this session, all the students had the opportunity to ask questions to the foreign teacher about the different things they wanted to know and about the topic of the connection and they expressed that it was interesting and they felt well. The biggest limitation for the activity was the teachers' strike which affected the attendance of the whole group.

**Session:** 6

**Country:** Denmark / Italy

**Topic:** Traditional Celebrations

**Foreign teacher:** Martina Lampasona (F6)

**Number of students:** 11

**Lesson Plan 6:** Preparation Session, 1 hour 40 minutes

Connection session: 40 minutes

**Contextual factors:** During May, there was a teachers' strike and it was not possible to have the whole group during the session about Denmark and Italy. It was necessary to call the parents for the students to come to the school during that period of time, some of them arrived. Students 4,9,10,11,12,14,15 were absent that day. The discipline of the group was good despite the misbehavior of one of the students, the small group facilitated the participation of the majority of the students, they had the opportunity to ask all the questions they wanted to the foreign teacher. The pupils demonstrated interest about the countries and they tried to pose questions based on the preparation session. It was necessary to take into account the two countries (Denmark and Italy) given that Martina was an Italian living in Denmark and she did not know some things about the topic in Denmark, so, she sometimes felt more confident talking about Italy.

The time planned for the class was enough to cover the topic of Traditional Celebrations but we asked the foreign teacher if she had more time to share with the children considering that many of them wanted to keep interacting with her. The foreign teacher accepted and the connection lasted for 15 more minutes in which they kept talking about the topic and took advantage to ask about more generalities of the country and culture.

**Development:** Initially, the students said what they knew about Italy and Denmark, then they were asked to imagine life there. The connection started introducing the foreign

teacher to the group of students and telling her some ideas the students had about these two countries. Some of them thought that the weather is cold most of the year in Denmark and they imagined this country more organized, with less traffic jams, and no strikes. In general, they imagined life there better than in Colombia. The foreign teacher specified that there are a lot of strikes in Italy. T1 asked F6 (for the pupils' request) to show the students her house or part of it, she walked around the house talking about each room. S3 asked her about the time there, it was 7:00 p.m. and, when the foreign teacher showed them the window, they realized that there was a lot of sunlight at that time, they also discovered that it was the same time in Denmark than in Italy. S1 asked F6 to speak in Italian, and the whole group felt very excited because they could understand some words. It was interesting to check about their previous knowledge about the Pisa tower and verify that what they knew about its history was true. About the topic of the connection, for the pupils it was surprising to notice that some traditional celebrations in Italy are similar that the ones we have in Colombia. Finally, S17 asked her one question prepared during the previous session. The students and teachers-researchers said goodbye to F6 and the connection finished.

**Evaluation of the session:** The session had many positive moments in which the students made efforts to communicate and understand their interlocutor's traditions and ideas, they tried to use the foreign language to establish a communication and they used the vocabulary and expressions worked during the preparation session. A limitation for the activity was the influence of the teachers' strike on the students' attendance; additionally, the discipline problems of one of the pupils who distracted other classmates. During the final reflection, the students considered that it was a little difficult to understand the foreign

teacher's accent, but, in spite of this, they felt comfortable talking to her. The objectives were reached and the students evaluated the session as good and they considered having learnt some important aspects about two different cultures and countries.

## **4.2 Results**

After collecting the data, session by session, from the perspective of three different sources: teachers-researchers (field notes), an external observer (external observer's sheet based on videos) and students (student's self-evaluation rubric and a semi-structured interview), we organized the gathered information, as presented below, in order to analyze it afterwards.

### ***4.2.1 Teachers' researchers***

- **Field notes**

After examining the two teachers-researchers' field notes, gathered during the six sessions and centered on two main aspects: oral interaction and intercultural awareness, the following results emerged:

It is evident that the preparation session had great importance during the process for motivation and readiness of the students. It is noticed that the previous class was fundamental to provide pupils with the language (vocabulary, sentences, questions) and some cultural aspects (mainly related to the own culture) necessary to establish an interaction with a foreigner.

**T2:** "The students were very interested in the previous class to prepare the Skype connection... and they tried to finish everything". (Source: teacher's field notes, session 1: Portugal).

There is evidence that students felt motivated facing the video calls and they enjoyed it a lot. The observations demonstrated that in spite of being a new situation and

some students were nervous or anxious, they dared to talk, they asked for help from the teachers or even the classmates to create a question or a sentence and they made efforts to control the uncertainty proper of the new experience. Even some students used the mother tongue to express something that they were not able to express in English and the message was received either because the foreigner understood or because the teachers (in this case mediators) helped them.

**T2:** “Sometimes the students are nervous because they feel that they don’t have enough vocabulary or grammar to talk to the foreigner... even though they make the effort to communicate”. (Source: teacher’s field notes, session 2: Germany).

The students demonstrated some prejudices and stereotypes about the countries because of television, movies, internet, among others.

**T1:** They think in Portugal they don’t have poor people... Many students believe that there are no traffic jams in Portugal. (Source: teacher’s field notes, session 1: Portugal).

While the sessions progressed, the students had the opportunity to surpass some of their prejudices and stereotypes regarding the foreign countries and cultures and some of them preferred to ask before creating an idea in their minds (especially in the final sessions).

**T2:** “Students supposed that Denmark was cold all the year and they asked the foreign teacher to check. It was not true”. (Source: teacher’s field notes, Session 6: Italy/Denmark).

Most of the time, the students were interested in knowing about the foreign culture and they asked about special features of the country that they know because of popular knowledge or watching movies.

**T2:** “A student wanted to ask about beer. The teacher said: In Germany... Student: In Germany, do you drink... Student: ...drink very poker?” (Source: teacher’s field notes, session 2: Germany).

The students constantly related the foreign culture to the own one by contrasting their differences and similarities. Some of the students seemed to value some aspects of the own country or culture after having learnt something about the foreign one.



**T1:** “Uy no, mucho frío profe, mejor como acá”. (Source: teacher’s field notes, session 6: Italy/Denmark).

The majority of the students tried to get the foreign participant’s idea from the context and taking into account the isolated words they understood. They were attentive to the conversation to have the opportunity to interact and they frequently translated what the foreigner was saying in order to check understanding.

**T1:** “In spite of the fact that they did not understand every word, they get the general idea”. (Source: teacher’s field notes, session 2: Germany).

Although some foreigners laughed at some questions and students’ comments they had a good disposition to answer them, they tried to speak slowly and tell the students what they wanted to know.

**T2:** “One of the students believed that they had in Singapore shoes like wooden made, Anna laughed and looked for her tennis shoes to show them to the students”. (Source: teacher’s field notes, session 4: Singapore).

The students were very excited to know about the foreign participants’ lives and to see their houses or places of work, they also demonstrated great interest when asking the foreign participants to talk in Spanish.

**T2:** “A student asked Martina to talk in Spanish and made her a question, she answered in Spanish and they laughed and clapped”. (Source: teacher’s field notes, session 6: Italy/Denmark).

The teachers-researchers noticed that in many cases the students paid more attention to meaning instead of grammar. Some students reached a spontaneous interaction (in specific moments) in which in spite of the fact of committing mistakes, the communication was effective. In these cases, it was not necessary the intervention of the researchers neither correcting the mistakes (teacher’s role) nor explaining something to the foreigner (mediator's role).

**T1:** “Diego asks: the children no escape of the school? Rita understood and answered him”. (Source: teacher’s field notes, session 1: Portugal).

### ***4.2.2 External observer***

- **External observer's sheet based on videos**

The external observer was asked to focus her observation mainly on the students' intercultural awareness and their oral interaction in English. After examining the sheets filled by the external observer session by session, the following results came out:

**Importance of the preparation (previous) session:** the external observer recognized that there was a preparation which was important for the interaction in terms of vocabulary, pronunciation, creation of some questions according to the interest of the pupils, cultural aspects in Colombia and selecting some students to tell the foreigner about the topic.

**EO:** "The teachers ask the students which are the superstitions in Colombia, three students are chosen to tell Doménique about it". (Source: external observer's sheet, session 2: Germany).

**Discovering Imaginaries:** referring to the moment in which the teachers asked for the students' imaginaries about the target country and culture, the external observer noticed a generalized positive image of the foreign countries in relation with the image they have of Colombia.

**EO:** "A positive image about Portugal is evident among the students, unlike Colombia, especially Bogotá, in terms of education, street culture, interpersonal relationships". (Source: external observer's sheet, session 1: Portugal).

**Students' attitudes towards the video call interactions:** in general terms, she evidenced a good attitude from the students with the exception of some indiscipline moments.

**EO:** "The students were willing to know many things about schools in the USA". (Source: external observer's sheet, Session 3: United States).

**Students' participation:** the external observer mentioned that there was a high

participation from the students. She underlined the efforts some students made for talking to the foreigners.

**EO:** “The students ask the teachers how can they ask in English about the topic”. Source: external observer’s sheet, session 6: Italy/Denmark).

**Students’ feelings facing the new situation:** the external observer realized that some pupils were nervous, especially when the foreigners asked them to repeat the question or sentence.

**EO:** “They were somewhat nervous when they had to repeat the question”. (Source: external observer’s sheet, session 6: Italy/Denmark).

**Stereotypes’ surpassing:** she observed that the students had some stereotypes and that during the video call it was possible to surpass them.

**EO:** “The students ... think that there are no traffic jams, the foreigner makes clear that there are also jams during rush hours”. (Source: external observer’s sheet, session 5: England).

**Consciousness of the differences or similarities:** She highlighted that the students were surprised when they discovered that something they used to think about any foreign country was not so close to the reality.

**EO:** “They got surprised when realized that what they believed was very different from the reality as the foreigner told them”. (Source: external observer’s sheet, session 4: Singapore).

**Previously prepared questions or sentences:** it was evident that some moments of the interaction were not spontaneous but they were previously prepared.

**EO:** “Students used the questions in some posters to establish a communication with the foreigner”. (Source: external observer’s sheet, session 2: Germany).

**Spontaneous interactions:** She observed other moments in which the interaction was more natural, it means that the questions or answers emerged automatically during the conversation.

**EO:** “The foreigner ... gave them the opportunity to ask what they wanted, she also asked questions”. (Source: external observer’s sheet, session 5: England).

**Preferences for close topics:** the external observer identified a special connection with the foreigners when talking about personal or very close aspects such as: when they told the foreigners about Colombia, when they asked the foreigner about their age, family, when the foreigner showed their houses, the school, the view through the window.

**EO:** “Students like to ask about Martina's life”. (Source: external observer’s sheet, session 4: Singapore).

### ***4.2.3 Students***

- **Students’ Self Evaluation Rubric**

Considering the Students’ Self Evaluation Rubric, filled by the students at the end of each video call session, and taking into account the two main aspects to reflect on, Intercultural Awareness and Oral Interaction, the following results were found:

**Intercultural Awareness (five questions).** Taking into account the students’ ideas before the connection, to the first question, ¿Qué sabes de ese país o cultura? some students assured knowing nothing about, few made generalizations based on their previous knowledge and most of them mentioned only one popular aspect of the country.

**S1:** “Que de ahí es Cristiano Ronaldo”. (Source: student’s self-evaluation rubric, session 1: Portugal).

To the second question, ¿Cómo te imaginas la vida allá? the generalized answer was that they imagined life in most of the countries better than in Colombia, some of them referred to particular aspects as the economic situation. In contrast, when talking about Singapore (the less known country for them) most of the pupils thought that it was a poor country and that life there was worse than here.

**S8:** “Mejor que en Colombia, que no hay tantos pobres”. (Source: student’s self-evaluation rubric, session 2: Germany).

To the third question, ¿Qué aprendiste de ese país o cultura luego de la conexión?

most of the children referred to the elements the foreign participant showed them (realia) during the connection such as the street, the school (Portugal), the laptops and the incubator in the elementary school classroom (USA), the characteristics of the house (Singapore), the yard, the roofs (England), the sunlight presence at night (Denmark). Others mentioned aspects linked to the personal life of the foreign teacher or specific elements related to the topic of each session.

**S16:** “Que los ateos no se visten solo de negro”. (Source: student’s self-evaluation rubric, session 2: Germany).

To the fourth question, ¿Qué te sorprendió? ¿Hay algo que no te haya gustado de lo que aprendiste? many students said that they liked everything of the sessions. Most of the children said that what surprised them the most was what the foreigner showed them and aspects related to the specific topic of the session, especially those that were totally different from what they had imagined.

**S8:** “No comen ratas ni perros y el color de las sopas”. (Source: student’s self-evaluation rubric, session 4: Singapore).

**S6:** “Que había demasiados paros y demasiados trancones”. (Source: student’s self-evaluation rubric, session 6: Italy/Denmark).

To the fifth question ¿Cambió en algo tu opinión de ese país o cultura? the majority of the students said that in general terms, the implementation did not change much their opinion about the target countries and cultures. However, in the connection with Singapore, all the students expressed that the implementation significantly changed their image about it, since they had a lot of stereotypes before the video call.

**S7:** “pensé que todos eran monos y altos, pero no era así”. (Source: student’s self-evaluation rubric, session 4: Singapore).

### Oral Interaction (three items):

Item	Results	Evidence	Session
Fluency and Self-confidence	Some pupils mentioned some limitations for reaching an effective communication and others evidenced that the preparation session helped them improving their fluency and self-confidence. When the pupils were asked to evaluate a peer, most of them agreed with their classmate's opinion and even some of them had a more positive perception about their classmates.	<b>S8:</b> “Me daba pena con ella, no tenía tanta pronunciación al hablar” <b>P:</b> “Le dio un poco de pena, pero estaba segura”	Portugal (session 1)
Use of English and pronunciation	Many students said that they felt fine about their pronunciation and English command and considered that they improved their English level. Some students referred to some limitations when communicating. In relation with their peers' opinions, most of them agreed with their classmates about their improved pronunciation and command of the language.	<b>S8:</b> “Que estoy bien para el nivel donde estoy” <b>P:</b> “Tiene buena pronunciación”	Singapore (session 4)
Use of vocabulary and expressions learnt in the preparation session	Many students recognized that they learnt words and expressions in the preparation session and in the other video calls that were useful in the connection. In the peer's evaluation, most of the students assessed their classmates' performance in a positive way.	<b>S13:</b> “Aprendí varias palabras nuevas” <b>P:</b> “utilizó expresiones de llamadas pasadas”	Italy and Denmark (session 6)

Source: Own elaboration

- **Students' semi-structured interview**

Based on the group semi-structured interview, the following aspects emerged: to the question number one, ¿Cómo creen que la participación en este proyecto puede incidir en su vida diaria? most of the pupils agreed with the idea that the project could have a positive impact on their daily lives, they especially referred to the occasions when talking to a foreign person, to the possibility of having better job or academic possibilities.

**S1:** “porque a veces cuando uno habla con extranjeros uno no sabe si el inglés que uno aprende acá es igual al que ellos hablan...entonces con estas actividades uno sí aprende que uno sí puede hablar con ellos”. “Digamos uno se da cuenta que, al principio de las sesiones, digamos yo, en lo personal, no estaba tan decisivo, era un poco tímido, pero ya después, con las otras sesiones, uno se siente más confiado y va mejorando su timidez”. (Source: semi-structured interview transcription, May 25th 2017).

To the question number two, ¿Ha cambiado su visión sobre las culturas extranjeras? ¿Sobre el pensamiento que tenían del extranjero? ¿Cómo? all the students recognized that they used to have certain ideas about foreign people and countries and that through the video calls it has been possible to change some of their perceptions or imaginaries.

**S8:** “Pues que allá en Singapur no había trancones, era todo más organizado... De Doménique, el alemán, pues es de él, no de Alemania, de pronto uno decía que los ateos se vestían todos de negro y él no”. (Source: semi-structured interview transcription, May 25th 2017).

To the question number three, ¿Te parece útil saber del país o cultura para comunicarte con un extranjero?, ¿sirve de algo saber sobre su cultura y su país al momento de hablar con ellos?, ¿para qué?, there was a generalized positive answer although at the moment of giving their reasons some pupils did not know what to say. Some students thought of themselves traveling abroad and they reflected about some interactive situations in which they do not act in an appropriate way for ignoring a specific characteristic of that culture.

**S1:** “Pues porque cuando uno viaja a ese país ahí ellos tienen su propia cultura y a veces uno tiene otra cultura diferente, entonces acá hay cosas que pueden estar bien y allá cosas que están terriblemente mal, entonces también es bueno aprender sobre la cultura de ese país para no hacer cosas que de pronto ellos no, no está bien visto”. (Source: semi-structured interview transcription, May 25th 2017).

To the question number four, ¿Consideran que la comunicación habría sido igual, con ellos, sin indagar primero sobre algunas generalidades del país o de la persona? any student seemed to give importance to that element.

**S7:** “No creo que afecte en nada”. (Source: semi-structured interview transcription, May 25th 2017).

To the question number five, ¿Creen que conocer a una persona de X país basta para decir que todos allá son iguales? The students answered in unison “noooo”, a girl gave an

example based on the experience lived during the video call with the foreigner living in Singapore:

**S8:** “Bueno, Anna ¿no era que era chiquita? Y ella dijo que no todos eran altos”. (Source: semi-structured interview transcription, May 25th 2017).

Referring to question six, Si hubieras tenido la oportunidad de escoger en qué país nacer, ¿cuál hubieras elegido y por qué? some pupils mentioned countries like Brazil, England, United Arab Emirates (Dubai) but the majority of them said The United States. Among the reasons they gave were: the good economic situation, academic and work opportunities. When the teacher asked them to think about the cultural differences, some of them told us that they would have chosen Colombia again, a guy for example mentioned that when foreign people arrive, we (Colombian) receive them very well. When the teacher made them reflect about the cultural aspects some pupils highlighted the things they like about Colombia.

**T1:**” Por ejemplo, ¿preferirían vivir en Singapur que en Colombia?

**S18:** “No”

**T1:**” ¿Por qué no?

**S18:** “Porque hace mucho calor, el ambiente, la gente”. (Source: semi-structured interview transcription, May 25th 2017).

To the question number seven, ¿Se consideran que son buenos en inglés? ¿Sí o no? ¿Por qué? most of the pupils answered that they are good and that is why they were there (advanced group according to a classification test) but other students went beyond, they underlined that they were able to understand the foreigners or talk during the video call sessions.

