María Elena Durango Ramos

Pedro Luis Martínez Peinado

A CASE STUDY ON THE DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE
COMPETENCE IN A FINANCE ADMINISTRATION AND INTERNATIONAL BUSINESS
PROGRAM

BY

María Elena Durango Ramos
Pedro Luis Martínez Peinado

Degree,University, Year
Graduate Specialist Maestría en la Enseñanza del Inglés, Universidad del Norte, 2019
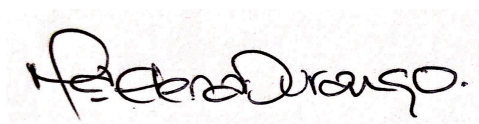
RESEARCH PAPER

Submitted in partial fulfillment of the requirements
for the degree of MAGISTER EN LA ENSEÑANZA DEL INGLÉS in the Instituto de Idiomas,
Universidad del Norte, 2019

Barranquilla, Atlántico
Colombia

Master's Research Paper Director
Luzkarime Calle Díaz, M.A.

AFFIDAVIT

We, Maria Elena Durango Ramos and Pedro Luis Martinez Peinado, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

MARIA ELENA DURANGO RAMOS

PEDRO LUIS MARTINEZ PEINADO

Abstract

This project studied the promotion of Intercultural Communicative Competence (ICC) in a Finance and Administration Business course which was taking its seventh English level course. It was carried out using a qualitative case study research design, including a group of students and a teacher at a university in the Caribbean coast of Colombia. The data collection instruments used for this study included observations, interviews, written assignments and an analysis of the textbook that was used to teach the lessons in the course. The analysis of the interviews showed the limited knowledge the teacher had about ICC and his limitations to promote it effectively. The analysis of the textbook revealed that it did not provide learners with opportunities to promote effective ICC; on the contrary, it facilitated the traditional perspective of culture and grammar rules. However, the written assignment demonstrated that somehow students exhibited some positive indicators of ICC based on the way they developed some ideas within some situations they were asked about.

Keywords: culture, intercultural communicative competence, levels of interculturality.

Dedication page

To God, creator of everything…

I also want to dedicate this thesis to my beloved maternal grandparents, even though they are not in this world anymore, their memories continue to regulate my life.

Last but not least, to Cata, Silva, Gaby and Dany who take care of me and help me grow every day.

Maria Elena Durango Ramos

To God, my Professors Norma, Luzkarime, and my family.

Pedro Luis Martinez Peinado

Acknowledgments

This work could have never been finished without the help of 3 incredible human beings and outstanding professionals, Mrs. Norma Barletta, Mrs. Luzkarime and Mr. Pedro Martinez.

You have helped me improve as a person, a researcher and as a teacher, and for that I will be forever grateful.

Maria Elena Durango Ramos

To all the people who were always there supporting and motivating me to accomplish every step

of the project. I feel blessed for having you all around me.

Pedro Luis Martinez Peinado

Table of Contents

List of Figures

Chapter 1. Introduction

Due to its wide use in the fields of business, education, science, technology, entertainment and tourism, English has become the most influential language worldwide. Consequently, it is fundamental to find the means to help English learners acquire the language in such a way that allows them to communicate effectively with different people around the world. Hence, there has been a great deal of research into making foreign language teaching (FLT) not only a successful but an uncomplicated and enjoyable process.

Communicative approaches for teaching a second language seek for students to be able to communicate effectively in real situations, additionally, the intercultural dimension or intercultural communicative competence (ICC) aims to develop learners who are able to fully understand cultural differences apart from being linguistically competent. As pointed out by Byram (1997): "FLT is … concerned with communication but this has to be understood as more than the exchange of information and sending of messages… (p. 3)". The essence of the ICC, as expressed by Byram, Gribkova & Starkey (2002): "is to help language learners to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors" (p. 4). ICC seeks to train students to be up to the challenges faced by the contemporary globalized society. That is to say, in order to learn and use a language communicatively, not only is it necessary to learn its structure and linguistic features, but it is also essential to know about the culture behind it, which is another fundamental part of any communicative event. Barletta (2009) notes that "communicative competence involves more than the mastery of a language's grammar and lexis, and … the sociolinguistic and pragmatic components are an essential part of it" (p. 144). Corbett (2003) also highlights the importance of culture when learning a foreign language by expressing that "A language course concerned with

'culture' … broadens its scope from a focus on improving the 'four skills' ... in order to help learners acquire cultural skills, such as strategies for the systematic observation of behavioural patterns" (p. 2). ICC provides learners with the tools to not only understand the messages provided in another language, but also to understand, accept and interact with people with a different background; understand and respect their values, perspectives and behaviour.

In Colombia, although the concept of ICC has been gaining advocates lately, it is still necessary to work on the incorporation and implementation of culture so as to foster intercultural awareness in language learners, as mentioned by Olaya (2013): "Despite … salient ideas about the inclusion of culture in the EFL classroom, the teaching of culture and the development of ICC still require more attention and research, more concretely, in Colombian EFL education" (p. 50). There have been a number of authors who have been doing research about interculturality, especially with pre-service language teachers, and also with teachers working at high schools. Ramos (2013), highlights the fact that "teachers are paying attention to intercultural competence. They are aware of the fact that the teaching of languages should go hand in hand with the understanding of students' own culture and the cultures of others" (p. 6). However, authors like Barletta (as cited in Ramos 2013), criticize the fact that the higher educational office of the Colombian government, little or nothing has done to address interculturality in FLT, "She argues that the basic standards of foreign language competencies in Colombia, proposed by the Ministry of Education, disregard the fact of including an intercultural component" (p. 211). Nevertheless, all the recent research that has been done and the fact that ICC has been an issue of discussion for some scholars is an aspect to highlight in Colombian FLT, however, it is no secret that more attention and work needs to be done in this field.

This paper focuses on how ICC is promoted in the English class in the Finance Administration and International Business program (FAIB) at a public university in the northern region of Colombia. This scenario has been chosen since for the professionals of this program, it is necessary to be able to interact with people with other cultures, customs, values and worldviews in order to excel at their job.

According to the professional profile stated in the FAIB programs, learners have to go over the way business is done abroad and analyse the different political, social, and cultural changes around the world. In so doing, they are to provide solutions that lead to the development of the economy, among other international operations that need awareness of the social and cultural backgrounds of different countries, especially those which are potential global forces in the financial and industrial sectors of the international economy. That is why it is necessary to identify and to examine the English teacher practices which guarantee that their learners achieve intercultural communicative competence.

The aim of this study is to analyse the practices and tools used by the teacher and explore at what level they foster ICC as it is expressed in the research question: How do the teacher's methodology and the materials implemented in the English class in the FAIB program promote ICC?

In order to answer the research question, we have proposed a general objective which will help us route our investigation.

General Objective

Examine the relationship between the teacher's methodology, the materials used and the development of intercultural communicative competence in the English class in the Finance and International Business (FAIB) program at University of Cordoba.

Furthermore, the following specific objectives are addressed:

Specific Objectives

- Describe the methodology used by the teacher in the English class in the FAIB program.

- Identify the strategies and activities used by the teacher in the English class in the FAIB program that are likely to promote intercultural communicative competence.

- Analyse the different cultural elements that teaching materials have.

- Identify the level of intercultural communicative competence of the students in the FAIB program at U of C.

In order to answer these research questions, several observations and interviews were carried out in the setting during some lessons, in order to gathered the most accurate input possible.

The next chapter gives a detailed account of the theoretical background that this study will be based on. Byram and Mason models on ICC will be addressed as well as the approaches to teach it. Chapter 4 discusses the methodology of the study, Chapter 5 presents the results, and a conclusion is given in Chapter 6.

Chapter 2. Theoretical Framework

This chapter will define and explain all the relevant theoretical concepts of this research. Definitions and concepts of culture, levels of interculturality, models to promote ICC and the different stages to develop ICC will be discussed.

Definition of Culture

Culture is a complex concept that has been defined in many ways. However, it still remains challenging to explain since it can take a different definition, depending on the perspective from which it is seen. Several authors have suggested theories or representations of what culture means. Hall (1976) defined culture as a "man's medium … how people express themselves, the way they think, how they move, how problems are solved … how transportation systems function … as well as how economic and government systems are put together and function" (p. 16). On the other hand, Hofstede (1991) defines it as "the collective programming of the human mind that distinguishes the members of one human group from those of another" (p. 5). Additionally, Hall (1976) introduced the cultural iceberg theory, a metaphor to explain how culture has several levels and characteristics which range from the most obvious to the most complex ones. In the graphic, it is noticeable how, in the superficial level, there can be seen the stereotypes that come with every culture; the visible part of the cultural component, and also, the less visible part where the most important layers of a community can be observed. According to the author, whenever these layers are confused or not taken into account, there is a big chance of creating misunderstandings among different cultures.

The Cultural Iceberg

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

Surface Culture

Deep Culture

Communication Styles and Rules
facial expressions gestures eye contact
personal space touching
body language tone of voice
handling and displaying of emotion
conversational patterns in different social situations

Notions of:
courtesy and manners
friendship leadership
cleanliness modesty beauty

Concepts of:
self time past and future
fairness and justice
roles related to age, sex, class, family, etc.

Attitudes toward:
elders adolescents dependents
rule expectations work authority
cooperation vs. competition
relationships with animals age sin death

Approaches to:
religion courtship marriage raising children
decision-making problem-solving

Figure 1. The Cultural Iceberg (Hall, 1976).

However, the main concern here is to try to tie the concept of culture to foreign language teaching, since it is important to highlight which aspects of the perspectives explained above, can be meaningful in the development of intercultural communicative competence.

Some authors (Byram et al. (2002) among others) have stated that to be interculturally competent is not necessary to be linguistically perfect or to learn every single aspect of the second culture. As expressed by Mader and Camerer (2010) "A person with limited linguistic competence may be an excellent communicator in intercultural encounters, and the opposite may be true as well" (p.105). What is the connotation then of being interculturally competent? According to Mader and Camerer (2010) "The answer is a combination of knowledge, awareness and willingness as well as ability, expressed in performance" (p. 105).

These two authors have developed a list of eight factors that lead to the successful achievement of intercultural communicative competence:

1. Knowledge about the processes and institutions of socialisation in one's own and in one's interlocutor's country, i.e. country specifics.

2. Knowledge of the types of cause and process of misunderstanding between interlocutors of different cultural origin, i.e. intercultural theory.

3. Ability to engage with otherness in a relationship of equality (including the ability to question the values and presuppositions in cultural practices and products in one's own environment).

4. Ability to engage with politeness conventions and rites of verbal and non-verbal communication and interaction.

5. Ability to use salient conventions of oral communication and to identify register shifts.

6. Ability to use salient conventions of written communication and to identify register shifts.

7. Ability to elicit from an interlocutor the concepts and values of documents or events, i.e. meta-communication.

8. Ability to mediate between conflicting interpretations of phenomena.

The authors acknowledge that the achievement of the previously mentioned factors, are defined by the use of the target language, however, it is also acknowledged that cultural awareness and knowledge guarantee a successful communicative act.

Kramsch (2009), mentions two perspectives from which culture can be analysed: modernist and late modernist, also called postmodernist. In the modernist perspective, culture has been taken as something related to the literature and the arts, giving the notion of the good and proper way of living. The late modernist, on the other hand, takes culture as something more general and interactional. In this perspective, culture is more dynamic and each individual can construct their own interpretation of culture depending on the context this person lives.

The modernist perspective favours the use of content-based lesson plans and textbooks which teaches culture as something structured and imperative focusing on knowledge about the target language especially events or important facts. The second perspective focuses more on analysing, interpreting and making connections between the target language and the own.

This second perspective that is stated by Kramsch (2009) aims at empowering people to raise their voices and take active roles in the different ongoing changes that societies go through. It also aims at filling the gaps among cultures, and promoting the interaction between individuals from different countries and cultures, always bearing in mind the mutual benefits that can be achieved by the understanding and reflection upon the importance of diversity.

In the following section, some of the most relevant models which explain how intercultural competence occurs and its more significant characteristics will be covered. Also, several of the notions some authors have suggested in order to explain how important it is to interact properly with different cultures will be explored.

Intercultural Competence: Byram's Model

Byram's model of intercultural competence is composed of attitudes, knowledge, skills, and cultural awareness. Students need a positive attitude to interact with others and knowledge about their culture and the target culture. They also need skills to relate to others, to interpret other ideas and curiosity to discover new things. Once these components have been acquired, students can develop cultural awareness; that is to say, to be able to stand back and analyse our culture and the target culture and be aware of our values, attitudes, behaviours and perceptions and those of the target culture as well.

Byram et al (2002) explain that intercultural competence is divided into the following components:

- Intercultural attitudes (savoir être): curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.

- Knowledge (savoirs): of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.

- Skills of interpreting and relating (savoir comprendre): ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

- Skills of discovery and interaction (savoir apprendre/faire): ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge.

- Critical cultural awareness (savoir s'engager): ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries. (p. 12- 13).

Byram et al (2002) also observe, that it is necessary to draw attention to the fact that a perfect mastery of such competence is not required to be interculturally competent. They explain that there are two reasons why this is important to bear in mind: the obvious reason and the less obvious reason. The obvious reason is the idea that it is impossible to gain all the knowledge about cultures as every culture is invariably changing. Besides, it is difficult to know with whom one will be using a certain language because sometimes there are several cultures and languages spoken in one country. It is then safe to assume that no matter how much knowledge one possesses of a culture, it will never be enough.

The less obvious reason is the idea that throughout our lives, we gain cultural identities as we become members of social groups. Having these cultural identities means that whenever we

face other attitudes, other beliefs, other behaviours and other experiences which are different from ours, we might feel disturbed or shocked regardless of how tolerant and open minded we are. Therefore, we should always adjust, accept and understand others since interculturality is an incomplete process. Due to the reasons explained above, Byram et al. (2002) believe that learners should not be forced to become perfect speakers nor should they be expected to assume the social identity of the second language as his or her own.

In the next section of the paper, Jonathan Mason's model of intercultural competence will be explained. It is an interesting model because it is a simplified version of Byram's which can prove to be more understandable to some teachers aiming at promoting ICC.

Intercultural Competence: Mason's Model

This model of intercultural competence was put forward by Jonathan Mason and can be understood as a response to clarify and detail some concepts in Byram's model.

Mason (2010) explains that being intercultural involves having three characteristics: Inquisitiveness, open-mindedness and diplomatic skills. Inquisitiveness means to value another culture by having a desire to know about it. Open-mindedness deals with the idea we should not judge others and assume an ethno-relative view rather than an ethnocentric one; that is, to show acceptance, adaptation and integration. Finally, diplomatic skills are skills we can use to understand and relate with other cultures by having a critical understanding of both cultures.

Mason then observes that although his model is similar to Byram's, his is easier for the average language teacher to understand and evaluate since his model appears to be less complex than Byram's five savoirs.

A number of authors have described several levels of intercultural competence, for the purpose of this specific research, in the following lines we will describe the models proposed by two recognized authors in this matter; Bennett (1980s) and Gogolin (2011).

Gogolin Levels of Intercultural Competence

Gogolin (2011) proposes seven different levels of intercultural competence which can be used in educational research in a variety of contexts. In the next section, the levels will be presented from the lowest to the highest. These levels were taken and translated from the educational and research magazine CPU-e.

Level 1: Knowledge of phenomena through which cultural, linguistic and social variety is shown. (For example, clothing, food, daily routines, names, names, ways of speaking, rituals or other religious expressions, festivals, holidays, etc.)