**S8:** “Porque digamos, cuando ellos hablan pues, yo les entiendo algunas cosas y yo digamos trato de entender lo que dicen, pero no puedo, o sea con las únicas cosas que me dicen yo les respondo, depende”. (Source: semi-structured interview transcription, May 25th 2017).

To question number eight, ¿Consideras que en la comunicación con las personas



extranjeras habría sido igual sin hacer esos ejercicios que hicimos antes? all the students agreed with the idea that the preparation sessions were useful since they think that they gave them some important elements for interacting.

**S10:** “Nos perdemos, nos equivocamos”. (referring to the disadvantages of not having a preparation session). (Source: semi-structured interview transcription, May 25th 2017).

To question number nine, ¿Creen que ahora tienen mayor capacidad para entender el inglés de personas de diferentes partes del mundo que antes del proyecto? some children answered that they did not notice any differences in the accents but they realized that it was easier to understand to some foreigners than others. The generalized answer was that they understood more to the girl in Singapore and less to the German guy.

**S1:** “Sí, claro, es lo más importante porque de qué sirve saberse toda la tabla, saberse todo el inglés completo, si a la hora de hablar uno no entiende la pronunciación ni lo que ellos dicen”. (Source: semi-structured interview transcription, May 25th 2017).

To question number ten, ¿Creen que este proyecto puede incidir en algo en sus clases regulares de inglés?, They mentioned aspects like vocabulary, fluency, listening comprehension.

**S8:** “Digamos en la pronunciación, el entendimiento del vocabulario”. (Source: semi-structured interview transcription, May 25th 2017).

### **4.3 Results analysis**

Based on the results obtained from the three data sources (teachers-researchers, external observer and students) about students’ oral interaction and intercultural awareness, we have analyzed them and identified the emerging categories taking into account the research question: How could video calls Oral Interaction with foreign teachers impact secondary students’ Intercultural Awareness, in a school in Bogotá?

**Table 2*****Categories for the research question***

<b>RESEARCH QUESTION</b>	<b>CATEGORIES</b>	<b>SUBCATEGORIES</b>	<b>EVIDENCE</b>
How could video calls Oral Interaction with foreign teachers impact secondary students' Intercultural Awareness, in a school in Bogotá?	Video call and its impact on students' reinterpretation of the reality.	-Surpassing prejudices and stereotypes about the foreign cultures.  -More refined judgements about different people, countries or cultures.	Teachers-researchers' field notes  External observer's sheet based on videos
	Internalization of: some cultural features, and, their possible influence on interaction.	-Recognition of the own culture and its importance.  -Sharing opinions, a key for developing students' ICA.	Student's self-evaluation rubric  Semi-structured interview
	Students' control of uncertainties, a key for oral interaction.	-Planning phase's relevance.  -Students' spontaneous oral production.	

Source: Own elaboration

As the project was developed under the rules of the Blended Learning Educational Approach, it combined two kinds of learning experiences: in Graham's (2013) words "classroom face-to-face learning experiences with online learning experiences". The first ones are represented in this research by the planning session and the second ones are characterized by the video call sessions. Having clarified this, we proceed to develop the categories and subcategories exposed in Table 2:

**First category: video call and its impact on students' reinterpretation of the reality.** Video call has been the tool chosen by us, as teachers-researchers, for taking our students on a virtual travel without saying that it is the only way to do it possible. As explained before, it was chosen because, as being a synchronous communication tool, and as letting people to talk and see each other in real time, it is one of the closer experiences to a face-to-face interaction and, additionally, because it offers the possibility to bring the context around the foreigner to the Colombian English classroom to a certain point.

The use of this CMC tool, as part of our intervention, has changed our students' minds in certain ways. Even though this impact has been greater in some students than in others, it is clear that this experience gave all of them some elements to facilitate a process of reinterpretation of the reality. The impact described can be more specifically evidenced in the two following subcategories:

**First subcategory: Surpassing prejudices and stereotypes about the foreign cultures.** It is common that people usually build ideas in their minds based on an isolated situation or person, on others' opinions, on a physical appearance, among other factors. That was observed with a high frequency during all the video call sessions. Most of the pupils, involved in this research, used to generalize about all the foreign countries by thinking that their characteristics are the same for everyone, or about people from a same country or culture based on a person they met or on something they have heard before. Even without having had contact with a specific culture, they sometimes linked it to another or others they "knew" and created an image of it.

**S1:** "Que era un país muy parecido en cultura a la India". (Source: student's self-evaluation rubric, session 4: Singapore).

**T2:** "The idea of poverty the students had before the connection". (Source: teachers' field notes, session 4: Singapore).

**EO:** “The students ... think that there are no traffic jams, the foreigner clarifies that there are also traffic jams there during the rush hour”. (Source: external observer’s sheet, session 5: England).

The experience through video call interactions with foreign teachers has given the students the possibility to surpass some of the prejudices or stereotypes they had about these cultures before each interaction. Thanks to the openness of the six foreign teachers, the students felt free (in most of the cases) to ask what they wanted and, in that way, they did not keep thinking the same in the occasions in which their interpretations were not close to the truth. As Byram et al (2002) explain, avoiding stereotypes and identifying the individuality of each person opens the possibility of a more respectful coexistence and that facilitates interaction. Even though we are not saying that the students have a more peaceful coexistence now or that they do not have stereotypes about the foreign cultures, we highlight that this project showed them a path, these children have given an important first step by discovering that people sometimes build ideas in their minds that are not totally true and that there are ways to verify them by going to a direct or reliable source. Byram et al (2002) states:

“the 'intercultural dimension' in language teaching aims to develop learners as intercultural speakers or mediators who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity. Intercultural communication is communication on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction”. (p.9).

**EO:** “They were surprised to realize that what they believed was very different from the reality that the foreigner told them”. (Source: external observer’s sheet, session 4: Singapore).

**S16** “Que los ateos no se visten solo de negro”. (Source: student’s self-evaluation rubric: Session 2, Germany).

**T1:** “Students supposed that Denmark was cold all the year and they asked the foreign teacher to

check. It was not true". (Source: teachers' field notes, session 6: Italy/Denmark).

On the contrary, there were other students who still keep making generalizations about foreign countries and cultures that is normal since ICA's development is a long, hard but interesting process that is worthy to live, it makes us aware of the fact that it should be a permanent process, that ICA should be included in all the school's syllabi and in general in every EFL teaching and learning program.

**S13:** "Porque allá es muy como, digamos en las películas, en las películas que las casas son... tremendas casas... Y visten como si no tuvieran tanta pobreza". (Source: student's semi-structured interview).

**S8:** "Digamos si nos ponen a describir un país, digamos Estados Unidos, nosotros ya tenemos una idea, digamos, computadores Apple, incubadora, pollitos". (Source: students semi-structured interview).

**Second subcategory: More refined judgements about different people, countries or cultures.** Taking as a point of departure the previous subcategory, it was noticed that while the sessions progressed, some students were more careful at the moment of making comments, generalizations or affirmations about foreign people, countries or cultures. These students preferred to wait and meet the foreigners or ask them about a specific aspect before expressing an idea which could be wrong. According to Vilà (2012), the previous aspect is an evidence of the development of someone's intercultural awareness which is a result of reducing stereotypes.

**S3:** "nada" (When asking them '¿Cómo te imaginas la vida allá?'). (Source: student's self-evaluation rubric, session 6: Italy).

**T2:** "During the previous session a student seemed to believe something but, before talking he decided to wait until the connection and ask the foreign teacher about it". (Source: teachers field notes: session 5, England).

In the previous evidences, it is noticed that the pupils abstained from assuring something based just on their beliefs, they decided to discover the truth by taking advantage of having access to a direct source, they preferred to wait and ask the foreign

teachers. We think that this point could contribute, with more time and more intercultural experiences, to the development of more critical students inside our classes, to the development of students who do not judge others just for their physical appearance, fact that causes a lot of problematic situations in our classrooms nowadays.

**Second category: Internalization of: some cultural features, and, their possible influence on interaction.** During the whole intervention, there were a lot of moments in which the learners and the teachers-researchers were able to share their opinions about the process of interaction, the cultural aspects they were interested in, their ideas about the foreign teachers, their progress, among others. It was possible to register and analyze some of this reflection moments, described in the development of the sessions above, in which some pupils got a certain internalization that is going to be developed in the next two subcategories:

**First subcategory: Recognition of the own culture and its importance.** The students' comparison between Colombia and the other cultures was a constant element during the video call sessions, they usually used expressions such as: *allá es más, acá no hay, ellos también, igual que acá*, among others. It can be affirmed that through the cognition and recognition of other people and countries, they started making an internalization of the own culture as well. While the intervention progressed, the students were consolidating a proper vision of what being Colombian means.

Especially at the beginning of this project, students used to express two types of stereotypes about the own culture: on the one hand, few pupils used to express that their culture was the best (referring to specific subjects) by saying expressions like “*es una chimba*”; on the other hand, others, the vast majority, used to underestimate the proper culture or country by overestimating the foreign ones, since they used to mention that

everything abroad is better than in Colombia (as shown in the statement of the problem). From our vision, any of the previous situations are the ideal ones, people should find a balance by recognizing that every culture has, as positive as not too positive, characteristics and that is this mixture which makes it unique.

During the video calls, it was possible to hear some pupils reflecting about their own country and culture and coming to the conclusion that there are some aspects that are not necessarily better abroad. We could say that due to the possibility of discovering some characteristics of the foreign cultures, some students started a recognition of the characteristics of the own one and, even some of them started valuing more those characteristics. However, at the same time, some pupils kept expressing some ethnocentric comments or others seemed to keep paying all their attention to the “negative aspects” of Colombia, it is seen as an opportunity and challenge for the teachers-researchers to strengthen the project and keep interested in the topic of intercultural awareness. We have realized that the sessions implemented showed us, a way to address ICA with the pupils, experience that could work as a point of departure for other English teachers and even for future researchers. This particular path (chosen to develop the learners’ intercultural awareness) evidenced an interesting progress in certain areas but it is a lifelong process that is totally worthy to live in our EFL classes in Colombia.

**Second subcategory: Sharing opinions, a key for developing students’ ICA.**

We have called this subcategory ‘sharing opinions’, we do not refer to a specific data collection instrument, but to every moment in which the students were able to reflect and express their opinions in the different stages of the whole process (many of them were filmed). The main sources of information at that respect were: the reflection moment after

each video call session, in which the learners told us their feelings and impressions; and the final semi-structured interview, whose results were described above. Through the current research project, purely qualitative, the reflective moments had a fundamental importance. In our view, it was while reflecting that the students got a major consciousness of the importance of the intercultural aspects for establishing an interaction, for their learning process of a foreign language and for their lives in general:

- For establishing an interaction: few pupils demonstrated this kind of awareness but in our opinion, as they did their reflections out loud, their consciousness could have caused an impact on their classmates' ICA too. In the following examples, two students recognized that being aware of the traditions, beliefs or values of a different person or culture, could contribute to avoid problematic situations during an interaction.

**S1:** “Pues porque cuando uno viaja a ese país ahí ellos tienen su propia cultura y a veces, uno tiene otra cultura diferente, entonces acá hay cosas que pueden estar bien y allá cosas que están terriblemente mal, entonces también es bueno aprender sobre la cultura de ese país para no hacer cosas que de pronto ellos no, no está bien visto”. (Source: semi-structured interview transcription, May 25th 2017).

**T2:** “At the end of the session many students commented that they had a different idea about atheist people and they said that now they understand that every people is different, one student felt worried because he said: “*Dios lo bendiga*”, and it could offend the foreign participant”. (Source: teachers' field notes: Session 5, Germany).

For us, as researchers, this kind of reflections is one of the findings we like the most about the current project. In spite of the fact that few pupils seemed to have reached that level of consciousness, we consider it is an important outcome, since it evidences the main impact of the intervention on students' ICA (based on the definition we created and that worked as the axis during the whole research process).

- For their learning process: during the reflection moments that we led with the pupils, they recognized that this project could have a positive impact on their



learning processes because they agreed that it has given them a lot of linguistic elements, vocabulary, among others; but also because of the cultural contributions of this implementation. Additionally, as teachers-researchers, we have observed that the students seem to be more open each time to listen to different viewpoints. For instance, there was a student (S2) whose opinions were frequently rejected, most of the times when he participated in the class, their partners used to make mocking comments. However, during the implementation number six (video call with the Italian English teacher), when he expressed something that his classmates did not agree with, they did not attack him as usually, but they tried to express their different opinions in a respectful way.

It is hoped that the group keeps having this kind of attitudes which would contribute to the development of the English classes (since it was one of the situations described in the statement of the problem), and, in general it could impact all their classes and even their daily lives in a positive way. We are convinced that a person with a high ICA has a lot of elements for facing the situations that could come out in every context in a more proper way, and, could contribute to the construction of a better society.

**Third category: Students' control of uncertainties, a key for oral interaction.**

Through the explanation of the first and the second categories and their subcategories, it has been developed the positive impact of video call interactions on the students' intercultural awareness, but, we have noticed that this impact is a reciprocal one, it cannot be understood as an only one-way process. We proceed to explain: the impact of introducing intercultural awareness in the EFL classes, and, its development through the exposure to real intercultural exchanges, on students' oral interaction. Even though, that impact was not the main purpose of the current project, it emerged during the

implementation and the data analysis.

Using a synchronous communication tool is a whole challenge for both, language teachers and students, since it implies to be open to any fact that could come up through the process. As it was described, it was a totally new experience for this group for several reasons: most of them had never had contact with a foreigner before; they had never talked to a person in English different from the teacher or classmates; most of them had never used a synchronous communication tool and; they were not used to work intercultural topics in an ‘intentional way’ during their EFL learning process. At that respect, Torres (2014) claims: “I think that only when teachers are properly trained and ICC is taught in an intentional way, the development of ICC can take place for the teachers themselves, and consequently for their students in a thorough manner”. Having the previous statement in mind, we have to recognize that we, as teachers, are not used to work ICA (as part of the ICC) in an intentional way with our students, but, on the basis of this project, we think we started moving on the right direction.

As a totally new situation (video call interaction in English), it is normal to generate certain feelings on the pupils as nervous, anxiety or uncertainty as shown in the following evidences:

**S8:** “Me daba pena con ella, no tenía tanta pronunciación al hablar”. (Source: student’s self-evaluation rubric: session 1, Portugal).

**T1:** “Sometimes the students are nervous because they feel that they don’t have enough vocabulary or grammar to talk to the foreigner... even though they make the effort to communicate”. (Source: teacher’s field notes: session 2, Germany).

**EO:** “They were a little nervous when they had to repeat the question”. (Source: external observer’s sheet: session 6: Italy/Denmark).

Taking the results as a point of departure, during the implementation there were some elements that played an important role while trying to control the students’

uncertainties (one of the ICA's implicit abilities following Vilà's theory), and that as a consequence could have caused a positive impact on their oral interaction skills, elements that are going to be developed in the next subcategories:

**First subcategory: Planning phase's relevance.** As it was explained above, when using a synchronous communication tool, there are some issues that cannot be controlled, which are completely unexpected, but, there are others that can be worked beforehand, in order to prepare the participants to a certain point. One of these factors has to do with all the actions that can be done previously; for effects of this research they were:

- As the population (eighth graders now) had been chosen since they were in sixth grade, we as teachers-researchers did other projects or actions in the framework of our M.A. program with the same group. For instance, when one of us, the teacher working in a school different from this of the current intervention, was in charge of an immersion room (in that school), we took two language assistants to the English class in the school where this project took place (in which there has never been a language assistant). It is illustrated in Figures 7 and 8. The pupils had the opportunity to talk to them and to interact in English. At that moment, we thought it would help the group to reduce nervous, anxiety, and other feelings flourished while talking to a foreigner, in that way, it could be easier for them to have contact with other foreigners afterwards. Another experience was that a teacher in the United States asked any Colombian teacher, through Facebook, to do a Skype session with her children in the USA. One of us proposed her to work with this group and it was done. Even though the interaction was in Spanish, we thought it could help the students to get familiar with the video call tool. Based on our experience, it was achieved in certain way, for example, when the intervention started they were not

very worried about cameras and other technological tools used.



*Figure 7. A Kazakhstani girl's visit*  
(Source: Own elaboration)



*Figure 8. A Portuguese couple's visit*  
(Source: Own elaboration)

- Another important factor is what we have called, the preparation session. We realized that the pupils required some language elements as vocabulary, pronunciation, preparation on how to ask, among others. For getting that, we used the Task-Based methodology (TBLL and TBLT), since we agreed to Ellis (2009) when saying “it (TBLT) is based on the principle that language learning will progress most successfully if teaching aims simply to create contexts in which the learner’s natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit”.

We developed the six lesson plans in which children had to accomplish little tasks (role plays, interviews, etc.), based on intercultural awareness, in order to prepare them for the big task which was the interaction with the foreigner through a video call. There are evidences in the four instruments for saying that the preparation sessions provided the students with certain elements that reduced their uncertainties and gave them self-confidence.

**EO:** “Students used the questions of the posters to establish a communication with the foreigner”.

(Source: external observer's sheet, session 2: Germany).

**S18:** "Sí utilicé las oraciones para hacer preguntas". (Source: student's self-evaluation rubric, session 4: Singapore).

**T2:** "The students were very interested in the previous class to prepare the connection... and they tried to finish everything". (Source: teacher's field notes, session 1: Portugal).

We have centered our analysis on the control of uncertainties, which is the first 'implicit ability' that compose the ICA according to Ruth Vilà Baños (2012), since we consider it is a fundamental factor for getting involved in interactions generated in a real-world context. We could affirm that when the learners feel better prepared, with some basic vocabulary, expressions, pronunciation, among others, their uncertainties are reduced to a certain point, and, that represents a first step for reaching a real interactive process.

**Other considerations:** Even though, the preparation class before every video call session gave the students important elements for facing that kind of situations, there are factors that are not possible to plan since we never know the turn that an interaction is going to take. We are going to present some of those factors that emerged and that could have influenced the students' control of uncertainties in order to lead them to develop some of their interaction skills. One of those factors was the good attitude most of the pupils had towards the video calls (and towards the implementation of the proposal in general). There is evidence, in the four instruments of data collection, that the students were really interested in interacting with the foreign teachers, they really wanted to tell them about Colombia and to ask about specific aspects of each country.