Level 2: Knowledge of reasons and motives of phenomena in which the cultural, linguistic and social diversity is shown (e.g. clothing to cover ourselves as protection from heat or cold, the emergence of "regional cuisines" as reflection of the products of a region and its poverty or wealth, division of daily activities in response to the climatic conditions of a region, giving names as a way of perpetuating the names of previous generations or names with different meaning, etc.)

Level 3: Ability to observe and reflect on changing phenomena, which show or seem to show cultural, linguistic and social diversity (e.g. "pizza" as an original regional product of southern Italy, which was the food of the poor and was made with simple ingredients. The "export" of "pizza" to other regions of the world as a specialty of "Italian cuisine", linked to the refining and the rise in prices of its ingredients; "internationalization" of "pizza" and spread like cheap "fast food" to its transformation into a square-shaped food as a reason for simplification

for manufacturing and mass distribution. Or a handkerchief or a silk scarf as rural or peasant women head covering around the world. Or a headscarf as a religious symbol of different religions; a headscarf as a symbol of assertiveness and acceptance and protest of young women in migration contexts in European metropolis).

Level 4: Ability to consider and reflect from different perspectives on phenomena that indicate or appear to show cultural, linguistic or social diversity (e.g. valuing a party from the perspective of those who celebrate it, from the point of view of a neighbour who is disturbed by the noise or from the point of view of a neighbour who delights in the demonstrations of joy of the people at the party. The reflection on and the memory of Christopher Columbus from the point of view of the conquerors or from the point of view of the conquered; from the perspective of a filmmaker or from the point of view of a historian. The perception of a song from the point of view of the singer's mother, from the point of view of an aficionado or from the point of view of a follower of another musical style).

Level 5: The ability to analyse and relate historical, political and social contexts which indicate that, because of diversity, were decisive for the life of a person or group (for example, self-classification of a group to a "cultural community "can be carried out to express a union or aesthetic preference. However, it is possible that under certain historical and political circumstances this serves to defend privileges or eradicate prejudice or discrimination). Also, to recognize and understand potential contradictions or apparent skills that belong to this group (for example, a politician of a far-right German party gave xenophobic speeches, but also claims to have a close friendship with Turkey, a young woman who has dyed her hair in garish colours and has "piercings", is at the same time a friendly and courteous neighbour and the loving mother of a child).

Level 6: The ability to recognize and understand own perceptions, feelings and behaviours common in the encounter with strangers or unknown people and their attribution (e.g. what are the traits or characteristics of a voice or a way of speaking that I think are nice or unpleasant? or, under what circumstances do I feel comfortable or uncomfortable in a group? or, what features of a person's physical appearance can I use to conclude his or her origin? or, Why do I think that a person is "part of us "or" is not part of us "and what changing meaning does the word" we " have for me?

Level 7: The ability to guide or rectify own actions, behaviour, (behaviours and assessments, to be directed towards the moral and ethical standards of a modern, pluralistic, open and democratic society. (Gogolin, 2011)

As it can be seen, these levels work as indicators to measure students' performance in terms of intercultural communicative competences. In the following sections, different models for developing ICC will be discussed beginning with the one proposed by Bennett and Allen (1999).

Bennett's Process of Learning: Stages in the Learning of Culture

Bennett and Allen (1999) propose a model called developmental model of intercultural sensitivity (DMIS) which has shed some light on the advancement of intercultural competence. The main goal of this model is to clarify how the participants put into practice their skills to interact in an intercultural ambience with the aim of recognizing and understanding cultural differences. Aside from this, this model also aims to foster the development of strategies to cope with cultural disparity in communication. Ethnocentrism and ethnorelativism are the main components suggested by these researchers. Ethnocentrism is defined by Bennett and Allen (1999) "as a disposition to view one's own cultural viewpoint as central to reality" (p, 847). The

latter is described as the awareness of all behaviour present within a culture, without putting

apart our own. In addition to this, the authors manifest that ethnocentrism is the point of

departure to promote intercultural competence. Consequently, the learners advance to reach

levels of ethnorelativism as the outcome of being immersed with cultural discrepancy. They also

add that these two components of the model are split into three phases that follow a sequence

that shows the progress that participants make in order to reach the final stage.
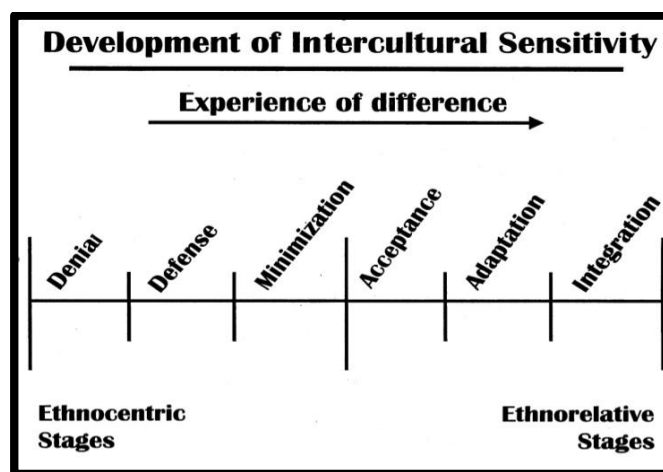
Figure 2. Development of Intercultural Sensitivity (Bennett, 1999).

However, the researchers stated that only few learners will get to the integration stage

with the majority of them will only go as far as adaptation.

In the following section, some approaches to teaching intercultural communication will

be addressed to study what has been done to include this component within second or foreign

language teaching.

Approaches to Teaching Intercultural Communication

Different proposals have been made in order to include the intercultural competence

within second or foreign language teaching. However, as Barletta (2009) points out, these

methods have not succeeded in doing so since there are some aspects about intercultural

competence that have not been addressed. Some teaching methods still focus only on the

linguistic features of the language, leaving aside the social and interactional purpose of communication. Martin and Feng (2006 as cited in Borghetti, 2013), state that the main objective in educating an individual is that they are able to participate actively in the development of citizenship, so they can transform their reality and favour positive changes to improve the social and cultural development.

Borghetti Model

Borghetti (2013) proposes the integration of two models to aim at developing intercultural communicative objectives in the foreign class. This author also states that these two models, Methodological Model of Intercultural Competence (MetMIC) and the Teaching Unit model (TUM), complement each other since each of them has some missing aspects that do not fulfil the different requirements when developing intercultural communicative competence in the foreign language classroom. The first one, according to Borghetti (2013), "mainly considers the foreign language at metacultural and metalinguistic levels rather than in terms of its communicative nature and function" (p. 257). It means that learners use the language to know that other cultures exist, however, MetMIC does not enhance the use of the foreign language beyond the classrooms.

According to Freddi (1975, cited in Borghetti, 2013), the second model (TUM), which has been implemented since the 1970s, is seen as a series of separate thematic units tied to the personal and social lives of the learners. Though this model has some problems in the integration of intercultural competence, it has been widely adopted to be used by many English courses. TUM consists of five stages which are known as: Orientation/warming up, input presentation, focusing, practice, and reflection. This model has some weaknesses in that it leaves the cultural issues to be taught in certain isolated moments. Freddi (1975, cited in Borghetti, 2013) argues

that "the experience of civilization referring to cultural aspects should not be collocated or concluded in isolated moments rather than being experienced through the entire teaching unit" (p. 263).

Borghetti (2013) proposes to integrate these two models in order to achieve the development of intercultural communicative objectives in the Intercultural Foreign Language Education context. He suggests a curriculum planning and methodological issues for teachers based on the two models discussed above (MetMIC and TUM). Thus, it is necessary to design an education module or course that aims at developing both intercultural and communicative competence in a given foreign language. This module might have a duration of 60 or 80 credit hours divided into seven or ten units. The author also states that the first three units of the module should be focused on developing Intercultural Communicative (IC) cognitive processes beyond the communicative objectives as such; the other three ones, should be concentrated on developing IC affective processes and the last units should be aimed to develop intercultural citizenship. It is also important to highlight that this proposal does not intend to take out the linguistic part from the teaching practice but to develop Intercultural Communicative Competence at the same level that language learning is taught.