**T2:** "A student wanted to ask about beer. The teacher said: In Germany... Student: In Germany, do you drink... Student: ...drink very poker?" (Source: teacher's field notes, session 2: Germany).

**EO:** "This reinforces their self-confidence since they realize that learning Spanish is also an interesting goal for foreigners". (Source: external observer's sheet, session 6: Italy/Denmark).

One of the reasons that could have caused the students' positive attitudes was the fact that they chose the topics they wanted to work during the video call sessions.

According to the results, many of the aspects that the participants mentioned, when asking them the most surprising things they had learnt, were the aspects related to the topic. It is important to remember that at the beginning of each session they were able to talk about any aspect before centering the interaction in the main topic.

**S8:** "No comen ratas ni perros y el color de las sopas". (Source: student's self-evaluation rubric, session 4: Singapore).

**T2:** "The students were interested to know about the birthday parties in Italy". (Source: teacher's field notes: session 6, Italy/Denmark).

**EO:** "The students were willing to know many things about the schools in the USA". (Source: external observer's sheet, session 3: United States).

Additional to the previous factors expressed, there were others, classified as external: some surrounding conditions such as the noise outside the classroom due to the fact that the whole school was in the break during the first sessions; on the contrary, in the other sessions, the students were less worried about the external part of the classroom, since this year there was a public teachers' strike in Colombia and the last sessions were developed during that time, so, the students and teachers were not worried about having another class after the sessions.

Moreover, because of the teachers' strike mentioned, we had to ask the pupils to come to the school some days in order to fulfill the implementation. Unfortunately, we did not manage to have the whole group in the last sessions as we would have loved, but, this fact brought some advantages to the process of the students who attended. As the learners who were in those sessions were totally volunteers, it was evident their commitment with it, we noticed a high interest from most of them. As the group was little, the discipline was

really good and every participant had the opportunity to stand up in front of the laptop and talk to the foreigner all the times he or she wanted. In general, we noticed a greater progress, in terms of ICA and oral interaction, in the students who were in all the sessions or in most of them than in the ones that were in just two or three sessions.

As well as, there were some technological conditions that affected the normal course of the implementation. For instance, the session with the teacher in the USA, in which we had to use a WhatsApp video call through a cell phone and unfortunately it lasted few minutes. We recorded a video in which the students asked the foreign teacher the questions they were not able to do during the video call and the teacher sent us back a video with the answers. Or the sessions with Germany or Italy in which there were some problems with the sound, the students had more difficulties for understanding than in the other sessions.

Furthermore, specific aspects related to the foreign teachers appeared. The pupils expressed having felt more confident with some foreign teachers than with others. For example, as the girl in Singapore was very open, friendly and smiley, it was noticed that they felt better to talk. In addition, the foreigners' accent, pronunciation and speed while the interaction, also produced an effect on some students. For instance, most of the learners mentioned that in the session they understood the least and/or they felt less self-confident to talk was the one with the German teacher, who had a marked accent and it was difficult to understand even for the teachers-researchers.

**Second subcategory: Students' spontaneous oral production.** Duff and Surtees (2017) highlight spontaneity as one of the most important characteristics of interaction, according to them, it (interaction) should be a "spontaneous talk in a particular context that occurs between two or more interlocutors who are actively engaged in the verbal activity".

During the video call sessions, there were some specific moments in which the interaction was totally natural, these moments are really valuable for us and for the learners' particular processes.

In spite of some limitations presented above, and, in addition to the factors described as enhancers of students' control of uncertainties, there were two particular characteristics of the video calls interaction carried out that caught our attention. Based on the results, these two features caused a positive impact on the students' spontaneous oral production and they were: the real need to use English in a significant context and the focus mainly on meaning, instead of grammar.

As it was mentioned, the students lived for the first time a real communicative situation in English. They experienced a real need for using the language and in our opinion, it was so meaningful for them, since they took all the elements they had to interact, they used questions and expressions they had learnt during their current English classes, in the preparation sessions, in the previous video call sessions, etc., and, we affirm they learnt them in a meaningful way since they used them in different contexts. Brown (2007) argues that there are six strategies that interactive classes should consider, five of them refer to genuine language, contexts, conversations or audiences. As our intervention was carried out through video calls, it offered us a wonderful possibility that other applications or programs do not have, the possibility of bringing the context, not just the foreigner, to the classroom. Since the students were curious about things that they saw, and, as they did not want to keep having their doubts, they found the way, they took the risk.

**T2:** "The students saw through the window that there was sunlight and they asked Martina: What time is it?" (Source: teachers' field notes: session 6, Italy/Denmark).

**T1:** "Diego asks: the children no escape of the school? Rita understood and answered him". (Source: teacher's field notes, session 1: Portugal).



The other characteristic of the video calls that facilitated the students' spontaneous oral production was that the focus was mainly on meaning, instead of grammar or accuracy. We, as teachers, only intervened with language corrections when it was necessary for the understanding of the participants, in other way, the students were allowed to commit some linguistic mistakes such as the lack of auxiliary verbs when asking, the lack of prepositions, changing the order of the words, even some problems of pronunciation that did not affect the understanding. In spite of the fact that the pupils did not have all the necessary linguistic aspects, they made efforts to communicate, they seemed and they expressed that they were gaining some confidence, and they were more likely to dare, to talk, to ask, to interact. It led to a more spontaneous interaction in some short moments as the shown in the next evidence.

**T:** "Diego asks: 'the children no escape of the school?'. The foreign teacher understood and answered him". (Source: teachers' field notes, session 1: Portugal).

In order to enclose all the third category with its subcategories, we would affirm that there were different factors that contributed to the control of some students' uncertainties which facilitated them to manage some spontaneous oral productions during the video calls with the foreign teachers. Among them we emphasize on the planning phase, the progress of the sessions, the openness of the foreign teachers, the interest of the students to learn English and cultural aspects, the focus on meaning over the sessions and the real need of communication the students experienced.

As listed below, there are some samples in which it is evident that the students managed accurate spontaneous oral productions. Most of the evidences show correct questions in simple present either with WH-Questions and verb to be, or, even with auxiliary do, one of the most worked items during the preparation sessions. These

evidences were taken from the teachers-researchers' field notes carried out during the sessions, and, afterwards, through the use of the videos:

**T1:** "A girl and Linda talked:

F5: What is your name?

S7: My name is Paula.

F5: What's your name?"

S7: Paula (Source: teachers' field notes, session 5, England).

**T2:** "The students saw through the window that there was sunlight and they asked Martina: What time is it?" (Source: teachers' field notes: session 6, Italy/Denmark).

**T1:** Students telling the foreign teacher, Rita, characteristics of the weather in Colombia.

Student 11: In summer people wear: pants, sandals, caps, skirts, dress. It is warm.

(While showing a picture he brought to the class). (Source: teachers' field notes: session 1, Portugal).

**T1:** "Student 18 talked without help

S18: Hello!

F5: Hello!

S18: Do you speak Spanish?

F5: Mm No! Ask your teacher!". (Source: teacher's field notes: session 5, England).

**T2:** "The student says: Hello! The foreign teacher answered Hi! the student asked: Do you like cooking? The foreign teacher said yes, yes, I cook, the student asked: Why?" (Source: teachers' field notes, session 3: Singapore).

**T2:** "The foreign teacher asked: what is your name? S18: Nelson: My name is Nelson". (Source: teachers' field notes, session 3: Singapore).

**T1:** "Student 18 said: "Hi again", Linda answered and the boy said: How old are you? (Source: teachers' field notes, session 5: England).

**T1:** "A student answered: 'I am very well' spontaneously and without help". (Source: teachers' field notes, session 1, Portugal).

The previous evidences demonstrated that the learners reached a substantial progress in terms of their oral interactions skills, since some of them were able to ask or reply their interlocutors without or with a reduced help of the teacher of the class. They realized that, in spite of their young age, they were able to understand native or non-native English speakers and to establish a dialogue according to their language level. Some students reached to establish an interaction by using only the questions and expressions worked in the preparation sessions; some of them needed to repeat their questions in order the foreign teacher to understand them, or, to ask for their English teacher's help, but they

managed to do it; other ones used elements that they had previously learnt in the English classes, expressions learnt in the other video call sessions, or, they managed to reply their interlocutor in an effective way when carrying out an unexpected or unplanned conversation. The English teacher of the group (also researcher) was pleased because she experienced that progress of the learners and she underlined that the exposure to a real use of the language was a situation that they had never experienced in their lives before. Finally, the use of a synchronous communication tool was demanding in terms of spontaneity, previous preparation, etc. but its contributions cannot be denied, it definitely caused the enhancement of the weakest aspects of the learners, those related to their oral interaction skills.

**Final considerations:** As we were mainly interested in the ideas' exchange and in the intercultural awareness, as part of our mediation we highlight a fact (that for other English teachers could be considered totally negative) and it is the use of the mother tongue that a pupil did during the video call with Portugal. We allowed the student to use it and he managed to communicate his idea since the Portuguese teacher understood him, so the students used the elements they had at that moment to express what they wanted. It did not evidence his performance in English but a willingness to communicate, a willingness to interact which could have positive effects in the student's school, familiar or daily life. We recognize there are other factors, as the learner's personality, that play an important role when trying to establish an interaction. It implies that every student has a particular rhythm and some require more time and experiences than others, in order to achieve the same goal or progress; in that way, we argue that the teacher can encourage the learners but not force them to talk.

## Chapter 5

### Conclusions

Having in mind the research question, axis of the current project, there was a positive impact of video call oral interaction on the students' Intercultural Awareness, which has been evidenced in the next facts: first, it was observed that video calls with foreign teachers provided the learners with certain important elements for managing a reinterpretation of the reality mainly evidenced in their recognition and reduction of some prejudices and stereotypes about the foreign cultures; and in the elaboration of more refined judgements about people who are considered as different. The pupils seemed to start becoming more critical, since by the end of the implementation, they preferred to ask about certain information to the real source before judging something based on their first impressions. Second, it was possible to identify some internalization of specific cultural characteristics and especially of the importance they have when trying to establish an interactive process. For reaching that consciousness, the students experienced a recognition of the own culture based on the cognition and recognition of other ones and they were under a constant reflection during the whole process.

Specifically, taking as a point of departure our own definition of ICA and its implicit abilities described by Vilà (control of uncertainties, reinterpretation of the reality and knowing cultural similarities and differences), we conclude that the implementation of the project through video call interactions had a high positive impact on the development of the students' intercultural awareness. First, there were enough evidences that demonstrated that during the sessions the pupils established some cultural differences and similarities among the explored cultures, and their own one. Second, some students evidenced that they

reached an initial exploration of the reality reinterpretation, when some of them stop making generalizations or changed their minds in certain ways after talking to the foreign teachers; even few students reached an interesting reflection level about the importance of developing their ICA for their academic purposes but also for successful possible future interactions with people from different cultures. However, in terms of impact of the research, we evidenced that it is still weak since the students who reached a deep internalization were few and, in addition, other students still demonstrate very marked stereotypes about the explored cultures. This limitation should be seen as an opportunity and challenge for us, as teachers-researchers, but, also for future researches on the subject, since ICA is an endless topic that need permanent exploration and work.

Additionally, most of the students achieved a certain control of the uncertainties (the other ICA's implicit ability), typical of this kind of communicative processes, evidenced in some spontaneous oral productions while interacting with the foreigner in English. It has been determined that the relation Oral Interaction-ICA is reciprocal, since the positive impact was not observed just in one way, it means that there are enough evidences to affirm that the development of the pupils' ICA contributed to the development of their oral interaction skills and to a more successful communicative exchange not only with foreign people (mainly in English) but hopefully with their classmates, teachers, relatives, etc. (even in Spanish). The previous emerged from the combination of some key factors, among them: the planning phase, the progress of the sessions, the openness of the foreign teachers, the interest of the students to learn English and cultural aspects, the focus on meaning over the sessions and the real need of communication experienced by the learners.

Furthermore, the development of this project has led us to a deep analysis and

appropriation of the scientific literature about the two main topics that conducted the whole research process: Oral Interaction and Intercultural Awareness. Besides, the theories taken into consideration, have supported our main outcomes, giving in that way a higher validity to them. Specifically, about the theoretical aspect, we found that the three components of ICA that Vilà develops in her theory perfectly encloses what people need to develop in order to say that they have reached a certain level of their ICA. However, we found that some of the definitions of this concept (ICA) that we reviewed were focused on the importance of its development for interacting but did not specify its importance for language learning processes and that is why, taking those valuable definitions reviewed, we created our own one.

As it can be seen through the four previous chapters, we managed to design a proposal based on Blended Learning (BL) Approach in which TBL and video calls were combined in order to carry out some oral interactions in English with foreign teachers; we implemented the proposal by developing the six lesson plans and the six video call sessions proposed in the timetable in an academic semester and; we evaluated the proposal through the analysis of the results obtained by using the data collection instruments. All the actions described (design, implementation and evaluation of the proposal) were fulfilled in the light of the established need: to develop students' Intercultural Awareness in the English class. Through the development of the proposal, we managed to create a comfortable communicative situation that favored the interaction between the students and the foreign teachers, we prepared the students, and, what is more important, we made them reflect about their own learning process and about the importance of including the ICA development in their EFL classes, but also, its contribution in their daily lives.

Finally, the teachers-researchers underline the importance of developing this kind of

projects in our Colombian schools, since we are convinced that enhancing learners' ICA causes a positive impact on all their areas of development: social life, academic and future labor roles, as well as their family and personal contexts. Additionally, as the current project was an action research, it let us reflect and make some particular actions on the way, what contributed to the achievement of a more successful result and a richer experience, not only for us, but for the learners. With the adjustments that as researchers we were doing all the time, the students took more advantage of the implementation and enjoy it. That is why we think that our experience could be taken into account in the particular institution where the project took place, specifically in the English syllabus adjustments and, even, in other institutions and populations with similar characteristics. We consider this project has shown a path for future researchers who decide to make an incursion on this wonderful world of Intercultural Awareness or to develop a proposal using a synchronous communication tool, whose main contributions are the possibility of bringing the context of the interlocutor to the classroom and, the spontaneity that makes the experience closer to a face-to-face encounter, a whole challenge for language teachers that is totally worthy.

## Pedagogical implications

In our condition of teachers-researchers, we could identify the importance of the implementation of a project, in which it is possible to impact secondary students' ICA in a positive way using video calls. In that way, we are familiar with some technological tools that benefit not only our pedagogical practices, but, our daily lives in general. Additionally, we found an interesting path for teaching ICA in an intentional way, which for sure is going to influence our own ICA, facilitating its development in our current and future students.

During the process, we could observe that the development of the project facilitated the interaction of the students with people from other countries and cultures, it also gave them the opportunity to take the risk of speaking to a foreigner. By means of this intercultural exchange, it was possible for the learners to manage a communication and an understanding of the foreign culture identifying the differential characteristics, and following this path, this project gave them the possibility of interpreting, analyzing and understanding the own culture through the eyes of the other.

Additionally, the project is sustainable in the school, since the principal has authorized the English teacher working there to keep implementing it in the afternoon shift. It has been carried out through an authorization letter (**Appendix K**). The previous statement means that a group of students is going to attend twice a week to an extracurricular activity in order to be prepared for and participate in some video call sessions in which they will have the opportunity to practice their English oral skills and develop their ICA at the same time.



## **Further research**

Having in mind the important findings of the current project, with respect to the purpose of achieving any impact on the intercultural awareness of the children in secondary school, by means of video calls developed during the English class, it would be possible to have a positive influence on the students' school life, during the language classes, in other subjects and in their lives outside the school. We believe that people with a high ICA awareness has gained fundamental elements to overlook any kind of situation in social, professional and family life.

The previous description could be considered as an invitation for other researchers and as a challenge for us, in future research processes, since it would be really interesting to go beyond the cognitive dimension of the Intercultural Communicative Competence represented by the ICA, to work on the attitudinal and behavioral dimensions and see deeper impacts of this kind of interventions.

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# APPENDICES



## Appendix A

### UNIVERSIDAD LIBRE MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDÁCTICA DE LAS LENGUAS EXTRANJERAS-INGLÉS

Bogotá D.C., FECHA: 10 de marzo de 2016

**Objetivo:** Medir la competencia comunicativa intercultural, centrando la atención en los aspectos cognitivos y comportamentales, de los estudiantes de grado séptimo del colegio el Libertador.

#### TEST DE COMPETENCIA COMUNICATIVA INTERCULTURAL

Lee con atención cada situación, responde con **una única** alternativa.

- 1. Imagina que tienes un compañero de clase nacido en Guatemala, que siempre se acerca mucho para hablarte. Incluso te has fijado que cuando habla con otras personas también lo hace. ¿Qué pensarías de él?**
  - a. Es una persona un poco desequilibrada o con problemas.
  - b. No sabría qué pensar.
  - c. Será la manera más habitual en su país.
  - d. No actúa con normalidad.
  
- 2. En un chat, imagina que contactas con una persona joven de Argentina que parece interesante, pero a lo largo de la conversación hay expresiones que no acabas de entender. ¿Qué harías?**
  - a. Me disculpo, corto la conversación y me voy a un chat con personas de mi país.
  - b. Le pregunto qué significan algunas de las cosas básicas que no entiendo.
  - c. Le pido que escriba bien el castellano.
  - d. No sabría qué hacer.
  
- 3. Llega una nueva alumna a clase procedente de otro país. Imagina que te proponen que se siente a tu lado en lo que queda de curso, y sabes que no habla muy bien tu idioma. ¿Qué harías?**
  - a. Aceptaría, ya nos las arreglaríamos para entendernos.
  - b. No sabría qué contestar.
  - c. Aceptaría, ya hablaré con ella cuando aprenda mi idioma.
  - d. Propondría que se siente con alguien que sepa su idioma o que sea de su país.
  
- 4. Estás en un grupo de trabajo y tienes diversas prácticas para realizar en fichas. Fátima propone empezar por la primera y realizar progresivamente las siguientes. Les parece a todos bien, pero cuando empiezan a trabajar, Ibrahim repasa algunos errores en fichas que ya están acabadas para mejorarlas. Se entabla cierta discusión entre Fátima e Ibrahim sobre cómo seguir trabajando. ¿Qué harías?**

- a. No sabría qué hacer.
- b. Propondría trabajar de la forma más normal.
- c. Pensar en las ventajas de trabajar de las dos maneras para que nadie se incomode.
- d. Cambiarme de grupo de trabajo.