Approaches to Teaching Intercultural Competence

Having established the importance of being interculturally proficient, it is necessary to come up with the best teaching practices to achieve this goal. Although some researchers may not agree, as Corbett (2003) notes, "It might be argued that it is unnecessary to teach culture explicitly in an ELT programme because it is already implicitly there in the lessons" (p. 33), it has been also claimed by several authors that setting up methods for teaching interculturality is

the best way to go around. In the following lines, we will discuss the methods proposed by Kramsch and Liddicoat, as well as Ethnography to teaching culture and materials evaluation.

Kramsch proposal. Another important contribution to intercultural teaching is Kramsch proposal for cultural teaching: textual analysis. The author explains that intercultural learning can be gained through exploring the relationship between texts produced by people in other contexts and how those contexts are shaping and are shaped by those people. That is to say, teachers should help learners identify the dormant meanings within the texts and contexts which are being explored. It is important then to help learners find hints within the texts which point to these dormant meanings because their learning becomes more significant, or as Kramsch (1993) puts it, "The more potential meanings they are encouraged to discover, the richer the opportunities for learning" (p. 67). She summarizes context in five different elements: linguistic, situational, interactional, cultural and intertextual. The linguistic element is explained in terms of textual items such as pronouns, substitution and deixis. The situational element constitutes body language such as gestures, facial expressions, body movements, place, participants, environment and time. The interactional element is explained as the beliefs and presuppositions of the interlocutors. The cultural element encompasses the knowledge of a society, how the members of a society combine their knowledge to create a unified knowledge. Finally, the intertextual element is defined as the relationship between a text and other texts, assumptions and expectations.

It is necessary, then, to clarify what the author considers to be successful intercultural learning. For this reason, she has furthered the concept of "third space". She states that when learners explore a different culture, they should not be expected to reach a native-speaker level of competence since a native speaker is influenced by many subcultures of the target culture. It is

therefore extremely difficult to measure learners on how similar they are to native speakers. Kramsch (1993) then adds that learners should be led to reach this "third space" instead, which is defined as the place that "grows in the interstices between the cultures the learners grew up with and the new cultures he or she is being introduced to" (p. 236). That is to say, it is a third culture that ripens, from which the learner has access to language, knowledge, behaviour and attitudes which come from the cultures that make up his cultural identity.

Liddicoat proposal (noticing, comparing, reflecting and interacting). Liddicoat (2011) states that the main goal of the language teaching and learning process is to make students communicate in the target language but it is also important to bear in mind that communication is not just a matter of putting some words into the correct grammar structure, it is also a matter of cultural knowledge. It is necessary to understand how and when to use the language according to the different contexts and cultural situations in which the conversation takes place.

This cultural aspect is something that sometimes is unnoticed by the learners, however, it does not mean that teachers have to let students learn this issue in the way it comes. Therefore, it is necessary to establish some methodological procedures in order to develop this cultural knowledge in a way that students recognize by themselves how important it is.

The author proposes a model of pedagogy of intercultural language learning. This model aims to recognize the classroom as a cultural context in which the teacher and the learners construct their knowledge about culture based on their experiences, expectations and prior knowledge through the use of linguistic aspects. This author states some principles such as noticing, comparing, reflecting and interacting, which can lead to a development of intercultural language learning.

In the first stage (noticing) learners are to notice cultural similarities and differences as they are made evident through language. The second stage lets students make comparisons between their cultural background and the target culture and this process leads them to reflect about their feelings or thoughts about what they have already discovered in the previous stage. Finally, he states that in the last stage, learners are engaged to interact and experience the diversity in order to create personal meanings and be able to communicate those meanings.

Ethnography. Ethnography has been put forward as a way to develop intercultural competence lately. Parsons and Junge (2001) define it as "a method which bridges the gap between the classroom and the world outside while supporting acquisition and awareness of both languages and culture" (p. 205). In the same vein, Liddicoat (2011) asserts that "The fundamental prerequisite for an ethnographic approach to intercultural language teaching is an experience, typically an out-of-class experience, of another culture" (p. 844). The ethnographic approach, therefore, seeks to change the "typical" analysis of text and audio-visual material to a direct experience of the target culture.

The ethnographic interview has been suggested as a technique to developing intercultural competence. Robinson-Stuart and Nocon (1996) explain the difference between an ethnographic and a typical interview as follows:

> Unlike a typical news reporter interview, which often has a pre-planned question and an agenda, the questions in an ethnography interview are deliberately open. After beginning with a general question, called the "bull's eye question" (e.g., "how does it feel to such and such…?), each subsequent question builds directly upon the interviewee's response. These questions, built upon the utterances of the interviewee, require active listening on the part of the interviewer. (p. 436).

Robinson-Stuart et al (1996) explain it is the interviewer's obligation to listen carefully, interact with the interviewee and to constantly probe the interviewee with questions such as "what do you mean?" to discover "the natural categories of meaning within the interviewee rather than answers to preconceived questions" (p. 436). In other words, the ethnographic approach offers strategies used to observe, interpret and explain social behaviour, which are the ones involved in learning about culture.

Some of the advantages of this approach have been described by Mason (2010). She believes that ethnography "can play an effective role in the acquisition of intercultural skills, and provide good language practice" (p. 217). Mason (2010) further adds that it provides an opportunity to develop a "thick" description of the culture as well as chance to be in direct contact with members of the target culture. Even in places where contact is more limited than a face-to-face interview, it is still preferable to what learners are exposed to in textbooks. Finally, the author explains that apart from helping learners developing their intercultural skills, it is an enjoyable activity.

An aspect worth bearing in mind is the fact that even if it is impossible to visit the target culture and cultural setting, it should not be perceived as a disadvantage of this approach since due to technology, a way to bypass this inconvenient has been successfully explored. The use of the internet is highly recommended if one cannot have direct access to other cultural contexts. Mason (2010) suggests using social networks such as Facebook or chat rooms, tools with which students are normally familiar. These tools can be used as a medium to carry out the ethnographic interview as they are more economically viable and accessible than visiting the context of the target culture.

Materials Evaluation for Intercultural Communication

What we know as intercultural competence is mostly described rather than defined due to the fact that IC encompasses a wide range of characteristics which makes it a bit difficult to define. However, Guilherme (2002, as cited in Kramsch, 2009) takes the risk and defines intercultural competences as the skill to communicate effectively with people from different cultures. Aside from providing a definition for this competence, the search for measuring it is also a task to accomplish. That is why this section of the paper is in charge of analysing materials that promotes or fosters intercultural competence.

Byram and Masuhara (2013) point out that making use of intercultural competences when developing materials, can help seeing language and culture as indivisible inside the classroom. Those intercultural competences to bear in mind are: knowledge, which basically means to have information of our own culture, and that of others; awareness, which has to do with the inner perception of ourselves and others; attitudes that involve oneself and others; and finally, skills that enable us to do exploration, interpretation, relation and interaction. Focusing on these competences will strengthen awareness of ICC in the language teaching process.

Byram and Masuhara (2013) go on to present certain criteria that allows the measurement of materials in terms of intercultural education which is based on the components mentioned on the previous paragraph. Firstly, they suggest knowledge which is in line with the discovery of culture variety. Secondly, the understanding of the target culture history, and thirdly, the understanding of social background. Awareness deals with the mindfulness of attitudes and the consideration of what is taken for granted with the understanding of how other cultures perceive it. Attitudes goes in line with the treatment of culture in a decentralized manner, lack of judgement while approaching others, showing understanding, cautiousness of stereotyping, and

clinging to identity and recognize those of others. As for skills, this goes in alignment with the capacity of participants to communicate with people from other contexts, grasp knowledge from different ambience, analyse differences in terms of history and social contexts, measure situations delicately, point out choices to prevent conflicts from happening, and get a hold of appropriate language to be used in various cultures. All of these are criteria to evaluate materials to approach intercultural competences.

State of the Art

This section of the paper will show a number of relevant studies that support this current research. Five studies related to the problem being tackled will be described below.

Ramos, Aguirre and Hernandez (2012) carried out a research project in a school located in a rural area called Guavata in the department of Santander. The main purpose of this study was to design curricular units to promote cultural belonging in students to move towards intercultural understanding. It was a case study which used surveys, semi-structured interviews and journals to collect information. All the implementation of the instruments to collect data provided the research team with some final findings which were: the use of curricular units was very relevant when fortifying students' sense of cultural belonging. Aside from this, the students began to have a major intercultural understanding; they also noticed that their own reality was somehow related to other cultures. Finally, the curricular units granted them with the interpretation of intercultural manners from an analytical point of view.

Agudelo (2007) conducted a study which purpose was to develop an intercultural approach for pre-service language teachers that would explore the relationship between language and culture and its role in language teaching. Interview, observation and journals were the procedures used to collect the data that was later analysed. In the end, it was observed that pre-

service teachers came to the realization that this objective, critical cultural awareness, calls into questions those teaching situations that neglect the exploration of the local as a fundamental strand to have a major understanding of the foreign culture. Furthermore, the confrontation of the local with the target language in terms of interculturality is a powerful factor to foster the aforementioned approach. The author's research concluded that there has been an attempt to tackle the relationship between language and culture in the English language field. Nonetheless, it is not still enough due to the differences among cultures. In addition to this, he states that a critical intercultural approach provides opportunities for language teachers with a lot of chances for interactions aiming at understanding between societies and ways of coping with conflicts. Besides, by promoting critical cultural awareness among educators, we empower them to transform the realities inside their classroom.

Another research that was conducted with pre-service teachers as target population was the one by Gómez (2014) at a public university in Bogota through a critical multiculturalism approach. The author aimed to make an exploration about how the participants tackled complicated topics of deep culture, taking into account their own culture so as to create critical intercultural communicative competence. The goal was to answer the following question: How could EFL pre-service teachers develop intercultural communicative competence (ICC) when being exposed to studying non-congratulatory topics of deep culture in the EFL classroom? To reach his purpose three data collection instruments were used: field-notes, in-depth interview and response papers. By applying these procedures, the author found that using and discussing controversial topics reflected in short stories associated with their own culture and familiar situations creates critical thinking and intercultural awareness. In a nutshell, the study showed

that deep culture is a very important aspect that should be borne in mind when preparing future language teachers.

In the same vein, Ramos (2013) carried out a study in a public university in Colombia. The author decided to carry out such a study because she felt it was necessary to equip pre-service teachers with the necessary intercultural skills, so that they were aware of how to make informed and important decisions. Furthermore, through topics on education from different countries, Ramos intended to develop intercultural skill among learners to enable them to understand different cultures and avoid wrong judgement. The main objective of this study was twofold: to explore interculturality in educational topics such as the evaluation process in other countries and to analyse the intercultural skills the pre-service teachers acquired. The teaching methodology of this study consisted of following the steps put forward by Denis and Matas (2002) and Wesling (1999), which are as follows: raising awareness of learners' ethnocentric views, helping learners contextualize situations, organize knowledge and draw conclusions from the contexts explored. The participants were also carefully observed and interviewed. From those observations, the author wrote reflections on how the participants interacted. In the end, the author found that, after reading, examining and comparing the information that she had gathered, the participants showed that they had acquired the intercultural competence. They showed they could understand the complexity of contexts and interpret cultural practices.

Another important study on the subject of interculturality, is the one by Barletta (2009) titled "Intercultural competence: Another challenge", the author's purpose was to invite foreign language teachers and educational authorities to rethink their practices and proposals in order to attach more importance to the teaching of culture. The author studied the current situation of intercultural competence in Colombia by delving deeply into a number of monographs written by

service teachers in Colombia. It was found that, although culture is mentioned in most of the monographs studied, it was still not widely considered an important objective of language courses. Some others showed that respect for the culture should only be given to countries in which English is the official language.

In a nutshell, it was shown that language teachers in Colombia did not fully grasp the concept and importance of intercultural competence. Finally, the author concluded by stating that the standards of foreign languages, proposed by the Ministry of Education, did not have a place for intercultural competence. The author then added that something had to be done to face this obstacle. It was, again, an invitation to think of ways of incorporating the teaching of culture in our practices.

Additionally, Gómez (2012) carried out another important study about fostering intercultural communicative competence through reading authentic literary texts. This time the author selected a foreign language classroom of the language program at a university in Bogotá, Colombia. The objective of this study was to propose the inclusion of authentic literary texts in the English as a foreign language classroom through the implementation of four constructivist approaches as a means to develop intercultural communicative competence. After analysing the data collected, the author showed how those approaches engaged learners to read authentic literary short stories, to negotiate meaning, and to develop intercultural competence. It was also demonstrated that integrating language and literature in English as a foreign language not only constitutes a communicative reading practice, but the opportunity to construct cultural awareness.

Last but not least, there is another important action research paper worth reviewing. Alvarez and Bonilla (2009) conducted a study in the Languages Program of Universidad de la

Salle in Bogotá. This study aimed to describe and reflect upon a collaborative and dialogical experience carried out between two teachers of the languages Program of Universidad de la Salle in Bogotá. The authors followed some stages in order to achieve their stated goals: first they aimed to recognize the students' understanding of culture and the elements that underlay those conceptualizations.

After that, students concentrated on some features of the culture and language and studied the way in which these elements were represented by each culture, the importance people grant to them and how the elements could be tackled from the perspective of a competent intercultural subject. In the last stage, students developed a project where they had to select a controversial cultural issue so it could be discussed and analysed. The findings of this research claimed that the collaborative and dialogical experience helped the teachers to improve their language teaching contexts and prompted the construction of a theoretical proposal to enhance intercultural awareness. It also opened the way for the development of critical intercultural competence in foreign language learners.

The research team considered important investigating about this issue because learning a second language goes beyond the linguistic aspect, especially nowadays when globalization has impacted so many areas of our lives. As pointed out by Minnisa (2014) "there is an intense mixing of peoples and nations today in the world… and they have to live in the same society, and interact in the workplace, in the process of studying in educational establishments and in their leisure hours" (p. 81). Due to the previously mentioned reasons, language learners need to be aware of the global necessities they will encounter when meeting foreigners in their workplace or in their daily basis. Unfortunately, there are some negative effects that need to be tackled, effects like racism and bullying are emerging more and more because of the lack of

intercultural awareness. Authors such as Rader reflect on the fact that (2018) "Our homes, schools and communities are increasingly multicultural, and yet we face heightened racism, marginalisation and fear" (p. 1). The research team believes that raising awareness about interculturality is absolutely necessary in order to provide learners with the necessary tools which will allow them be competent in the current world.

Research Context

This study took place at a public high-level educational institution in the northeast coast of Colombia. The group chosen was a seventh-semester undergraduate class in the Business administration and international business degree. Classes take place on weekdays from 18:00 to 22:00 hours. There was a total of thirty students in the class whose ages range in their early twenties. Twenty of ten were males and ten females.

This particular group was selected due to their relatively high level of the language, which would allow them express their opinions and produce good enough responses. The students come from medium socioeconomic status, and most of them receive aid from the government for their studies (enrolment and transportation fees). Students attend two hours of English instruction every two weeks, where they use a textbook called Worldview. English as a foreign language is a mandatory class as a graduation requirement. The English teacher also took part in the study, he is a male English graduate in his late twenties, with five years of professional practice.