**5. En un campamento de verano, hay chicos y chicas de diferentes regiones (una chica catalana, un chico alemán, un chico americano, una chica italiana, una chica francesa y tú). ¿Qué harías para entenderte con ellos?**

- a. No sabría qué hacer.
- b. Cambiaría de amistades para que fuese más fácil comunicarnos.
- c. Intentaría comunicarme sólo con quien sepa mi lengua.
- d. Hablamos cada uno su idioma y utilizamos palabras de los otros idiomas.

**6. Imagina que tienes una compañera de clase nueva que, aunque habla muy bien el castellano, acaba de llegar de Japón. Tienen que trabajar juntos, y notas que no habla mucho, no aporta ideas al trabajo y sólo hablas tú... ¿Parece que estás haciendo tú todo el trabajo! ¿Qué harías?**

- a. No me precipito a hablar tanto y espero a que participe a su ritmo.
- b. Intentaré no hacer más trabajos con ella.
- c. No sabría qué decirle.
- d. Le presiono para que participe más y podamos trabajar con normalidad.

**7. Los han cambiado de sitio en la clase y te ha tocado estar al lado de una chica que viene de Noruega y que no conoces mucho. Poco a poco te das cuenta de que cada vez que te acercas para hablarle, se aleja exageradamente. ¿Qué harías?**

- a. No le hablo más.
- b. No sabría qué hacer.
- c. Espero a que cuando cuente algo que le interese más se acercará para escuchar.
- d. Intentaré no acercarme tanto para hablarle.

**8. Imagínate que Toni, uno de tus mejores amigos, siempre habla en inglés, incluso con Luis que a pesar de entenderlo no lo habla muy bien. ¿Qué pensarías de Toni?**

- a. Que su lengua es el inglés y es como se expresa mejor.
- b. Que es un poco maleducado al hablarle en inglés a Luis.
- c. No sabría qué pensar.
- d. Que lo normal es que le hablara en español ya que Luis no habla inglés.

**9. Imagina que tienes un amigo de Argentina y te invita a su casa a cenar. Toda su familia durante la cena entabla una animada conversación. El tema te interesa, pero no acabas de entender lo que dicen: hablan muy rápido y algunos simultáneamente. ¿Qué crees que está pasando?**

- a. No hablan muy bien el español, ya lo aprenderán cuando se den cuenta de que muchas

personas no los entienden.

b. La manera que tienen de interrumpirse y de cambiar de tema me desconcierta.

c. Seguramente lo hacen adrede para que no pueda entenderlos.

d. No sabría qué pensar.

**10. Imagínate que has hecho una nueva amiga procedente de Estados Unidos que hace poco que vive en tu ciudad. Quedan a menudo para ir al cine los sábados. Normalmente se encuentran directamente en el centro comercial, pero hoy has llegado tarde 10 minutos y ya no estaba allí. Ella es siempre escrupulosamente muy puntual. Te das cuenta de que llegó a tiempo y no te ha esperado. ¿Qué pensarías?**

a. Ella se marchó porque pensó que yo no había podido ir.

b. No sabría qué pensar.

c. Ella se marchó porque es un poco rara.

d. Ella se marchó porque habrá cambiado de idea y no querrá ir hoy a cine

**11. Imagina que estás de vacaciones en una ciudad europea y deseas comprar una revista en un quiosco. Hay una señora atendiendo a una chica y ésta no acaba de decidirse por qué producto comprar. Tú tienes muy claro qué revista quieres e incluso tienes el dinero justo para pagar, así que decides preguntarle a la señora si sería tan amable de cobrarte. Pero ella con una cara enrojecida y muy sorprendida te dice que tienes que esperar tu turno. ¿Por qué crees que ha reaccionado así?**

a. No entiendo por qué ha reaccionado así.

b. Ella ha interpretado que yo no quería pagar lo que me llevo.

c. Ella piensa que no es cortés dejar de atender a quien va primero.

d. Ella no ha actuado con normalidad.

**12. Imagínate que te vas una temporada de vacaciones a Londres y allí haces un grupo de amigos y amigas. En vuestras conversaciones, te das cuenta de que a menudo sólo hablas tú y nunca te interrumpen. Cuando hablan los demás, si tienes algo que decir y lo dices, todos se callan y te escuchan, incluso la persona que estaba hablando en ese momento. Sientes cierta incomodidad. ¿Qué harías?**

a. Cambiaría de amigos y amigas.

b. No sé qué haría en estas circunstancias.

c. Me callaría un poco para que se dieran cuenta de que estoy molesto(a).

d. Dejaría de interrumpir. Hablaría cuando fuera mi turno.

**13. Los han cambiado de sitio en la clase y te ha tocado estar al lado de un chico procedente de Pekín. Poco a poco te das cuenta de que cada vez que hablan te mira poco a los ojos. ¿Qué pensarías?**

a. Para él no debe ser tan necesario mirar a los ojos.

b. Debe ser un poco maleducado.

c. No sabría qué pensar de él.

d. Quizás más adelante actúe con normalidad.

**14. Estás trabajando en un proyecto de ciencias con un compañero de clase que hace poco que reside en Colombia. Te das cuenta de que te mira fijamente a los ojos cuando le comentas tu opinión sobre el trabajo. ¿Qué harías?**

- a. No haría más trabajos con él.
- b. Le pediría que dejara de hacer eso y actuara con normalidad.
- c. No sabría qué hacer en estas circunstancias.
- d. No le daría importancia, ya que debe ser su modo de prestar atención.

**15. Imagina que tienes una nueva compañera de clase que hace poco que vive en tu ciudad. Te cae bien, pero cuando estás con ella te sientes incómodo/a ya que tiene la costumbre de tocarte las manos y a veces incluso los brazos, mientras te habla. ¿Qué harías?**

- a. Intentaría evitar hablar con ella ya que es muy molesto que me toquen tanto.
- b. No sé qué haría en estas circunstancias.
- c. No le diría nada, ya que entendería que es habitual en su cultura.
- d. Haría lo mismo con ella, para que se diera cuenta de lo molesto que es.

**16. Imagina que estás en dibujo técnico y tienes todo el material disperso por la mesa, incluso has puesto algunos lápices en la mesa de tu compañera Sophie. Ésta, sin decirte nada, al verlos, los pone de nuevo en tu mesa. ¿Por qué crees que lo ha hecho?**

- a. No entiendo por qué lo ha hecho.
- b. Para ella es importante que respete su espacio personal.
- c. Es un poco estúpida.
- d. Debe tener un mal día para no actuar con normalidad.

**17. Noriko viene de Japón y se ha hecho muy amiga tuya. Un día el profesor pide dos voluntarios para ayudarlo a organizar unas actividades. Te parece buena idea y le comentas al profesor que podrían hacerlo los dos. Noriko dice dudosa que le parece que no habla suficientemente bien el español todavía, pero el profesor dice que su nivel es suficiente para el trabajo. Quedan un sábado por la mañana los dos para trabajar, y Noriko no se presenta. La llamas más tarde y te dice que está muy ocupada y no puede. ¿Qué pensarías?**

- a. Noriko es una mala compañera ya que no ha asumido sus responsabilidades.
- b. A Noriko le pareció mal decirle que no al profesor.
- c. Noriko se durmió el sábado y le dio vergüenza reconocerlo.
- d. No sabría qué pensar.

**18. Jess es una amiga tuya extranjera y se comunican frecuentemente en el Chat. Un día te comenta que se ha enfadado con una de sus mejores amigas, Helga, ya que ésta le comentó que, si realmente quería dedicarse a la música y dejar los**

**estudios, debería no hacer caso de los consejos de su familia. ¿Qué crees que ha pasado entre las dos amigas?**

- a. Jess se ha ofendido porque ella valora la obediencia y el respeto a la familia.
- b. Se han enfadado porque una de ellas no ha actuado con normalidad.
- c. No acabo de entender por qué Jess se ha enfadado con Helga.
- d. No son amigas de verdad.

**GRACIAS**

Taken from: Vilà-Baños, R. (2012)

## Appendix B

### CLASS OBSERVATION FORM

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

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Skype session # \_\_\_\_\_

Country: \_\_\_\_\_ Topic: \_\_\_\_\_

**Lesson objectives:** To exchange information about Colombia and other countries.

To recognize some differences and similarities between the different studied cultures.

**Observation focus areas:** Intercultural awareness (students' knowledge, imaginaries, stereotypes about the foreign culture), relationships, attitudes, values, reactions, observable feelings, students' comments and reflections, oral interaction, foreigner's reactions, Colombian teachers' strategies.

Time	Stage / Activity	What I saw – interactions, classroom environment	Questions, comments, reflections, suggestions
	Previous session  Discovering imaginaries		
	Skype interaction		
	Reflection		

*Adapted from: americanenglish.state.gov*

**Overall comments:**

**Appendix C**

**EXTERNAL OBSERVER'S SHEET**

**SESSION No:** \_\_\_\_\_

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COUNTRY:** \_\_\_\_\_ **TOPIC:** \_\_\_\_\_

	<b>ITEM</b>	<b>OBSERVED SITUATIONS</b>	<b>COMMENTS, REFLECTIONS, SUGGESTIONS</b>
INTERCULTURAL AWARENESS	Students' feelings towards the new situation (preparation session, video call)		
	Students' interpretation of the reality (presence or surpassing of stereotypes and prejudices)		
	Identification of the differences and similarities with the foreign culture having in mind the own characteristics.		
ORAL INTERACTION	Interaction dynamics and characteristics (spontaneous, planned)		
	Participants' will to communicate		
	Students' performance in English (mainly focused on fluency and listening comprehension)		

Source: Own elaboration

## Appendix D

EVALUATION RUBRIC

SKYPE SESSION #: \_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_ TOPIC: \_\_\_\_\_

	ITEM	ME	MY TEACHER	
<b>INTERCULTURAL AWARENESS</b>	¿Qué sabes de ese país o cultura? (Antes de la conexión)			
	¿Cómo te imaginas la vida allá? (Antes de la conexión)			
	¿Qué aprendiste de ese país o cultura luego de la conexión?			
	¿Qué te sorprendió? ¿Hay algo que no te haya gustado de lo que aprendiste?			
	¿Cambió en algo tu opinión de ese país o cultura? ¿Cómo?			
<b>ORAL INTERACTION</b>	<b>ITEM</b>	<b>ME</b>	<b>MY PEER</b>	<b>MY TEACHER</b>
	Autoconfianza y fluidez			
	Uso del inglés y pronunciación			
	Uso de vocabulario y expresiones aprendidas en la sesión previa			

Source: Own elaboration



## Appendix E

**UNIVERSIDAD LIBRE**  
**MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDÁCTICA DE LAS**  
**LENGUAS EXTRANJERAS-INGLÉS**  
**SEMI-STRUCTURED INTERVIEW**

**Bogotá D.C., FECHA: mayo 25 de 2017**

**Objetivo:** Indagar las percepciones y puntos de vista de los estudiantes acerca de las sesiones realizadas y percibir el desarrollo de su Conciencia Intercultural al final de la implementación.

1. ¿Cómo creen que la participación en este proyecto puede incidir en su vida diaria?
2. ¿Ha cambiado su visión sobre las culturas extranjeras? ¿Sobre el pensamiento que tenían del extranjero? ¿Cómo?
3. ¿Te parece útil saber del país o cultura para comunicarte con un extranjero? ¿Sirve de algo saber sobre su cultura y su país al momento de hablar con ellos? ¿para qué?
4. ¿Consideran que la comunicación habría sido igual, con ellos, sin indagar primero sobre algunas generalidades del país o de la persona?
5. ¿Creen que conocer a una persona de X país basta para decir que todos allá son iguales? ¿... monos o son ateos o son iguales?
6. Si hubieras tenido la oportunidad de escoger en qué país nacer, ¿cuál hubieses elegido y por qué?
7. ¿Se consideran que son buenos en inglés? ¿Sí o no? ¿Por qué?
8. ¿Consideras que en la comunicación con las personas extranjeras habría sido igual sin hacer esos ejercicios que hicimos antes?
9. ¿Creen que ahora tienen mayor capacidad para entender el inglés de personas de diferentes partes del mundo que antes del proyecto por Skype? ¿Creen que ahora pueden entender más las diferentes personas, los diferentes acentos?
10. ¿Creen que éste proyecto puede incidir en algo en sus clases regulares de inglés?

## Appendix F

**UNIVERSIDAD LIBRE**  
**MAESTRÍA EN EDUCACIÓN CON ÉNFASIS EN DIDÁCTICA DE LAS**  
**LENGUAS EXTRANJERAS-INGLÉS**

**PRELIMINARY SEMI-STRUCTURED INTERVIEW**

**Bogotá D.C., FECHA: febrero 15 de 2016**

**Objetivo:** Explorar las necesidades y puntos de vista de los estudiantes acerca de la interacción con personas de otras culturas.

1. ¿Quién ha viajado al exterior (Fuera de Colombia)?
2. ¿De qué otras formas es posible aprender sobre otros países? Aparte de viajar.
3. Si pudieras tener contacto con una persona de otro país y preguntarle sobre su vida allí, ¿Qué le preguntarías?
4. ¿Te gustaría hablar sobre Colombia con una persona de otro país?
5. ¿Qué le contarías?

## Appendix G

## Lesson plans

### LESSON PLAN 2

**Topic:** Holidays (Germany)

**Session:** 1 (Before the Skype connection). **Length:** 1h/10 mins.

**Total of sessions:** 2 (Session 1)

#### Aims

1.By the end of the lesson, the students will be able to exchange information about Holidays in Colombia and in other countries.

2.By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.


TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up	To activate students' previous knowledge on the topic.	Ss play a memory game ( <b>Appendix 2a</b> ), in which they have to join a word related to a Holiday (Christmas, Easter and New Year) with its corresponding picture.	-Cards with pictures and words -Tape	
20 minutes	Listening activity	To get familiar with the new vocabulary about the topic.	Ts play a video about "Easter" and give the Ss a worksheet ( <b>Appendix 2b</b> ) that they have to complete while listening. The video runs three times to give the Ss the opportunity to do the exercise, the first time Ss won't have any help, the second time the Ts will provide the missing words in a slide ( <b>Appendix 2c</b> ) and the third time they will see the subtitles in the video. <a href="https://www.youtube.com/watch?v=Iu3U5QCRH6s">https://www.youtube.com/watch?v=Iu3U5QCRH6s</a> Ts ask the Ss what information they got from the video and Ts solve their doubts.	-Worksheet -TV -Laptop -Slide	Ts cover the subtitles the two first times.
25 minutes	Group work (Creation of a video)	To talk about a specific holiday in Colombia.	Ss are organised in three groups. They must prepare and film a video about a specific holiday in their country (Christmas, Easter and New Year). The video must last around 2 minutes. Ss assign certain roles themselves: cameraman, timer, 2 librettists, 2 journalists. Ts play the pupils' videos for the whole class.	-Cellphones with camera -Notebooks -Dictionaries	Ts monitor the activity group by group and help the Ss.
5 minutes	Practicing useful questions	To get familiar with some useful	Ts paste some questions related to holidays on the board and put the answers in a bag ( <b>Appendix 2d</b> ). The Ss are divided into two groups (girls and	-Cardboard strips with questions and answers	



		questions.	boys) and they make two rows in front of the board, one pupil takes and reads an answer aloud and the two students in the front run to pick the corresponding question. In order to get the point, the winner must read the question aloud. At the end, Ss get a chocolate egg.	-Bag -Tape -Chocolate eggs	
5 minutes	Evaluation	To revise the use of the vocabulary studied.	Ss reflect about the language they can use and the way to use it in a context by means of questions.		
5 minutes	Wrap up	To stimulate reflection about the topic.	Ts ask Ss what they like the most about the Colombian traditions while celebrating Christmas, Easter and New Year.		Ts use Ss' ideas to tell them that it is important to value and preserve our own traditions instead of copying others'.

Source: Own elaboration

Appendix 2a

MEMORY GAME

	<p><b>EASTER BUNNY</b></p>	<p><b>EASTER EGGS</b></p>	
	<p><b>LUCKY PIG</b></p>	<p><b>EASTER TREE</b></p>	
	<p><b>EASTER FIRES</b></p>	<p><b>EASTER HUNT</b></p>	
	<p><b>MAGIC AMANITA MUSHROOM</b></p>	<p><b>EASTER LAMB</b></p>	
	<p><b>TOWN HALL FIREWORKS</b></p>	<p><b>SPRING FLOWERS</b></p>	

	<p><b>LEAD MELTING</b></p>	<p><b>CHRISTMAS TREE</b></p>	
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	<p><b>STOLLEN BREAD</b></p>	<p><b>ADVENT CALENDAR</b></p>	
	<p><b>PRETZEL</b></p>	<p><b>CHRISTMAS MARKET</b></p>	
	<p><b>PORK CHOPS</b></p>	<p><b>GINGERBREAD COOKIES</b></p>	

Source: Own elaboration

## Appendix 2b

### LISTENING WORKSHEET

#### 1. Complete with the missing words

Hi everyone I'm Ginna. After Christmas, the second biggest religious event of the year in the UK is \_\_\_\_\_. Even for people who don't celebrate Easter as a religious observance, it is an important time of the \_\_\_\_\_. The date changes every year, but it always coincides with the start of \_\_\_\_\_.

In this lesson, you're going to learn about Easter and how it is celebrated. How many chocolate \_\_\_\_\_ are eaten in the UK at Easter? We'll show you the answer at the end of this video.

At Easter, we give each other eggs. Eggs symbolize the resurrection and new life of \_\_\_\_\_ following his Crucifixion.

When this tradition started, it was bird eggs painted in bright \_\_\_\_\_ that were given. Now, we give chocolate eggs to each other, and especially to \_\_\_\_\_, that often have even more chocolate inside.

A popular activity at Easter is to hold an Easter Egg \_\_\_\_\_. Small eggs are hidden in an area usually a \_\_\_\_\_ or public place such as a \_\_\_\_\_, and then people try to find them. The eggs can be real eggs that have been hard-boiled and painted, or small \_\_\_\_\_ eggs. Schools will hold many events and competitions related to Easter and one of the most famous is the Easter Bonnet Parade. For this, \_\_\_\_\_ are decorated with Easter-related \_\_\_\_\_, such as eggs, chicks and \_\_\_\_\_. There are egg rolling competitions where hard boiled eggs are rolled down a slide or a hill and the egg that travels the furthest without breaking apart wins. Also, there are egg decorating \_\_\_\_\_.

At Christmas, it is Santa Claus that brings the presents but at Easter, it is the Easter \_\_\_\_\_ that brings the eggs. Chocolate figures in the shape of bunnies are popular gifts at Easter, alongside the traditional eggs.

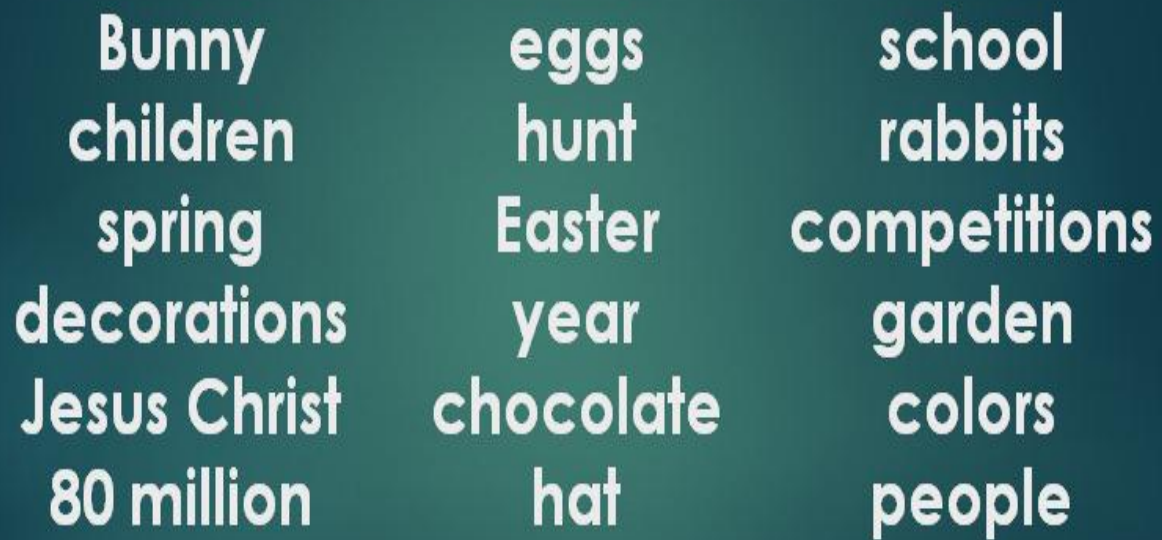
And now I'll give you the answer to the earlier quiz. How many chocolate eggs are eaten in the UK at eastern? Around \_\_\_\_\_ eggs are eaten by Brits at Easter. This is particularly impressive for a country that have a population of only 63 million \_\_\_\_\_!

Taken from: <https://www.youtube.com/watch?v=Iu3U5QCRH6s>



**Appendix 2c**

**WORDS**



Bunny  
children  
spring  
decorations  
Jesus Christ  
80 million

eggs  
hunt  
Easter  
year  
chocolate  
hat

school  
rabbits  
competitions  
garden  
colors  
people

Source: Own elaboration



## Appendix 2d

### QUESTIONS AND ANSWERS

1. What do you usually eat at Easter?  
At Easter, I usually eat ham (United States).
2. Do you have any special activity or game for Easter Sunday?  
In Hungary, we play “Ducking Monday”, in which young men pour buckets of water over young women's heads.
3. Do students go to the school during the Holy Week?  
In France, students go to schools as usually.
4. Do people give presents for Christmas? When and how are they given?  
In Canada, we exchange gifts on December 25th.
5. What do people usually eat and drink at Christmas?  
At Christmas, we usually eat turkey and drink wine.
6. Do you meet your neighbors or family to pray or sing carols at Christmas?  
In Argentina, people do not usually meet to pray or sing carols at Christmas.
7. Do people use to go to a Mass at Christmas?  
Yes, in India Christian people usually go to a mass at Christmas.
8. What do you usually do at Christmas?  
At Christmas, I usually go to my parent's and we have a special dinner, then we exchange gifts (Scotland).
9. What do people usually eat and drink at New Year's Eve?  
New Year's Eve Spanish people usually eat grapes.
10. Do people use to go to a Mass at New Year's Eve?  
In Italy, we usually attend to midnight Mass at our local church to celebrate “The Mass of the Rooster”.
11. What do you usually do at New Year's Eve?  
At New Year's Eve, I usually go to the Fireworks at the Big Ben (England).
12. Do people have any superstitions for good luck or prosperity at New Year's Eve?  
What about you? In Mexico, people use to broom the whole house and throw the dust and garbage to the street. I use to put seven golden coins under the Christmas tree.

## LESSON PLAN 2

**Topic:** Holidays (Germany)

**Session:** 2 (While and after the Skype connection). **Length:** 50 mins.

**Total of sessions:** 2

### Aims

1. By the end of the lesson, the students will be able to exchange information about Holidays in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

### SESSION 2 (While and after the Skype connection)

**Previous homework:** The Ts have previously sent the foreign teacher a guide with certain important information. For example, the topic, some clue words about it, some questions that the Ss worked the previous class. Moreover, Ts have explained the foreigner that the English level of the Ss is basic and he has been asked to prepare something about holidays in his country, as well as listen to the pupils about Colombia and ask them some questions. Finally, the Ts ask the foreigner and the Ss to bring some representative objects and pictures (if possible) to the session in order to facilitate the explanation of the holidays and make the class more dynamic.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up	To recall key events for the session.	Ss play a parachute man game to remember the vocabulary about holidays worked in the previous session. The Ss say letters in order to guess words about the topic.	-Markers -Class observation form	Ts write in the class observation form.
5 minutes	Discovering imaginaries	To identify Ss' previous knowledge and imaginaries about the foreign country and culture.	Ts ask the Ss what they know about Germany.	-Video camera	Ts will videotape the session from this point. Ss will be allowed to answer either in English or in Spanish.
25 minutes	Skype interaction with <b>Germany</b>	To establish an oral interaction between the students and the foreign teacher.	Ts introduce the foreign teacher to the students and give them the opportunity to ask for some personal information as an icebreaker. (By taking turns). Three pupils tell the foreign teacher about holidays in Colombia, the foreign teacher is free to ask	-TV set -2 lap tops -Skype connection (modem) -Students' notes	Ts motivate the Ss to participate while they videotape the session. Ts will play the role of moderators and mediators if necessary. Ts will have

		To develop Ss' awareness and knowledge about different cultures.	<p>questions about the topic.</p> <p>The Ss ask what they want about holidays in Germany, they are able to use the sample questions worked in the previous session.</p> <p>Ss will fill a chart (<b>Appendix 2e</b>) with the information they listen to.</p>		internet access in a different laptop that they will use to show pictures or search for explanatory information.
10 minutes	Reflection	To know Ss' perceptions and feelings about the Skype connection.	<p>Ts will lead a conversation with the Ss in which they tell the class their feelings and perceptions about the previous connection. Ss will be free to express what surprised them the most, what they did not like, what they learnt or any expectation that the experience did not fulfill (in English or in Spanish). Ts will use some guiding questions.</p> <p>Ts will give the students a rubric to assess the activity (self-evaluation, co-evaluation and teacher's evaluation)</p> <p>Ts will ask the foreign teacher to keep a journal in which they will condense their impressions about the session.</p>	-Assessment rubric	Ts monitor the Ss while filling the rubric. Ts ask some guiding questions.

Source: Own elaboration

**Appendix 2e**

**STUDENTS' CHART**

<b>EASTER</b>	<b>CHRISTMAS</b>	<b>NEW YEAR</b>

Source: Own elaboration

## LESSON PLAN 3

**Topic:** School Life (United States of America)

**Session:** 1 (Before the Skype connection). **Length:** 1h/10 mins.

**Total of sessions:** 2

**Aims**

1. By the end of the lesson, the students will be able to exchange information about School life in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up	To activate students' previous knowledge on the topic.	Ss solve an interactive wordsearch about school subjects. <a href="https://learnenglishkids.britishcouncil.org/en/archived-word-games/wordsearch/school-subjects">https://learnenglishkids.britishcouncil.org/en/archived-word-games/wordsearch/school-subjects</a>	-Laptop -TV set	<b>Note:</b> Ts ask a student to take the time during the whole session.
20 minutes	Introduction of vocabulary	To provide new vocabulary about the topic.	Ts provide a worksheet ( <b>Appendix 3a</b> ) in which the Ss must match the picture with its corresponding place of the school. Ss develop it individually and then they compare answers with a classmate. Ts give the correct answers to the whole class.  Ts draw a graphic organizer on the board, Ss make two rows, Ts put some labels (school roles) on some tables between the Ss and the board and read a little description of the functions of the person. The first student of each line runs, takes the correct label and pastes it in the correct place of the graphic organizer. That student goes to the end of the line and the game continues.	-Worksheet  -Board -Markers -Labels -Tape	Ts help the Ss.  Ts lead the activity.
10 minutes	Giving suggestions	To reflect and propose some actions taking into account school rules in Colombia.	Ss are organized in groups of 4, Ts give each group a situation ( <b>Appendix 3b</b> ) taken from the Community Handbook. The Ss discuss and propose some actions facing the situation, placing them in a poster.	-Pieces of paper with the situation -Cardboard -Markers	Ts monitor the activity group by group and help the Ss.
15 minutes	Analyzing Colombian	To identify certain	Ts surf a foreign school website in order to show the Ss the rules about uniform, the Ss	-Laptop -TV set	Ts help the Ss while

	and other country's school rules	school rules in a different country	interpret the rules, comment about them and compare the Colombian and the foreign country's school rules. <a href="http://www.st-thomasabecket.bkcat.co.uk/School-Information/Uniform">http://www.st-thomasabecket.bkcat.co.uk/School-Information/Uniform</a>		interpreting the rules and suggest them some useful expressions.
5 minutes	Preparing useful questions	To prepare some questions about the topic in order to get ready for the Skype connection.	Ts give the Ss some sample questions ( <b>Appendix 3c</b> ) and they keep writing others according to their interests. Ss practice the pronunciation and intonation of the questions with the Ts' help.  *Ss will use these questions to communicate with the foreign teacher in the next session.	-Board -Markers -Piece of paper	Ts take notes of the Ss' ideas on the board and all the Ss copy them in a piece of paper.
5 minutes	Evaluation	To revise the use of the vocabulary studied.	Ss reflect about the language they can use and the way to use them in a context.		
5 minutes	Wrap up	To stimulate reflection about the topic.	Ts ask Ss why rules are necessary in every life area (house, school, street).		Ts use Ss' ideas to tell them that rules are important for the coexistence and that every decision in their lives has a consequence.

Source: Own elaboration

## Appendix 3a

### PLACES AT SCHOOL

Classroom



Art room

Gym

Teachers' office

Toilets

Field

Playground

Music room

Science Lab

Library

Auditorium

Head teacher's office

Cafeteria

Dining hall

Nurse's office

Computer room



Source: Own elaboration

## **Appendix 3b**

### **SCHOOL SITUATIONS**

1. A student is wearing a different sweater.
2. A group of students is not attending the English class.
3. A student is cheating during a test.
4. A student is frequently late at school.
5. A pupil disrupts the math lesson.
6. A student uses the cellphone to play in class.
7. A pupil disrespects a teacher.
8. A group of students intimidate a younger classmate.
9. A pupil doesn't do his science homework.
10. Two students fight during the break.
11. A student is found stealing a cellphone to a classmate.
12. A pupil never takes his notebook to class.



## **Appendix 3c**

### **SAMPLE QUESTIONS**

- Could you describe the educational levels do you have in the United States?
- Which subjects do the pupils study there?
- Could you mention the school staff members please?
- What time do the students start and finish the classes?
- How long are the classes?
- How many and how long are the breaks?
- Could you describe the students' uniform please?
- What kind of sports do the pupils practice in the Physical Education class?
- Which are the common snacks of the children?
- What is the sanction if a student arrives late to the school?
- What does the teacher do when a pupil doesn't want to work in class?
- What happen if the parents don't go to the school when they are required?

### LESSON PLAN 3

**Topic:** School life (United States of America)

**Session:** 2 (While and after the Skype connection). **Length:** 50 mins.

**Total of sessions:** 2

**Aims (Session 2)**

1. By the end of the lesson, the students will be able to exchange information about School life in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

**SESSION 2 (While and after the Skype connection)**

**Previous homework:** The Ts have previously sent the foreign teacher a guide with certain important information. For example, the topic, some clue words about it, some questions that the Ss worked the previous class. Moreover, Ts have explained the foreigner that the English level of the Ss is basic and she has been asked to organize a tour around the school if it is possible and show the students the classroom including furniture, school supplies and materials.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up	To recall key events for the session.	Ss play a game in which the Ts ask a question and throw a ball whose answer is a word related to the topic "school life". Ss must pass the ball while repeating the word, then the Ts ask a different question and throw another ball, the game continues.	-4 balls -Class observation form	Ts write in the class observation form.
5 minutes	Discovering imaginaries	To identify Ss' previous knowledge and imaginaries about the foreign country and culture.	Ts ask the Ss what they know about The United States of America.	-Video camera	Ts will videotape the session from this point. Ss will be allowed to answer either in English or in Spanish.
25 minutes	Skype interaction with <b>The United States of America</b>	To establish an oral interaction between the students and the foreign teacher.  To develop Ss' awareness	Ts introduce the foreign teacher to the students and give them the opportunity to ask for some personal information as an icebreaker. (By taking turns). The foreign teacher takes the Ss on a tour around the school (if possible) or shows them the furniture, school supplies and materials in general that they have inside the classroom.  The Ss ask what they want about	-TV set -2 lap tops -Skype connection (modem) -Students' notes	Ts motivate the Ss to participate while they videotape the session. Ts will play the role of moderators and mediators if necessary. Ts will have internet access in a different laptop

		and knowledge about different cultures.	some specific aspects such as: educational levels in the USA, subjects, places of the school, staff members, schedule, uniform description, the sports they practice in the P.E. class, student's common snacks, sanctions for specific incidents or situations. Ss will fill a chart ( <b>Appendix 3d</b> ) with the information they listen to.		that they will use to show pictures or search for explanatory information.
10 minutes	Reflection	To know Ss' perceptions and feelings about the Skype connection.	Ts will lead a conversation with the Ss in which they tell the class their feelings and perceptions about the previous connection. Ss will be free to express what surprised them the most, what they did not like, what they learnt or any expectation that the experience did not fulfill (in English or in Spanish). Ts will use some guiding questions.  Ts will give the students a rubric to assess the activity (self-evaluation, co-evaluation and teacher's evaluation) Ts will ask the foreign teacher to keep a journal in which they will condense their impressions about the session.	-Assessment rubric	Ts monitor the Ss while filling the rubric. Ts ask some guiding questions.

Source: Own elaboration

**Appendix 3d**

**STUDENTS' CHART INFORMATION**

<b>GENERAL INFORMATION</b>	<b>CLASSROOM</b>	<b>OTHER</b>

Source: Own elaboration

<b>SITUATION</b>	<b>ACTION/SANCTION IN THE USA</b>

Source: Own elaboration

## LESSON PLAN 4

**Topic:** Typical Food (Singapore)

**Session:** 1 (Before the Skype connection). **Length:** 1h/25 mins.

**Total of sessions:** 2 (Session 1)

### Aims

1. By the end of the lesson, the students will be able to exchange information about Typical Food in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

**Previous homework:** Ss must bring a typical Colombian dish (realia).

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up (Video about food)	To make the Ss sensitive about the different gastronomic traditions among cultures.	Ts play a video about traditional food in different countries. <a href="https://www.youtube.com/watch?v=ltUDZD1vgxQ">https://www.youtube.com/watch?v=ltUDZD1vgxQ</a> Ss take some notes and share their impressions with the class.	-Video -TV	<b>Note:</b> Ts ask a student to take the time during the whole session.
15 minutes	Memory game	To recall and introduce some vocabulary about food.	Ts bring 24 flashcards: 12 pictures and 12 descriptive sentences related to Colombian typical food which matches. Ts give a flashcard (face down) to each student in order to play a memory game. Each student say the name of two students who have to show their flashcards to the whole class, if they match the student gets a positive point and the game continues.	-Flashcards	
15 minutes	Recipes worksheet	To get familiar with some expressions about food.	Ss are organized in pairs, they read and develop the worksheet about recipes ( <b>Appendix 4a</b> ). Ss share their answers with the class.	-Worksheet	Ts monitor the activity.
15 minutes	Written production (Recipe)	To practice the learnt expressions and	Ss are organized in groups, they write about how to prepare a <i>bandeja paisa</i> .	-Pieces of paper	Ts help the Ss.



		vocabulary.			
25 minutes	Role play preparation and presentation	To practice questions and answers.	Ts provide some guiding questions ( <b>Appendix 4b</b> ) and answers that they can use to prepare the activity. Ss are organized in groups of 3, they are asked to assign the next roles: two foreign tourists, a Colombian host. Ss must prepare a role play in which a Colombian person gives a typical dish to the foreigners, they look surprised but they taste it and finally they give their impressions about the food.	-Guiding questions	
5 minutes	Evaluation	To revise the use of the vocabulary studied.	Ss reflect about the language they can use and the way to use them in a context.		
10 minutes	Wrap up	To stimulate reflection about the topic	Ts mention different situations related to “weird food” and ask the Ss which would be their reaction facing each one.		Ts use Ss’ ideas to tell them that food is part of people’s culture and identity.

Source: Own elaboration

## Appendix 4a

# RECIPES WORKSHEET

These are the recipes from the cookbook, but the instructions from are in wrong order. You need to decide what is the order of instructions for each recipe.