The data collection instruments were applied to a selection of 7 students in a period of two months. Those students were chosen to be part of the focus group, because their responses offered the most meaningful data which was relevant to this study.

Chapter 3. Methodology

Teaching and researching are practices that should go hand in hand. It is only by doing research that educators can solve the problems they encounter during their day to day basis. Creswell (2012) believes that "Research is … important because it suggests improvements for practice. Armed with research results, teachers … become more effective professionals" (p. 4). When teachers get involved in this process, they become part of a community where they are able not only to compare their problems with other contexts, but also, they are able to find affinity with other colleagues. Likewise, Kincheloe (2003) points out that "Teachers must join the culture of researchers if a new level of educational rigor and quality is ever to be achieved" (p. 18). It is extremely important that educators embrace the researching process as an intrinsic aspect of teaching, a process that will most definitely offer the tools and answers for issues they might have been struggling with.

This section comprises the type of study, a description of the participants and the instruments used for the collection of the data.

Interpretivist Paradigm

Considering that this project work focuses on human interaction with phenomena in students' and the teacher's daily lives, we have decided to follow the guidelines offered by the interpretivist paradigm. It was necessary to use a paradigm that allows the understanding of the context and beliefs the participants are under. Taylor and Medina (2013) focus on the scholastic traits of this paradigm and highlight the fact that in the educational field, the interpretivist paradigm "enables researchers to build rich local understandings of the life-world experiences of teachers and students and of the cultures of classrooms, schools and the communities they serve" (p. 4). Additionally, Nguyen and Tran (2015) point out that "Interpretivists believe an

understanding of the context in which any form of research is conducted, is critical to the interpretation of data gathered" (p. 25)., which happens to be a significant part of the project due to the fact that we are dealing with an aspect that might even go unnoticed for the students and teacher, since it can be an unconscious aspect for them.

Kincheloe (2003) explains that "researchers/interpreters become better teachers. As they learn to make sense of lived situations and reflect on their own beliefs and behaviours, they are better prepared to teach for rigorous levels of understanding" (p. 196). Teachers who have gone through the process of researching under the interpretivist paradigm, gain a number of tools and methods that improve their practice as they do not solely focus on the problems they encounter, but they look at the problems as a platform to obtain the answers.

Kivunja and Kuyini (2017), point out that an interpretivist study has the following characteristics:

- The admission that the social world cannot be understood from the standpoint of an individual.
- The belief that realities are multiple and socially constructed.
- The acceptance that there is inevitable interaction between the researcher and his or her research participants.
- The acceptance that context is vital for knowledge and knowing.
- The belief that knowledge is created by the findings, can be value laden and the values need to be made explicit.
- The need to understand the individual rather than universal laws.
- The belief that causes and effects are mutually interdependent.

- The belief that contextual factors need to be taken into consideration in any systematic pursuit of understanding (p. 34).

Since this project pays particular attention to the teacher and students' intercultural competence, it is necessary to use the research methods offered by this paradigm, which will allow the research team gather the most faithful information. Creswell (2014) observes that "These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas." (p. 37). There is a great chance of finding the solution to the problem if we focus on the group that is either causing it or suffering it. That will cause improvement in the teacher's practice and in students' learning.

Qualitative Approach

When dealing with social and cultural phenomena such as reflections, thoughts, and feelings, researchers find it hard to analyse and organize all the information in a quantitative manner (charts, percentages, numbers). Consequently, it is necessary to use a type of research which offers all the tools needed to analyse the data gathered via interviews, questionnaires or even observation practices in an easily retrievable style.

As expressed by Mackey and Gass (2005) "qualitative research is based on descriptive data that does not make (regular) use of statistical procedures" (p. 162). On the other hand, qualitative research is defined by Ritchie and Lewis (2003) as an "interpretative approach concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values, and so on.) within their social worlds" (p. 17). All the factors previously mentioned were fundamental in the selection of this approach, since it provides the necessary tools that will lead to answering the research question in this study which is: How do

the teacher's methodology and the materials implemented in the English class in the FAIB program promote ICC?

Moreover, considering that the research question in this study explores what is happening in a context, rather than measuring how much of something exists, it was necessary to use the type of research approach that would allow the project team gather information, analyse it and come up with the proper pedagogical implications needed. As Yin (2009) points out, qualitative research "Represents the views and perspectives of the people in a study, covers the contextual conditions within which people live and contributes insights into existing or emerging concepts that may help to explain human social behaviour" (p. 7). Qualitative research, provides faithful data in detail in order to benefit and improve students' learning process and their context.

Research Method: Case Study

Keeping in mind that in any research project it is necessary to make decisions about the route and steps to follow, it was also necessary to define the research method that best suited our study. As Yin (2009) states: "Researchers seek to use strong designs to strengthen the validity of their studies and to ensure that the data to be collected properly address the research topic being studied" (p. 75). Among the approaches regarding qualitative methods, case study was the best fit for this research project. As Merriam (2009) points out: "Case study research is a qualitative approach in which the investigator explores a bounded system… through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, and documents), and reports a case description and case-based themes" (p. 43). A case study allows the exploration and understanding of complex issues such as the one addressed in this study. Probably the most important reason for choosing this design is that, as mentioned in Cohen, Manion & Morrison (2007), "it provides a unique example of real people in real situations,

enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles" (p. 253). It is important to remain faithful to the students' responses and the context in order to obtain the most faithful data that will lead to the solution of the problem that is presented.

Data Collection Techniques

Data are nothing more than ordinary bits and pieces of information found in the environment. They can be concrete and measurable, as in class attendance, or invisible and difficult to measure, as in feelings. Whether or not a bit of information becomes data in a research study depends solely on the interest and perspective of the investigator. (Merriam, 2009.

p. 85).

The techniques used in this chapter guarantee the faithful recollection of the necessary information to carry out any research proposal. Since the information in educational research is mainly collected in a qualitative manner, Yin (2009) recommends several types of tools to collect the information needed: documents, archival records, interviews, direct observations, participant-observations, and physical artefacts. Creswell (2012) states that "Qualitative data collection is more than simply deciding on whether you will observe or interview people". (p. 204) He affirms that there are five steps to be followed:

1. Identify your participants and sites,

2. gain access,

3. determine the types of data to collect,

4. develop data collection forms, and

5. administer the process in an ethical manner (Creswell, 2012 p. 204)

In this study, we made use of interviews, observations, students' journals, and document analysis. They will all be explained in the following section.

Interviews

Cohen et al. (2007) say that "interviews enable participants … to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view" (p. 349). It means that an aspect of the interview is to help the interviewee go in a trip to make sense of his ideas and feelings. Merriam (2009) adds that "Interviewing is also necessary … when we are interested in past events that are impossible to replicate" (p. 88). Such as beliefs students have had so remotely since they can't recall, and help them come to realization of why they think/believe the way they do.

Interviews were fundamental in this project work, because we were trying to obtain faithful information from the participants. As stated by Mackey and Gass (2005), "interviews can allow researchers to investigate phenomena that are not directly observable, such as learners' self-reported perceptions or attitudes" (p. 173). An interview was applied to the teacher in order to analyse his conceptions about intercultural communicative competence. For this procedure, a ten-standardized open-ended question interview was elaborated regarding the teacher's academic training, experience and beliefs about cultural aspects.

The answers were categorized according to Byram's ICC levels. (Appendix A) The interview focused on the following questions:

1. How long have you been teaching English?

2. What is your academic level?

3. When teaching English do you usually follow a given guide of contents and objectives or you design your own teaching guides?

4. What is the main goal and the specific objectives of your English course?

5. What cultural aspects do you take into account when teaching English?

6. What kind of materials do you usually use to teach your lessons?

7. What's your understanding of intercultural communicative competence? (If he knows, what ICC means) Do you teach ICC?

8. How do you develop intercultural communicative competence in your students?

9. How do you include the cultural aspects in your English lessons? (The procedure of a normal class in this program)

10. Do you think the kind of material you use help develop ICC? Why?

There was also a group interview in which students were asked about their perceptions on the importance that English had for them and their career in the international business field.