<b>1</b>	<b>SHORTBREAD</b>	<b>2</b>	<b>GREEK SALAD</b>
<b>Ingredients:</b> 150g plain flour 100g butter or margarine 50g caster sugar		<b>Ingredients:</b> 250g cherry tomatoes 1 medium onion 1 medium cucumber 150g Feta cheese 3 tablespoons of olive oil 1 tablespoon of vinegar 1 chopped clove of garlic salt and pepper	
<b>Method:</b> A. Put it on the baking tray B. Put the flour, sugar and butter into the bowl C. Remove from oven and let it cool down D. Rub together firmly until it is mixed well E. Bake it for 10 – 15 minutes or until it is golden brown F. Place the dough on a floured work surface and roll out to form a flat circle G. Place the baking tray into a hot oven H. Preheat oven to 170°C		<b>Method:</b> a) Mix oil, vinegar, garlic, salt and pepper, pour it over the vegetables b) Add crushed feta cheese on top. Your salad is ready to serve c) Cut tomatoes in halves, peel and dice the cucumber and slice the onion and place them in a bowl	

Now put the instructions in order:

SHORTBREAD:

1. **B** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

GREEK SALAD

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now answer these questions:

- Which of the recipes is healthier? \_\_\_\_\_
- For which one do you not have to cook anything? \_\_\_\_\_
- Which one will take more time to do? \_\_\_\_\_
- Where do you use more ingredients? \_\_\_\_\_
- For which recipe do you have to use oven? \_\_\_\_\_

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## Appendix 4b

### GUIDING QUESTIONS

1. Which are the most traditional dishes or drinks of your country?
2. Which are the ingredients of the dish chosen by you?
3. How is it prepared?
4. What is your favorite typical food?
5. What is the typical dish you like the least? Why?
6. Do you like cooking? Why? Why not?
7. What is the weirdest food or drink you have ever tried? Did you like it? Why?
8. How many meals do people usually have in your country? What time?
9. Could you please describe a typical breakfast of that country?
10. Could you please describe a typical lunch of that country?
11. Could you please describe a typical dinner of that country?
12. Could you please describe a typical snack of that country?



## LESSON PLAN 4

**Topic:** Typical Food (Singapore)

**Session:** 2 (While and after the Skype connection). **Length:** 50 mins.

**Total of sessions:** 2 (session 2)

### Aims

1. By the end of the lesson, the students will be able to exchange information about typical food in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

**Previous homework:** The Ts have previously sent the foreign teacher a guide with certain important information. For example, the topic, some clue words about it, some questions that the Ss worked the previous class. Moreover, Ts have explained the foreigner that the English level of the Ss is basic and she has been asked to prepare something about weather and clothes in her country, as well as listen to the pupils about Colombia and ask them some questions. Finally, the Ts ask the foreigner to bring some representative objects and pictures (if possible) to the session in order to facilitate the explanation of the topics and make the class more dynamic. Ts ask the Ss to bring some ingredients to do a *bandeja paisa*.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up	To recall key events for the session.	Ss brainstorm about the topic taking into account the vocabulary and expressions worked in the previous session.		Ts take notes on the board.
5 minutes	Discovering imaginaries	To identify Ss' previous knowledge and imaginaries about the foreign country and culture.	Ts ask the Ss what they know about Singapore.	-Video camera	Ts will videotape the session from this point. Ss will be allowed to answer either in English or in Spanish.
25 minutes	Skype interaction with <b>Singapore.</b>	To establish an oral interaction between the students and the foreign teacher.  To expand knowledge and awareness about different cultures.	Ts introduce the foreign teacher to the students and give them the opportunity to ask for some personal information as an icebreaker. (By taking turns). First, some Ss (Previously selected) serve a Colombian typical dish ( <i>bandeja paisa</i> ) while explaining its ingredients and preparation, the foreign	-TV set -2 lap tops -Skype connection (modem) -Ingredients of a <i>bandeja paisa</i> -Dish and kitchenware -Students' notes	Ts motivate the Ss to participate while they videotape the session. Ts will play the role of moderators and mediators if necessary. Ts will have internet access in a different laptop that they will use to show pictures or search for

			<p>teacher is free to ask questions about the topic. Second, the Ss will be able to ask what they want to the foreign teacher about some typical food in her country. The foreign teacher will use the representative objects and pictures that she has brought to the session. Ss will fill a chart (<b>Appendix 4c</b>) with the information they listen to.</p>		<p>explanatory information.</p>
<p>10 minutes</p>	<p>Reflection</p>	<p>To know Ss' perceptions and feelings about the Skype connection.</p>	<p>Ts will lead a conversation with the Ss in which they tell the class their feelings and perceptions about the previous connection. Ss will be free to express what surprised them the most, what they did not like, what they learnt or any expectation that the experience did not fulfill. (In English or in Spanish). Ts will give the students a rubric to assess the activity (self-evaluation, co-evaluation and teacher's evaluation) Ts will ask the foreign teacher to keep a journal in which they will condense their impressions about the session.</p>	<p>-Assessment rubric</p>	<p>Ts monitor the Ss while filling the rubric. Ts ask the Ss some guiding questions.</p>

Source: Own elaboration

**Appendix 4c**

**STUDENTS' CHART INFORMATION**

<b>TYPICAL SINGAPORE'S DISHES</b>	<b>INGREDIENTS AND PREPARATION</b>	<b>FOREIGN TEACHER'S LIKES AND DISLIKES</b>	<b>MEALS IN SINGAPORE/TIME</b>	<b>TRADITIONAL MEALS</b>
				<b>BREAKFAST:</b>  <b>LUNCH:</b>  <b>DINNER:</b>  <b>SNACKS:</b>

Source: Own elaboration

## LESSON PLAN 5

**Topic:** Carnivals and festivals (England)

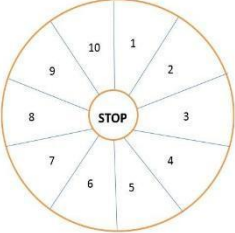
**Session:** 1 (Before the Skype connection). **Length:** 1h/10 mins.

**Total of sessions:** 2 (**Session 1**)

**Aims**

1. By the end of the lesson, the students will be able to exchange information about carnivals and festivals in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying

**Previous homework:** The students have previously searched for some information in English about a specific carnival in Colombia. The teachers have distributed the pupils by lines and they have assigned a topic to each line.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up	To activate students' previous knowledge on the topic.	Ts paste some labels according to some topics related to the Barranquilla's Carnival (date, activities, clothes, food, drinks, origins). Three students stand up and throw a die to select the topic, they must tell the class what they know about it.	-Labels -Tape -Marker	Ts write on the board some key expressions and words mentioned by the Ss about the topic.
15 Minutes	Introduction of vocabulary	To provide new words about the topic.	Ts give some clues in order the Ss to guess the meaning of a word. Ss match the word with the picture. Ts divide the students into two groups which form two lines in front of the board. In a competition, they practice the pronunciation of the new words using the next figure. 	-A poster with the words -Flashcards with the pictures -Straps of wool -Blu tack  -Markers -Rulers	
15 minutes	Sharing information	To broaden their knowledge about a	Ts tell Ss they will work cooperatively. Ss organize five groups, which are composed by one	-Information provided by the Ss	Ts monitor the activity group by group and help the Ss.

		specific carnival in Colombia.	representative of each line. Each pupil tells the others what he or she has researched about the Barranquilla's carnival, in that way each group is composed by experts on the different topics.  Ss fill a chart ( <b>Appendix 5a</b> ) with the gathered information.	-Chart provided by the Ts.	Ts write on the board some key expressions and words mentioned by the Ss.
10 minutes	Matching questions and answers	To identify certain questions used in an interview.	Ts give Ss some pieces of paper which correspond to an interview ( <b>Appendix 5b</b> ) about festivals and carnivals in Brazil. (5 minutes)  Ts play the roles of interviewer and interviewee by reading the text in the correct order. Meanwhile the Ss organize and paste the interview in a piece of paper.	-Strips of paper -Glue -Pieces of paper	Ts monitor the work of the Ss.
15 minutes	Press Conference	To practice questions and answers.	5 pupils assume the role of interviewees (Colombian famous characters) and the rest of the Ss become journalists. The Ss playing the role of famous characters are organized in front of the class, the rest of the group asks questions about the Barranquilla's carnival.	-Interviews previously organized	Ts play the role of moderators.
5 minutes	Evaluation	To revise the use of the vocabulary studied.	Ss reflect about the language they can use and the way to use them in a context.		
5 minutes	Wrap up	To stimulate reflection about the topic.	Ts ask Ss why there are carnivals, festivals and other celebrations in different towns, cities and countries.		Ts use Ss' ideas to tell them that these events are an expression of culture.

Source: Own elaboration

**Appendix 5a**

**I.E.D. EL LIBERTADOR**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CELEBRATION'S NAME/CITY	DATE AND LENGTH	WHY IS IT CELEBRATED?	ACTIVITIES DEVELOPED	DRINKS AND FOOD	CLOTHES AND COSTUMES

Source: Own elaboration

## Appendix 5b

### INTERVIEW



**Journalist:** Hello, what is your name?

**Neymar:** Neymar da Silva Santos Júnior

**Journalist:** How are you doing?

**Neymar:** Fine, thank you, and you?

**Journalist:** Not bad. Where are you from?

**Neymar:** I am from São Paulo, Brazil

**Journalist:** What are some of the most popular festivals or celebrations in your country?

**Neymar:** In Brazil, there are some festivals such as: Rio Carnival, Festa Junina, Parintins Folklore Festival, Copacabana, New Year's Eve and others

**Journalist:** About Rio Carnival where does it take place?

**Neymar:** It is carried out in Rio de Janeiro

**Journalist:** Ok, when is it celebrated?

**Neymar:** Rio Carnival is a wild 5-day celebration, 40 days before Easter.

It officially starts on Friday and finishes on Fat Tuesday (Mardi Gras) with the beginning of Lent on Ash Wednesday after which one is supposed to abstain from all bodily pleasures.

**Journalist:** Hmmm, that's interesting.

**Neymar:** Yes, one of the greatest elements of Rio Carnival is that it not only provides entertainment for many people around the world but it also gives a chance to learn about the true culture of Brazil. It is very important for the Brazilians, it shows our way of thinking and way of life.

**Journalist:** Well, what kind of activities do people do during the carnival?

**Neymar:** It is a euphoric event where people dance, sing, party and have fun. There are many parties that take place before, during and after Carnival all night and all day.

**Journalist:** That sounds great

**Neymar:** Then it is Carnival all over the place, in the streets and squares, bars, clubs and all other venues, taking over the whole city of Rio and culminating in the Rio Carnival Parade also known as the Samba Parade.

**Journalist:** What kind of clothes do people wear?

**Neymar:** We wear colorful costumes, bathing suits, plain clothes, and many people wear even in drag.

**Journalist:** What kind of food do people usually eat?

**Neymar:** Street food can be found everywhere in Rio de Janeiro. For instance, *Espetinhos*, *Milho verde*, *Quiejo coalho* and *Tapioca*.

**Journalist:** Could you describe us one of those please?

*Espetinhos* are tasty pieces of barbequed meat on a stick. The most common are sausage and chicken, and many Brazilians add ketchup or hot sauce and throw some *farinha de mandioca*, a type of crunchy flour, on top.

**Journalist:** Delicious! What drinks do people usually have?

**Neymar:** Caipirinha is the most common, it is Brazil's national cocktail, made with cachaça, a sugarcane hard liquor, sugar and lime. It is a refreshing beverage that will keep you dancing in the streets late into the night.

**Journalist:** Thank you, why is it celebrated? Which are the origins of the celebration?

**Neymar:** The Portuguese first brought the concept of "celebration or carnival" to Rio

around 1850. The practice of holding balls and masquerade parties was imported from Paris. However, in Brazil, the traditions soon became different. Over time, they acquired unique elements deriving from African and Amerindian cultures and the Carnival was accepted by the government as an expression of culture.

**Journalist:** Have you ever participated in Rio Carnival?

**Neymar:** Yes, I have been many times

**Journalist:** How was your experience?

**Neymar:** It was wonderful, I always go with a group of friends and we really enjoy it!

**Journalist:** Do you have any pictures?

**Neymar:** Yes, here I send you some.

**Journalist:** They are great, you look happy. Thank you for your time, nice to meet you!

**Neymar:** A pleasure, nice to meet you too. Welcome to Brazil if you want to come one day!

**Journalist:** Thank you, you are so kind! Bye

**Neymar:** See you, bye-bye!



Source: Own elaboration



## LESSON PLAN 5

**Topic:** Carnivals and festivals (England)

**Session:** 2 (While and after the Skype connection). **Length:** 50 mins.

**Total of sessions:** 2 (Session 2)

### Aims

1. By the end of the lesson, the students will be able to exchange information about carnivals and festivals in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

### SESSION 2 (While and after the Skype connection)

**Previous homework:** The Ts have previously sent the foreign teacher a guide with certain important information. For example, the topic, some clue words about it, some questions that the Ss worked the previous class. Moreover, Ts have explained the foreigner that the English level of the Ss is basic and she has been asked to prepare something about festivals and carnivals in her country, as well as listen to the pupils about Colombia and ask them some questions. Finally, the Ts ask the foreigner and the Ss to bring some representative objects and pictures (if possible) to the session in order to facilitate the explanation of the carnivals and festivals and make the class more dynamic.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up	To recall key events for the session.	Ts tell Ss they will see a series of pictures of important events related to Colombian cultural heritage. Ts will display the Barranquilla's carnival PowerPoint presentation. Ss are allowed to talk about the different aspects they remember about each topic.	-TV set -Lap top -PowerPoint presentation -Class observation form	Ts paste paper strips around the classroom with some key words and questions about the topic. Ts will fill the class observation form
5 minutes	Discovering imaginaries	To identify Ss' previous knowledge and imaginaries about the foreign country and culture.	Ts ask the Ss what they know about England.	-Video camera	Ts will videotape the session from this point. Ss will be allowed to answer either in English or in Spanish.
25 minutes	Skype interaction with <b>England</b>	To establish an oral interaction between the students and the foreign	Ts introduce the foreign teacher to the students and give them the opportunity to ask for some personal information as an icebreaker. (By taking	-TV set -2 lap tops -Skype connection (modem) -Students'	Ts motivate the Ss to participate while they videotape the session. Ts will play the

		<p>teacher.</p> <p>To develop Ss' awareness and knowledge about different cultures.</p>	<p>turns).</p> <p>First, five Ss (Previously selected) tell the foreign teacher about the Barranquilla's carnival, the foreign teacher is free to ask questions about the topic. Second, the Ss will be able to ask what they want to the foreign teacher about a particular festival in her country. Both, the Ss and the foreign teacher, will use the representative objects and pictures that they have brought to the session.</p> <p>Ss will fill a chart (<b>Appendix 5c</b>) with the information they listen to.</p>	<p>notes</p>	<p>role of moderators and mediators if necessary.</p> <p>Ts will have internet access in a different laptop that they will use to show pictures or search for explanatory information.</p>
10 minutes	Reflection	<p>To know Ss' perceptions and feelings about the Skype connection.</p>	<p>Ts will lead a conversation with the Ss in which they tell the class their feelings and perceptions about the previous connection. Ss will be free to express what surprised them the most, what they did not like, what they learnt or any expectation that the experience did not fulfill (in English or in Spanish).</p> <p>Ts will use some guiding questions (<b>Appendix 5d</b>).</p> <p>Ts will give the students a rubric to assess the activity (self-evaluation, co-evaluation and teacher's evaluation)</p>	-Assessment rubric	<p>Ts monitor the Ss while filling the rubric.</p> <p>Ts ask some guiding questions.</p>

Source: Own elaboration

## Appendix 5c

### CHART INFORMATION

<b>PERSONAL/GENERAL INFORMATION</b>	
<b>FESTIVAL OR CARNIVAL INFORMATION</b>	
<b>CELEBRATION'S NAME</b>	
<b>CITY</b>	
<b>DATE AND LENGTH</b>	
<b>WHY IS IT CELEBRATED?</b>	
<b>ACTIVITIES DEVELOPED</b>	
<b>DRINKS AND FOOD</b>	
<b>CLOTHES AND COSTUMES</b>	

Source: Own elaboration

## Appendix 5d

### GUIDING QUESTIONS

What is your name?

Where are you from?

What are some of the most popular festivals or celebrations in your country?

About **Barranquilla**'s Carnival, where does it take place?

When is it celebrated?

What kind of activities do people do during the carnival?

What kind of clothes do people wear?

What kind of food do people usually eat?

Could you describe us one of those, please?

What drinks do people usually have?

Why is it celebrated? Which are the origins of the celebration?

Have you ever participated in the Carnival?

How was your experience?

Do you have any pictures?

## LESSON PLAN 6

**Topic:** Traditional Celebrations (Italy/Denmark)

**Session:** 1 (Before the Skype connection). **Length:** 1h/30 mins.

**Total of sessions:** 2 (**Session 1**)

**Aims**

1. By the end of the lesson, the students will be able to exchange information about Traditional celebrations in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

**Previous homework:** Ss must bring some pictures of celebrations like weddings, birthdays, baby showers, etc.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
15 minutes	Warm up	To activate students' previous knowledge on the topic.	Ts organize 4 groups and give the Ss a scrambled word related to the topic: Traditional celebrations (cake, balloon, candle, gifts, cocktails, ring, dress). Ss must unscramble it and look for the correspondent picture (on a table located in the middle of the classroom) to obtain a positive point. Then, the groups switch their words and the game continues. The best group obtains a prize.	-Pieces with letters -Pictures -Prizes	<b>Note:</b> Ts ask a student to take the time during the whole session.
15 minutes	Introduction of vocabulary	To provide new vocabulary about the topic.	Ts show the students some pictures related to Traditional celebrations in Colombia: weddings, birthday celebrations (fifteen-year party), baby showers, hen/stag night. Ts paste some posters with the definition of the celebrations around the classroom and ask the Ss to put each picture under the correspondent poster to get familiar with the vocabulary about the topic.	-Real pictures of the traditional celebrations in Colombia -Posters	
20 minutes	Reading	To get familiar with	Ts organize the Ss in pairs and give them two	-Reading comprehension	Ts help the Ss.

		some expressions about some traditional celebrations.	different texts ( <b>Appendix 6a</b> ) about traditional celebrations: <i>baby shower</i> in England and <i>sweet 16</i> in the United States. Ss can use the dictionary to understand the unknown vocabulary.	worksheet.	
20 minutes	Written production	To write an email following the sample.	Ss choose their favorite traditional celebration. Then they write an email to a friend telling him/her how it is celebrated in Colombia taking the previous reading as an example.	-Pieces of paper	Ts monitor the work of the Ss.
15 minutes	Matching questions and answers	To practice questions and answers.	Ts put some questions ( <b>Appendix 6b</b> ) in a bag, one student takes a question and asks it aloud. Ss start the game “hot potato” with a ball, Ts play a song, when it stops the student with the ball must answer the question.	-Bag with the questions -Ball -Laptop	
5 minutes	Evaluation	To check	Ss reflect about the language they can use and the way to use them in a context.		
10 minutes	Wrap up	To stimulate reflection about the topic	Ts ask Ss about other kind of celebrations that they have heard in different cultures.		Ts use Ss’ ideas to tell them that all these celebrations make part of our identity.