The purpose of this interview was to analyse students' proficiency level of ICC. The questions were presented in Spanish since students' English level was basic. These are the questions in English.

1. Why does the AFNI program curriculum comprise 9 levels of English?

2. How would you describe American people? What do you think of them? (Think about negative and positive aspects)

3. What cultural aspects do we have in common with Americans and in what ways are we different from them?

4. What aspects should be taken into account to do business with people from another culture?

5. How prepared do you feel to do business with people from different cultures?

6. What cultural aspects from other countries do you think should be addressed in English classes?

7. What Colombian cultural aspects should be acknowledged into account in the English class?

A final activity was developed in class. Students were asked several open-ended questions that aimed at figuring out their position regarding racial issues, sexism, and discrimination against people with physical disabilities. The questions are listed below:

1. Do you prefer to hang out with men or women? Why?

2. White guy and black guy, late at night, to whom would you approach to ask directions? Why?

3. You're at the shopping centre, you see someone walking strange…do you…?

- pity him

- stare at him

- mock him

- notice him but don't mind

4. You've been friends with Frank for six years, suddenly he opens up and tells you he is gay… would you…?

- Treat him/her the same

- Treat him/her with respect but you try to avoid him/her

- Try to avoid talking to him/her and to be seen with him/her

5. You're hiring personnel to work with you, a disabled person applies for the job, would you…?

- take the fact that one was disabled into account as a negative of working with them

- take it into account but not as a negative

- not take it into account

This activity was the follow-up of a previous class in which those topics were studied. Its objective was to point out students' ICC proficiency regarding situations about cultural awareness, stereotypes, individual and societal interaction.

Observations

In addition to the previously mentioned techniques, a series of class observations were carried out so as to examine relevant factors which would indicate the teacher's instruction, the textbook/material focus, students' beliefs/disposition towards ICC and the interaction amongst each other. Yin (2009) mentions that observations "can be an invaluable way of collecting data because what you see with your own eyes and perceive with your own senses is not filtered by what others might have (self-) reported to you" (p. 143). Cohen et al., (2007) also affirm that observations "offer an investigator the opportunity to gather 'live' data from naturally occurring social situations" (p.396), providing the researcher with the most accurate outlook at the situation, rather than assuming or creating hypothesis of what is in fact occurring. Merriam (2009) highlights that another reason to conduct observations is "to provide some knowledge of the context or to provide specific incidents, behaviours, and so on that can be used as reference points for subsequent interviews" (p. 119). By carrying out observations, it is more likely to perceive the real setting in which the participants interact and understand the uniqueness of their context.

Three observations were performed in which the observer aimed to collect as much evidence related to the cultural practices exposed by the teacher and the material as well as how the students responded and expand them.

Document Analysis

Bowen (2009) defines document analysis "as a systematic procedure for reviewing or evaluating documents- both printed and electronic … material." (p. 27). This study makes use of document analysis with the purpose of identifying how much interculturality there was in the textbook that served as a guide to teach English in the course selected to carry out this project. In order to do this, three units from the guidebook were selected and analysed following Cunningsworth (1995) checklist for social and cultural values.

Some of the questions stated in the checklist are the following: (See appendix C) for the complete checklist)

- Are the social and cultural contexts in the textbook comprehensible to the learners?
- Can learners interpret the relationships, behaviour, intentions, etc. of the characters portrayed in the book?
- Are women given equal prominence to men in all aspects of the textbook?

Other items of the checklist had to do with the range of the topics of the book, the inclusion of sensitive social/cultural topics, the representation of women, the portrayal of gender role, ages, and social classes and the ethnic origin of people depicted in the units.

Moreover, Cunningsworth (1995) checklist also states a series of questions to identify the development of ICC. Some of the questions are the following: (See Appendix B for the complete list of questions)

- Does the unit help learners discover diversity of cultures at different levels?
- Does the unit help learners understand the historical backgrounds cultures and their own?

- Does the unit provide learners with opportunities to become aware of assumptions, values and attitudes of the self and others?

Ethical Considerations

Merriam (2009) mentions 4 aspects to take into account when dealing with accurate data collection and maintaining the integrity in any research:

1. "Obtaining informed consent,

2. ensuring confidentiality and security of information,

3. determining what is public and what is private and

4. developing debriefing procedures so that participants may make comments or ask questions, and to ensure that no harm has occurred" (p. 162).

Maintaining the validity in this study was of paramount importance for the research team. According to Cohen et al., (2007) " in qualitative data validity might be addressed through the honesty, depth, richness, and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher" (p. 133). Participants of this study agreed to participate voluntarily in its development and the research group declares that we did not fabricate or falsify data in its publications since conducting ethical practices and maintaining the confidentiality of the participants was a very important matter for us.

Chapter 4. Findings

This section points out the different techniques and strategies implemented to examine the data collected from the teacher's methodology and materials analysis. As explained by Creswell (2012), "Analysing and interpreting the data involves drawing conclusions about it; representing it in tables, figures, and pictures to summarize it; and explaining the conclusions in words to provide answers to your research questions" (p. 10).

To examine the way ICC was promoted in the classroom, several activities were taken into account, which allowed the research team to gather information about the teacher's methodology and the materials implemented in the classroom to promote ICC.

Most of the activities were designed to identify the teacher insights about ICC, as well as to pinpoint if the material and the activities used, fostered the development of ICC. Thus, the purpose of the different techniques implemented by the research team, was to determine which levels of ICC proposed by Byram (1997) were promoted in the English class of this particular course.

In this section of the paper, the analysis of the teacher's interview will be detailed. Besides, a description of the different activities implemented to examine the relationship between the teacher's methodology and materials used when trying to promote ICC in the chosen English course and also the other activities carried out to categorize students' ICC proficiency level.

Analysis of Teacher's Interview

After analysing the teacher's answers to the different questions that were presented to him, it is important to mention that he recognizes the importance of developing ICC, but he is also conscious that he is not promoting it. As it can be observed when he states:

"Taking into account that it has a communicative function, I would say that I do not teach it and I do not take it among the skills that are developed during the course, however it is always intended to include it in the classroom…"	● *Focused on knowledge* ● *Awareness of lack of ICC*

Another aspect that is relevant is the fact that this English course has been designed to aim at teaching technical vocabulary related to the business world and everyday expressions which can be taken as a crucial aspect at promoting ICC since it is not established in the course design.

"Since this is an English course for the finances program, there is a particular objective that is teaching technical vocabulary related to their field and also teaching a general English to help them interact in daily activities."	● *Lack of the cultural component* ● *focused on a slight knowledge component*

Besides that, it is also observable that the teacher recognizes that he has little knowledge about the concept of intercultural communicative competence and therefore it is not expected from him to put this concept into practice so students can develop these skills. This affirmation was taken from an extract of his answer when he was asked about his understanding of intercultural communicative competence, as it can be read below.

"I have very little knowledge about the intercultural communicative competence…"	● *Lack of knowledge*

In addition, the little knowledge he has about ICC is related to what Byram (1997) categorized as the Knowledge component which is associated to specific knowledge of their own culture and expressed in terms of social interaction and general facts about one's or other's culture. This relationship is associated to superficial or elementary aspects of culture. since the teacher mentioned "good manner, everyday expressions" as examples of his concept of culture. This can be inferred from the following answer:

"I think this (ICC) is the understanding of how people from different cultures express themselves regarding the language and maybe the kind of expressions they use in their daily activities… *"however, it is always intended to include it (ICC) in the classroom through good manners and within that topic we try to include things that we know about English speaking countries since this is the language that we use in class."*	• *Cultural concept related to the Knowledge component* • *Awareness of lack of ICC knowledge* • *ICC concept related to superficial aspects of culture*

There is also another trait of a more complex idea about ICC that can be taken into account, and it is the fact that the teacher tries to approach to interpreting and relating skills since he establishes a relationship between expressions that could be seen as offensive to a person from a different culture living in a foreign culture so it is necessary to understand the kind of

context the person is in so it can avoid misunderstandings and interpret things the way they are meant to be, as it can be seen below.