Source: Own elaboration

## Appendix 6a

### READING COMPREHENSION

Read the next e-mail

Dear Sarah,

Thanks for the letter you sent me. I congratulate you because of your pregnancy!

I am going to tell you about a traditional celebration in a baby shower that I experienced during my last holidays in England. You could do it!

**How to Make Chocolate Diaper Poo for a Baby Shower?** In this hilarious shower game, guests must guess which type of candy bar fills a “poopy” diaper. To make the game more challenging, use rarer and less recognizable candy bars. First, make sure that you don’t place the diapers inside the microwave. Instead, microwave the candy bars in bowls and then scoop the “poo” into the diapers. Place 5 to 6 different candy bars into 5 to 6 microwave-safe bowls. Second, Melt the candy bars in the microwave until they have liquefied. Third, spoon a candy bar into a diaper until you’ve filled all 6 diapers. Fourth, set the diapers on a table and number each diaper with a permanent marker. Fifth, write down the correct candy bar associated with each number on a separate piece of paper.



Provide a piece of paper and a pencil to each guest, then, allow the

guests to examine and sniff the diapers. You should remind them not to sample the chocolate diaper poo. This would give the contestants an unfair advantage. Make sure they also write their names on their papers. Afterwards, place a basket at the end of the diaper table to collect the guests’ papers and check them. The guest who matches the most “poo” to the correct candy bars wins the game. If you have multiple correct entries, then draw for a winner. Finally, give the winner a party favor bag filled with an assortment of the chocolate candy bars that you used in the game.

Looking forward to hearing from you. See you soon.

Love,

Sandra

Adapted from: <http://www.wikihow.com/Make-Chocolate-Diaper-Poo-for-a-Baby-Shower>

On the reverse side please answer the next questions:

1. What aspects have caught your attention the most?
2. What similarities can you find with the Colombian tradition?

## READING COMPREHENSION

Read the next e-mail

Dear Chris,

Thanks for your message. To answer your question, I am going to tell you about the different ways of celebrating the “sweet 16” you will find arriving in the United States.

For many families, the sweet 16 is a special event. There is a celebration with a candle-lighting ceremony, on the birthday cake there are sixteen candles, each of which has a different meaning. The first candle is for the parents. The second is meant for the siblings, but if there are none then it represents the grandparents. The third, fourth, fifth, and sixth candle are indicative of the remaining family members. The seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, and fourteenth are for friends. The fifteenth candle is for the best friend and the last candle, the sixteenth, is meant for a boyfriend or significant other. Some traditions place a seventeenth candle for good luck.

One of the other sweet 16 birthday celebrations is the “show ceremony”: in this the birthday girl sits in a chair and her father, godfather, grandfather, or uncle approaches her holding a pair of heels on a decorative, celebratory pillow. Until this point, the girl traditionally wore slippers or other flat shoes and as her father ceremoniously places her feet in high heels it is a symbol of her transition into womanhood.

I hope you will find the information very useful, I am wanting to see you.

A hug,

Amparo



Adapted from: <http://www.irenellaphotography.com/tag/long-island-sweet-16-photographer/>

On the reverse side please answer the next questions:

1. What aspects have caught your attention the most?
2. What similarities can you find with the Colombian tradition?



## **Appendix 6b**

### **GUIDING QUESTIONS**

1. How are people usually worn for weddings in your country? (Bride, groom, guests, bridesmaids)
2. What kind of gifts do people usually give in a wedding? Is there any special meeting for giving the gifts?
3. Do you have special traditions or superstitions for the good luck during a wedding?
4. What kind of drinks and food do people usually have in a wedding?
5. Could you describe a typical wedding party in your country?
6. What kind of gifts do people usually give in a baby shower?
7. Could you describe a typical baby shower in your country? What kind of games do people usually do in a baby shower?
8. Could you describe a typical birthday party in your country?
9. What ages are especially celebrated in your country? (15, 16, 18, 21, 50)
10. Could you describe a typical hen/stag party in your country?

## LESSON PLAN 6

**Topic:** Traditional Celebrations (Italy/Denmark)

**Session:** 2 (While and after the Skype connection). **Length:** 50 mins.

**Total of sessions:** 2 (Session 2)

### Aims

1. By the end of the lesson, the students will be able to exchange information about traditional celebrations in Colombia and in other countries.
2. By the end of the lesson the students will recognize some differences and similarities between the different cultures they are studying.

**Previous homework:** The Ts have previously sent the foreign teacher a guide with certain important information. For example, the topic, some clue words about it, some questions that the Ss worked the previous class. Moreover, Ts have explained the foreigner that the English level of the Ss is basic and she has been asked to prepare something about weather and clothes in her country, as well as listen to the pupils about Colombia and ask them some questions. Finally, the Ts ask the foreigner and the Ss to bring some representative objects and pictures (if possible) to the session in order to facilitate the explanation of the topics and make the class more dynamic.

TIME	STAGE	AIM	PROCEDURE	RESOURCES	COMMENTS
10 minutes	Warm up (Bingo)	To recall key events for the session.	Ts ask the Ss to write 8 words related to the topic Traditional celebrations in a piece of paper secretly. Ts start saying some words that the Ss must cross out in their own pieces of paper. The first student who crosses out all the words win.	-Pieces of paper	
5 minutes	Discovering imaginaries	To identify Ss' previous knowledge and imaginaries about the foreign country and culture.	Ts ask the Ss what they know about Spain.	-Video camera	Ts will videotape the session from this point. Ss will be allowed to answer either in English or in Spanish.
25 minutes	Skype interaction with Italy/Denmark	To establish an oral interaction between the students and the foreign teacher.  To expand	Ts introduce the foreign teacher to the students and give them the opportunity to ask for some personal information as an icebreaker. (By taking turns). First, four Ss (Previously selected) tell the foreign	-TV set -2 lap tops -Skype connection (modem) -Students' notes	Ts motivate the Ss to participate while they videotape the session. Ts will play the role of moderators and mediators if

		knowledge and awareness about different cultures.	teacher about Colombian Traditional celebrations, the foreign teacher is free to ask questions about the topic. Second, the Ss will be able to ask what they want to the foreign teacher about some traditional celebrations in her country. The foreign teacher will use the representative objects and pictures that she has brought to the session. Ss will fill a chart ( <b>Appendix 6c</b> ) with the information they listen to.		necessary. Ts will have internet access in a different laptop that they will use to show pictures or search for explanatory information.
10 minutes	Reflection	To know Ss' perceptions and feelings about the Skype connection.	Ts will lead a conversation with the Ss in which they tell the class their feelings and perceptions about the previous connection. Ss will be free to express what surprised them the most, what they did not like, what they learnt or any expectation that the experience did not fulfill. (In English or in Spanish). Ts will give the students a rubric to assess the activity (self-evaluation, co-evaluation and teacher's evaluation  Ts will ask the foreign teacher to keep a journal in which they will condense their impressions about the session.	-Assessment rubric	Ts monitor the Ss while filling the rubric. Ts ask the Ss some guiding questions.

Source: Own elaboration

**Appendix 6c**

**STUDENTS' CHART INFORMATION**

<b>WEDDING</b>	<b>BABY SHOWER</b>	<b>BIRTHDAY</b>	<b>HEN/STAG NIGHT</b>	<b>OTHER</b>

Source: Own elaboration

## Appendix H

We asked for the guarantee of the school principal verbally first, to start working with the children and later, through the current document of authorization.

Bogotá, febrero 13 de 2017

Señor

**Richard Antonio Maldonado Villamizar**  
Rector Colegio El Libertador IED

Asunto: Consentimiento para la implementación de un proyecto de investigación en Lengua Extranjera (Inglés) con los estudiantes de octavo grado.


Apreciado rector:

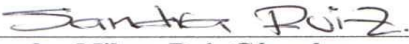
Respetuosamente nos dirigimos a usted para solicitar su permiso y colaboración en la implementación de nuestro proyecto de investigación acción-participativa llamado *Interaction via skype between Colombian English students and foreign teachers: an experience on intercultural awareness*, el cual nos permitirá obtener el título de Magíster en Educación con Énfasis en Didáctica de las Lenguas Extranjeras - Inglés de la Universidad Libre de Colombia. El propósito de éste es establecer el impacto de la interacción a través de Skype con profesores extranjeros, sobre la conciencia intercultural de estudiantes de inglés de secundaria, en un colegio de Bogotá.

El proyecto cuenta con las siguientes etapas: primero, se identificaron los intereses y necesidades de los estudiantes en relación con la competencia intercultural a través de la aplicación de una encuesta y una entrevista; segundo, se establecieron sus fortalezas y debilidades con respecto a la conciencia intercultural, para ello se aplicó un test diagnóstico; tercero, se socializaron los objetivos del proyecto con los estudiantes y se realizó una sensibilización acerca del uso de tecnologías en el aula de clase, específicamente el uso de la aplicación *Skype*; cuarto, se implementarán 8 talleres en los que los estudiantes tendrán la oportunidad de comunicarse en inglés con hablantes extranjeros a través de video llamadas y compartir información acerca de sus respectivas culturas; finalmente, se aplicará un formato de evaluación para conocer la opinión de los estudiantes con respecto a su participación en el proyecto y la utilidad del mismo.

Es importante aclarar que los padres o acudientes de los estudiantes participantes también han sido informados del proyecto y se les solicitó su autorización por medio de una carta de consentimiento, a través de la cual se les hizo saber que la participación de sus hijos es voluntaria y que su identidad permanecerá anónima. Esperamos tener su aceptación para la realización de nuestro proyecto, ya que ello redundará no sólo en nuestra práctica pedagógica sino también en la formación de nuestros estudiantes; agradecemos su amable atención y oportuna colaboración.

Cordialmente,

  
**Gladys Amparo Rodríguez Camargo**  
Licenciada en Filología e Idiomas: inglés  
Universidad Nacional de Colombia

  
**Sandra Milena Ruiz Céspedes**  
Licenciada en Español y Lenguas Extranjeras  
Universidad Pedagógica Nacional

Firma de autorización:

  
**Richard Antonio Maldonado Villamizar-Rector**

## Appendix I



### I.E.D. EL LIBERTADOR

#### CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

Apreciados padres de familia y/o acudientes:

Su hijo se encuentra en el nivel avanzado de inglés, es por ello que fue seleccionado para participar en un proyecto liderado por la docente Sandra Milena Ruiz del colegio El Libertador y su compañera de maestría, la docente Gladys Amparo Rodríguez. Dicho proyecto consiste en conectar ocasionalmente a los estudiantes de grado séptimo con extranjeros hablantes de inglés a través de la herramienta llamada Skype, proyecto que será desarrollado en las clases de inglés que su hijo tiene en el horario tradicional y cuyo objetivo es mejorar los procesos de enseñanza y aprendizaje.

Como representante legal del estudiante Laura ESTEFANIA Ardila Molino del grado 7º quien tiene 72 años de edad, de forma consciente y voluntaria

**DOY EL CONSENTIMIENTO**                       **NO DOY EL CONSENTIMIENTO**  
para la participación de mi acudido en la grabación de videos, grabación de voz, toma de fotografías y conexión vía Skype con propósitos educativos en las instalaciones de la Institución Educativa donde estudia.

Ciudad y Fecha: Bogotá 74 de Marzo 2016

Miriam Jiménez Urrego  
**FIRMA ACUDIENTE O REPRESENTANTE LEGAL**

cc: 35335.843 Bta

Abuela Materna

## Appendix J

### TRANSCRIPTION OF THE INTERVIEW WITH THE STUDENTS

Date: May 25th 2017

**T1:** Les vamos a hacer unas preguntitas para evaluar el proyecto:

**Primera Pregunta:** *¿Cómo creen que la participación en este proyecto puede incidir en su vida diaria?* ¿Creen que puede afectar en algo su vida cotidiana, como son ustedes como personitas?, no se algo que se les ocurra.

**S1:** Digamos que afecta positivamente, porque digamos uno puede practicar la pronunciación porque a veces cuando uno habla con extranjeros uno no sabe si el inglés que uno aprende acá es igual al que ellos hablan, la pronunciación, entonces uno sabe si uno lo habla bien o si ellos lo van a entender. Entonces con estas actividades uno sí aprende que uno si puede hablar con ellos.

**T1:** Te diste cuenta que si te pueden entender y que tú puedes entender. Porque como siempre habíamos escuchado solo a la profe de inglés, ¿cierto?, muy bien, perfecto, excelente. ¿De alguna otra manera creen que puede incidir en su vida?

**S8:** Si...

**T1:** Laura

**S8:** Pues es que los trabajos, O sea, yo creo que uno consigue...digamos mejores trabajos si uno habla inglés.

**T1:** Ajá, muy bien, perfecto, Que uno tiene más posibilidades de pronto laborales, ¿cierto? cuando terminen su colegio

**S8:** O en la universidad.

**T1:** O en la universidad, sabiendo inglés. Muy bien, ¿alguna otra cosita?

**S1:** Uno también va mejorando su fluidez en inglés y como la timidez para hablar con otras personas. Digamos uno se da cuenta que, al principio de las sesiones, digamos yo, en lo personal, no estaba tan decisivo, era un poco tímido, pero ya después, con las otras sesiones, uno se siente más confiado y va mejorando su timidez.

**T1:** ¡Muy bien, excelente! Perfecto. Algún otro aspecto de pronto que creen que puede ayudar en su vida, en su vida diaria, en su vida normal, afuera en la casa, en la calle. **Segunda preguntita:** *¿Ha cambiado su visión sobre las culturas extranjeras? ¿Sobre el pensamiento que tenían del extranjero? ¿Cómo?*

**S8:** Pues que allá en Singapur no había trancones, era todo más organizado.

**T1:** Ajá, muy bien. Y pensabas algo diferente antes.

**S8:** Si, que era todo como desordenado, como China

**T1:** Ajá, muy bien. Creías que... los estereotipos ¿dices tú? Que uno cree...

**S1:** Si, ...otras cosas de los países, pero cuando uno va uno ya sabe que las cosas son diferentes...

**T1:** Que uno va... Bueno en este caso, pues no tuvimos la oportunidad de viajar pero

**S1:** Pero conocer, por lo menos hablar con una persona de ese lugar

**T1:** Muy bien, excelente. Tú decías del perro, que no comen perro, por ejemplo... Que creíamos que sí

**S7:** Como en China... que comen gato...

**T1:** Y... ¿creen que en China todo el mundo come perros y gatos?

**S8:** Yo veo videos... Ellos fueron allá y ellos mostraron todo... de China y no, no todos comen así.

**T1:** No todos. Depende la cultura. Muy bien, ¿algo más alguna otra idea? Bueno, alguna otra visión, algo más que ustedes creían no es que en el extranjero tal cosa... De pronto que uno suele pensar algo sobre el extranjero, sobre otros países y de pronto ya no.

**S8:** De Dominique, el alemán, pues es de él, no de Alemania. De pronto uno decía que los ateos se vestían todos de negro y el no

**T1:** Ah pensabas que los ateos siempre vestían de negro, por ejemplo. ¿Qué más cree uno cuando le dicen alguien ateo?

**S8:** Que es todo raro...

**T1:** Ajá, que es raro. Listo. y después de hablar con él te diste cuenta que...

**S8:** Pues que no todos son así.

**T1:** ¿Alguna otra cosa que haya cambiado su visión de pronto de otros países?

**S8:** Lo de Estados Unidos, ¡los niños tienen computadores Apple!

**T1:** Eso te sorprendió

Student18: La incubadora...

**T1:** Eso es algo nuevo para nosotros, ¿no? AHHH! Me enviaron unas fotos, les voy a mostrar mañana, de los pollitos que ya nacieron.

**S8:** Ya tienen pollitos... mariquitas ¿? Tan chévere

**T1:** Muy bien, bueno... **Tercera Pregunta ¿Te parece útil saber del país o cultura para comunicarte con un extranjero? O sea, si ¿sirve de algo saber sobre su cultura y su país al momento de hablar con ellos? ¿para qué?**

**S18:** Si, por si uno quiere ir a viajar a esos países... saber cuál es el idioma y lo que le quieren decir.

**T1:** (0:05:25 del video) Si, ok, ¡muy bien! ¿algo más? Sobre la cultura, digamos todas estas cosas que hemos aprendido de ellos, sirven al momento de comunicarnos con ellos, o de pronto no.

**S1:** Si, si sirven

**T1:** ¿Por qué?

**S1:** Pues porque cuando uno viaja a ese país ahí ellos tienen su propia cultura y a veces, uno tiene otra cultura diferente, entonces acá hay cosas que pueden estar bien y allá cosas que están terriblemente mal, entonces también es bueno aprender sobre la cultura de ese país para no hacer cosas que de pronto ellos no, no está bien visto.

**T1:** ¡Muy bien! Que les moleste, ¿no? Y si no vamos a viajar sino simplemente vamos a hablar, como lo hicimos, ¿también sirve de algo?

**Ss:** sí

**T1:** Como educación...

**S1:** Y también a veces acá. También puede servir acá en Colombia saber... la cultura de otros países

**T1:** También por cultura general, como dices... Algo más que les parezca útil saber sobre su cultura, que aprendimos que allá tal cosa, que aprendimos que allá tal otra, que aprendimos que allá no era cierto lo que pensábamos. ¿Creen que eso sirve al momento de hablar con ellos?

**S8:** Si... Si sirve...

**T1:** Si sabes que sirve, pero no sabes exactamente para qué sirve.

**S1:** ¿Cuál es la pregunta, profe?

**T1:** Si saber... Es la misma pregunta: Si saber sobre su cultura nos ayuda en algo al momento de hablar con ellos. O digamos acá, más cercano, digamos si yo sé, por ejemplo, sobre Dominique, si yo sé que es ateo, por ejemplo, eso me sirve de algo al momento de hablar con él...

**S8:** Yo creo que sí. Porque qué tal que uno le diga: "Que Dios lo bendiga" o algo así... o cuando vaya le lleve una cruz...

**T1:** Si, por ejemplo, tú vas a visitarlo y le llevas un Cristo de Colombia, entonces no sería tan apropiado... Muy bien, ok, perfecto. **Cuarta pregunta ¿Consideran que la comunicación habría sido igual, con ellos, sin indagar primero sobre algunas generalidades del país o de la persona?** Esas preguntas que ustedes les hacían sobre su vida, ¿Creen que habría sido igual si de una vez llegamos a hablar de comida, de la vida en el colegio? ¿o creen que sirve de algo saber un poco antes sobre el país, sobre ellos, su vida... da igual?

**S7:** No

**T1:** Tú crees que da igual...

**S7:** No creo que afecte en nada.

**T1:** ¿No crees que afecte en nada? **Quinta pregunta ¿Creen que conocer a una persona de X país basta para decir que todos allá son iguales? ¿... monos o son ateos o son iguales?**

**Ss:** Nooo

**S8:** Bueno, Anna ¿no era que era chiquita? Y ella dijo que no todos eran altos.



**T1:** Ajá, perfecto. Y ahí uno se va dando cuenta que no todos... Por ejemplo, la chica de EU. Por ejemplo..., los que tuvieron la posibilidad esa vez que hablamos con los niños de EU, entonces pudieron ver niños de EU, que en esa oportunidad fue en español, no se quienes estuvieron, y entonces uno como que sigue pensando que todos allá son monos de ojos verdes, ¿no? y entonces uno se acuerda que hay actores negros que hay basquetbolistas negros... por ejemplo.

**S8:** Obama

**T1:** Exacto, el mismo presidente. Bueno, muy bien... eh... Y ésta si quiero que la piense cada uno. *Sexta pregunta Si hubieras tenido la oportunidad de escoger en qué país nacer, ¿cuál hubieses elegido y por qué?* Piénsela cada uno...

**S8:** De los de... (señalando a la pantalla)

**T1:** No, de cualquier país. ¿Si hubieras tenido la oportunidad de decidir en qué país nacer, tú, qué país escoges?

**S8:** Yo Brasil

**T1:** En Brasil. ¿Por qué?

**S8:** Porque allá hay muchos festivales

**T1:** Te gustan mucho los festivales de Brasil.

**S8:** Y allá hay muchas cosas y todo chévere para ir a visitarlas.

**S7:** A mí Estados Unidos.

**T1:** ¿Por qué?

**S7:** Porque allá es muy comercial y allá hay muchas estatuas así en cera, reales... así tan chévere.

**T1:** Muy bien. Juan Pablo

**S1:** Estoy pensando.

**T1:** Estás pensando. ¿Deisy?

**S13:** Estados Unidos

**T1:** Estados Unidos. ¿Por qué?

**S13:** Porque allá es muy como... digamos en las películas, en las películas que las casas son... tremendas casas...

**S1:** pero no todas son así...

**S13:** Y visten como si no tuvieran tanta pobreza.

**T1:** Ajá, muy bien, por eso te gustaría..., Néstor

**S16:** También Estados Unidos

**T1:** También Estados Unidos, Escuchamos, ¿por favor! ¿por qué?

**S16:** Porque puede haber mejores posibilidades de mejores carreras allá, más especializaciones que acá.

**T1:** ok, por la parte profesional y académica, eh, mi amigo ... Inglaterra

**S10:** Pues me gustaría conocer Inglaterra

**T1:** ¿Por qué?

**S10:** No sé, porque siempre me ha gustado conocerla y la cultura que tienen, cómo, cómo es allá. Cómo son... en qué cambia ese país a nosotros. La cultura. Conocer la cultura, me gustaría.

**T1:** Te gustaría conocer la cultura, Steven. Y... O sea, sabes algo de... Bueno eso lo vamos a ver ahora más adelante. Digamos, por algo en específico que tú has escuchado acerca de ese país... ¿por algo en específico te gustaría ese país?

**S10:** no, tengo curiosidad

**T1:** Por nada en especial, por simple curiosidad de conocer ese país. ¿Y Nelson?

**S18:** Dubái

**T1:** Dubái. ¿Por qué?

**S18:** Porque allá no hay tanta pobreza como acá en Colombia.

**T1:** Muy bien

**S18:** Y hay más oportunidades de trabajo.

**T1:** ok, perfecto. Juan Pablo

**S1:** Yo dije que Estados Unidos.

**T1:** Estados Unidos también ¿Por qué?

**S1:** (minuto 12 del audio) Pues porque es una potencia mundial y digamos que está por lo menos mejor planteada económicamente que Colombia.

**T1:** Ajá

**S1:** Pues ahí también las oportunidades de trabajo son mejores, el estudio es mejor uno tiene más posibilidades de sacar un mejor título que acá en Colombia.

**T1:** Ajá, perfecto, muy bien. Y en cuestiones, digamos, porque la mayoría ha mencionado cosas económicas, de estudio, perfecto que son súper valiosas y digamos teniendo en cuenta todas estas riquezas culturales de los países... digamos que ¿la respuesta sería la misma? En cuanto a la cultura, las tradiciones que hay, la comida y demás. Por ejemplo, ¿preferirían vivir en Singapur que en Colombia?

**Ss:** Noo

**T1:** ¿Por qué no? Nelson

**S18:** Porque hace mucho calor.

**T1:** hace mucho calor

**S18:** el ambiente, la gente...

**T1:** ¿El ambiente? ¿La gente? OK ¿Alguno si decidiría vivir en Singapur y no en Colombia? Por ejemplo. ¿Todos decidirían vivir en Colombia?

**Ss:** si claro

**T1:** ¿Seguros? Tú, ¿no sabes, estás pensando? (A Deisy)

**S13:** Si

**T1:** Y Estados Unidos, ya conocimos algo de EU, ¿siguen decidiendo preferir nacer o vivir en Estados Unidos que en Colombia?

**S13:** Si

**Ss:** Noo

**T1:** (A Deisy) ¿Tu prefieres EU?

**S13:** Si

**T1:** ¿Tú? (A Laura)

**S8:** No (niega con la cabeza)

**T1:** Tú te quedarías con Colombia. ¿En tu caso? (A Deisy)

**S13:** Estados Unidos

**S1:** Estados Unidos

**S16:** Estados Unidos

**T1:** Estados Unidos. ¿Te quedarías en Colombia? Bueno. Los que dijeron Colombia, ¿por qué?

**S8:** Porque... Es que EU pues a mí me parece bonito y todo eso, y que el estudio y eso, pero no sé, no me cuadra...

**T1:** ¿Te gusta más la vida acá?

**S8:** Pues, yo creo que obviamente es mejor allá, O sea, es que no sé cómo decir...

**T1:** ¿Extrañarías de pronto cosas de acá?

**S8:** Digamos si me pudiera ir yo... solo yo. Extrañaría a mi familia y a mí me daría muy duro irme y dejarlos acá y además que ellos como... es que no sé... O sea, con todo eso lo que está pasando que las bombas y todo eso, dicen... dicen que va a haber una tercera guerra mundial Entonces yo creo que los más afectados van a ser Estados Unidos.

**T1:** ok, preferible es quedarte en Colombia. Muy bien, quien más dijo Colombia ¿Y tú?

**S10:** Porque... no sé, porque EU no me gustaría porque allá hay como más fama, ¿sí? Más oportunidades, como dijo Néstor, de trabajo y todo eso, pero me gustaría más Colombia porque... porque uno ya está acostumbrado como a lo de acá, lo común de siempre... En cambio si uno va a EU para otra vez empezar desde cero sería muy feo.

**T1:** Ajá, muy bien. Y retomando la pregunta, si hubieras podido decidir y hubieras nacido allá, no hubieras nacido acá ni conocido acá. ¿Tú crees que te gustaría más Colombia o EU?

**T1:** Inglaterra, él había dicho Inglaterra

**T1:** Si hubieras nacido en Inglaterra ¿crees que te gustaría más Colombia o Inglaterra?, ¿qué crees?

**S13:** ...él no conoce Inglaterra...

**T1:** Bueno si, no sabemos nada, pero ahora vamos a aprender cositas de Inglaterra. Pero si nacieras allá o en otro país ¿Cómo verías Colombia, de pronto? ¿qué crees? Un país chévere o no tan chévere

**S10:** Pues un país chévere y a la vez como peligroso... por las guerras y todo eso... y por las riquezas que tiene me parecería bonito.

**T1:** Ahh.

**S10:** Es como decir, cuando van a Cazuca, mi barrio, y empiezan a tomarse fotos con los ñeros como si fuera chévere, como si eso fuera la moda de acá, y no saben que los van a robar... (risas)

**Ss:** risas

**T1:** ok, perfecto

**S13:** Y Venezuela como está de grave eso...

**T1:** ¿Venezuela? ¿Les gustaría estar en Venezuela?

**Ss:** Noo

**T1:** ¿Ninguno?

**S10:** Preferible ir a vivir a África.

**T1:** ¿Prefieres ir a vivir a África que a Venezuela? ¿Y tú que decías de inmigrantes?

**S1:** Que mejor en Venezuela que en África. Depende en que parte de África, porque África es un continente muy grande...

**S1:** Una sola libra de arroz para toda la semana

**T1:** ¿En África?

**S7:** No, en Venezuela

**T1:** ¿Quién te dijo?

**S7:** Es que tenemos familia allá y ellos nos cuentan.

**S10:** Ya no hay internet en Venezuela.

**S8:** no, no hay

**T1:** ¿No hay internet en Venezuela? ¿Cómo sabes?

**S8:** ¿Yo? ¿lo del internet? porque hay un youtuber, y entonces él hizo un video así, que el internet era muy malo y cogió el módem y lo comenzó así a tirar y lo botó por la ventana y todo. Y él se fue de Venezuela, está en Miami y hartos se han ido de Venezuela, porque ya se han ido hartos y entonces ellos dicen que, porque también la vida allá era muy difícil ahora, que ellos hacían mercado y digamos una libra de arroz y una pasta la iban a revender para tener la plata porque lo que ellos ganaban era muy poquito.

**T1:** Muy bien. Y tú, ¿cómo sabes lo de internet, Steven?

**S10:** Por las malas influencias, porque las empresas no pueden trabajar porque de donde van a sacar la energía.

**S8:** Además se va la luz todos los días. Se va la luz creo que, de las cuatro hasta las seis, digamos el internet está funcionando y se va la luz, por la noche ya no sire nada...

**T1:** Tú dices que no tienen ni para comer (A Deisy) o sea el internet es como un lujo. Ok. Y Nelson, tu dijiste que Colombia, ¿por qué?

**S18:** En Colombia cualquier persona que llegue es bien recibido, le dan buen hospedaje y buena comida, en cambio nadie conoce las culturas de otros países, solamente los que han viajado saben cómo lo reciben a uno allá.

**T1:** Ah ok, ¿Has conocido algún caso de algún extranjero que haya llegado y lo hayan recibido aquí en Colombia? ¿Has escuchado?

**S10:** Solo en la tele, Personajes de una película...

**S18:** Rita y Manuel yo me imagino que los recibieron bien... Se quedaron en un hotel cinco estrellas...

**T1:** ¿Tú crees que se quedaron en un hotel cinco estrellas? Acá en Bogotá, ¿porque tienen plata? Muy bien. Siguiendo *Séptima pregunta:* ¿Se consideran que son buenos en inglés? ¿Sí o no? ¿Por qué?

**S8:** Si, por algo estamos acá...

**T1:** por algo estás acá... Si, ¿en qué notan que son buenos en inglés?

**S8:** Yo creo que en hablar

**T1:** ¿En hablar?

**S8:** Porque digamos, cuando ellos hablan pues, yo les entiendo algunas cosas y yo digamos trato de entender lo que dicen, pero no puedo, o sea con las únicas cosas que me dicen yo les respondo, depende...

**T1:** Ajá, muy bien. Perfecto. ¿En qué más notan que son buenos en inglés? En qué se dan cuenta. ¿Tú no crees? (A Nelson)

**S18:** Pues si soy bueno

**T2:** ¿Por qué crees eso? ¿qué eres bueno en inglés?

**S18:** Porque estoy acá.

**T1:** Porque ustedes pasaron al inglés avanzado en la prueba en la prueba de nivel, ¿cierto? ¿Sólo por eso y por las notas saben que son buenos? ¿Por qué más? Por la pronunciación,

**S10:** Por la escritura si, saber escribir y entender y la metodología que uno tiene para escribir las palabras

**T1:** Muy bien...

**S8:** Y lo que significan. Porque yo tengo una prima e ella está en décimo. Y ella, o sea ellos tienen allá como un mal inglés porque ella está en decimo y hasta ahora están viendo verbo to be y ella no se aprende nada ella es así como si no le entrara el inglés o algo así. Ella me dice que le ayude y yo le ayudo, o sea que ese colegio es malo por eso me metieron acá, porque mi prima está en sexto y ella todavía no sabe multiplicar ni dividir, allá lo único bueno es como español.

**T1:** Entonces, Tu prima de décimo te pide ayuda a veces y tú le puedes ayudar, y eso te da a entender que eres buena en inglés, ¿sí? Muy bien, ¿alguien más? ¿En algo más notan que son buenos en inglés? Listo. Siguiente preguntica: *Pregunta ocho ¿Consideras que en la comunicación con las personas extranjeras habría sido igual sin hacer esos ejercicios que hicimos antes?*

**Ss:** No, no

**T1:** Que practicábamos, las preguntas...

**S18:** Nos perdemos

**S10:** Nos equivocamos

**T1:** No sabrías que decir... Ni como pronunciar, sí señor. Siguiente *Pregunta Nueve: ¿Creen que ahora tienen mayor capacidad para entender el inglés de personas de diferentes partes del mundo que antes del proyecto por Skype? ¿Creen que ahora pueden entender más las diferentes personas, los diferentes acentos?*

**S8:** A las mujeres... Pues yo le entendía a Rita, le entendía a Anna, pero a Dominique casi no le entendía.

**T1:** ¿A ti te paso igual? (A Juan Pablo) ¿A todos les pasó igual? ¿A Dominique fue más difícil entenderle?

**S7:** Es que él tiene un acento diferente

**S8:** Y a Anna se le escuchó... o sea, yo le entendí más a Anna que a todos.

**T1:** Ajá. ¿Y creen que eso es importante?

**S1:** Si claro, es lo más importante. Porque de qué sirve saberse toda la tabla, saberse todo el inglés completo, si a la hora de hablar uno no entiende la pronunciación ni lo que ellos dicen.

**T1:** ¿Y creen que es importante que hayamos visto varios acentos de diferentes países? o mejor nos hubiéramos quedado siempre con...

**S10:** Rita

**T1:** Si con Rita todas las conexiones ¿o con el mismo país siempre?

**S8:** no

**T1:** ¿Creen que ha sido chévere que haya sido con diferentes cada vez?

**S1:** Porque es más divertido

**S8:** Porque aprendía solo de Portugal y ya

**S18:** Para conocer las culturas de otros países

**T1:** Muy bien, ¿y lo de los acentos?

**S13:** Yo no, no percibí los acentos

**T1:** No. Tú tampoco notaste diferencias (A Laura) Pero si notaste que a unos les entendías más que a otros, o igual (A Deisy) ¿Sí? ¿A quién no le entendiste casi?

**S18:** No se... Yo creo que a Dominique.

**T1:** A Dominique. Muy bien, perfecto. ¿Y hubieran preferido que no nos conectáramos con Dominique o a pesar de eso...?

**S1:** Por la cultura, porque uno aprende también de ese país. Y también es bueno saber que no en todos los países es igual.

**T1:** ¡Excelente! Miren lo que dice Juan Pablo: Qué es bueno saber que no en todos los países hablan igual

**S8:** En EU y en Inglaterra hay unas palabras diferentes.

**T1:** No sé si escucharon una palabra pronunciada diferente, voy a pensarlo, no recuerdo ahora. Y la última preguntita: *Pregunta diez ¿Creen que éste proyecto puede incidir en algo en sus clases regulares de inglés?*

**Ss:** si

**T1:** ¿Cómo? ¿De qué manera?

Student18: Digamos en la pronunciación, el entendimiento del vocabulario.

**T1:** En el vocabulario, comprender vocabulario. ¿En algo más?

**S18:** Digamos si nos ponen a describir un país, digamos Estados Unidos, nosotros ya tenemos una idea. Digamos computadores Apple, incubadora, pollitos...

**T1:** ¿Y creen que todos los colegios de EU tienen computadores Apple?

**S8:** Pues los más como...

**T1:** ¿Los mejores? Ok. Muy bien. ¿Algo más con respecto a eso? ¿En algo más les puede ayudar para la clase de inglés?

**S1:** La fluidez

**T1:** ¿La fluidez? ¿Crees que has mejorado?

**S18:** En la explicación

**T1:** O sea ¿lo vas a entender más de pronto? Bueno, esas eran las preguntitas. ¡Muchas gracias!

## Appendix K

### PRINCIPAL'S AUTHORIZATION

Bogotá, septiembre 1 de 2017

Señor

**Richard Antonio Maldonado Villamizar**

Rector Colegio El Libertador IED

Asunto: Autorización para continuar implementación de proyecto en Lengua Extranjera (Inglés) con estudiantes de ciclos 3 y 4.

Apreciado rector:

Respetuosamente me dirijo a usted para solicitar su autorización para continuar la implementación del proyecto *Video Calls Interaction between Secondary Students and Foreign Teachers: an Experience on Intercultural Awareness*, elaborado con el fin de establecer el impacto de la interacción a través de Videollamadas con extranjeros, sobre la conciencia intercultural de estudiantes de inglés de grados séptimos y octavos. Dicho proyecto se desarrollará a través del Centro de Interés que se llevará a cabo los días martes y jueves de 1:00 a 3:00 p.m.

Para su desarrollo se realizarán actividades de preparación en las que los estudiantes tendrán la oportunidad de comunicarse en inglés entre ellos durante las sesiones y aprender vocabulario y expresiones necesarias para establecer algunas interacciones con hablantes extranjeros a través de videollamadas con el fin de compartir información acerca de sus respectivas culturas.

Es importante tener en cuenta que los padres o acudientes de los estudiantes participantes ya fueron informados acerca del proyecto y se les solicitó su autorización por medio de una carta de consentimiento. Estoy convencida de que ello redundará en la formación de nuestros estudiantes; agradezco su amable atención y oportuna colaboración.

Cordialmente,



**Sandra Milena Ruiz Céspedes**

Docente inglés

Firma de autorización:

  
**Richard Antonio Maldonado Villamizar-Rector**