"how people from different cultures express themselves regarding the language and maybe the kind of expressions they use in their daily activities and whether we should take that as an offensive conduct or not taking into account that we are from a foreign country and we do not know what those expressions really mean in the context that the other person uses it."	● *slight approach to interpreting and relating skills*

Regarding the material implemented by the teacher to develop his classes, it is relevant to say that the teacher considers that the textbook has some cultural aspects that from his own perspective can help students develop some cultural competence at some extent. However, he is aware that students should go over those cultural aspects by their own since he considers that it depends on students' future expectations in terms of travelling and doing business abroad. This could be taken as an attempt to promote discovery and curiosity skills that can help students interact in a more appropriate way with people from different contexts. All this could be established according to what can be seen below.

"I think that these students from this program should go deeper on these aspects since they should know not only the market of the country where they want to do business but also their customs since they could have the possibility to	● *Encourage students towards cultural aspects* ● *Discovery and curiosity skills*

make a trip and do business with people from a *speaking country or any other country."*	

As it could be noticed teacher's lack of knowledge may influence negatively in the development of ICC of their course though he recognizes that he needs to learn more about it in order to improve and enrich his teaching practice. Also with this interview it is intended that he takes a look on the course design to approach the culture issue in a more meaningful and appropriate way.

Analysis of the Textbook

In this section, the analysis of three units of the textbook used to teach English in the course selected for this study will be described.

After having observed three units from the textbook, it is essential to discuss some important aspects related to the ICC that were intended to be found in this material used by the teacher to develop their lessons. First of all, it is important to mention that the textbook chosen to teach in this course has a very attractive name that suggests that is has a cultural component in their lessons, the name of the book is "Worldview 4", published by Pearson Education Inc, 2005.

However, the concept of culture that the book has is kind of different from the one stated in this paper since the book only offers a series of topics that took place in different countries around the world and does not promote a real intercultural component as expected.

In order to say these assertions, it was necessary to base on Cunningsworth (1995) checklist for the development of intercultural competence. (See appendix B)

This checklist shows that the concept of culture portrayed in the units of the book is related to what Kramsch (2009) states as modernist perspective since the book only focuses on showing some physical and superficial facts of people who live in different countries rather than emphasizing on a more general, dynamic, and interactional perspective.

Cunningsworth (1995) proposed a series of questions to be answered based on what can be seen through the textbook: including pictures, activities, people's behaviours and roles with in the different given contexts of the units. One of the questions in the checklist had to do with role of the woman and if this role was equal to men in all the aspect in the units but unfortunately to answer that question there is not enough meaningful information in the textbook. The different pictures of women are kind of isolated and there is not a well-defined social context to establish an adequate comparison between women and men. (See appendix O and T)

Another question was about the inner lives of the different characters of the activities and lesson. Once again, the information given in each unit was not enough to define a profile or the behaviour of the characters. The textbook just introduced the characters by saying their names and what they did in certain situations but there is no background to understand their behaviours or personalities.

It is also noticeable that the main objective of each unit is the grammar component as it can be observed at the beginning of each lesson and though the titles are presented in terms of topics there is more emphasis structure rather than function.

Long walk to freedom
Vocabulary Words related to prison
Grammar Verbs for requirement, prohibition, and permission
Speaking Discussing freedom

Turning points
Vocabulary Things we read
Grammar Past perfect vs. past perfect continuous
Speaking Talking about important moments

Mumbai Soap
Vocabulary Topics for TV soap operas
Grammar *will/won't* for future
Speaking Predicting the future

Figure 3. Grammar components (Worldview 4, published by Pearson Education Inc, 2005).

Therefore, it means that the textbook still relates the cultural aspect to the knowledge of the language leaving aside other fundamental aspects such as the discovery and opportunities for students to compare and contrast different cultures.

Cunningsworth (1995) also inquiries about other important aspects such as the gender, age, ethnic origin and social class of the characters presented in the different sections of the textbook. With this information, it was intended to build a background and identify the different personalities behind each character so students can feel identified with each of the characters and think about the way they are. However, the pictures and the texts presented in the textbook just offer vague information about these aspects and it is hard to infer those features. (See appendix Q)

Other aspects that are important to mention have to do with the kind of activities that the units offer. As it can be observed below, the activities are more focused on promoting grammar skills rather than intercultural competences.

Figure 4. Graphs of the speaking instructions. Unit 18, p. 82-90 (Worldview 4, published by Pearson Education Inc, 2005).

Even though there are some exercises that intend students to elaborate a more complex idea, this is not focused on developing ICC but just another level of knowledge in terms of language not culture. Thus, it is clear that the lessons in this book do not offer students opportunities to explore and foster ICC so they can have a more detailed idea of culture but reinforce the modernist perspective of culture which does not lead to develop ICC but the creation of stereotypes and generalizations about people and places.

Analysis of the Class Observations

In the following section, we will analyse the information gathered from the three classes' observations. In order to do this, three classes were recorded, transcribed and evaluated (See appendix D). In these classes, it was observed the way students responded to the different activities that the teacher developed and how these answers showed their levels of ICC.

After examining the information collected in the observations, it was possible to categorize that information according to Byram's (1997) model of ICC. Besides, it is important

to mention that due to students' elementary English level, most of the information was gathered in Spanish and then for the purpose of this paper it was translated into English.

To begin with the process of analysis of these classes it is necessary to say that we could observe that the teacher started every class by introducing a new topic through a series of questions that then led to a grammar structured that was explained and practiced at the end of the class.

The topics that were chosen to start the first class were products and companies with emphasis on passive voice as a grammar structure. The second class was about freedom and the emphasis was on modal verbs that expressed obligation and prohibition. Finally, the third class was about Harry potter stories and the emphasis was on past perfect.

During the development of the three classes, the teacher tried to elicit students' ideas about the different topics that he used to develop the class through the use of questions and situations that were familiar to the learners. However, despite the fact that the teacher used easy questions and situations, most of students' answers lacked of strong arguments that represented a high level of ICC. In general terms, a great deal of students' answers demonstrated that they have an incomplete idea about culture that is related to the modernist concept of culture stated by Kramsch (2009) and when it came to develop a more complex idea about it, they lacked of enough knowledge and sources to elaborate it. Also, they easily tend to stereotype and generalize ideas about people and countries.

In the following extract from the first class observed, it could be noticed that when the teacher and the students were talking about how to do business in some countries they both tended to discuss about cultural facts that were superficial and when the teacher asked them to

elaborate a more complex idea students remained silent which could be understood as a lack of knowledge about culture and the real meaning of the facts that they were discussing.

- T: (…) I am going to read and if you see this is a good idea you say agree if not you say I don't agree. For example, business in Colombia. This is an example. So, if you talk to a Colombian person, you first use his name but titles are important you can also call him doctor although he is not a doctor. For example, if that person has a company and he is the manager you should call him Dr. Carlos, or Dr. Luis. So, do you agree with calling this people doctor?	- *Discussion about cultural facts without going beyond the mere facts.*
- Ss: No, just mister.	-
- S2: Manager too or boss.	-
- T: So, I repeat in Colombia people in high positions are called doctor. Second idea. Punctuality is not a thing in Colombia. If a meeting is a 5:30 people arrive at 5:45. Do you agree?	-
- Ss: Yes.	-

- *T: So, punctuality is not our thing. Do you consider unpunctuality a lack of respect?*	-
- *Ss: yes*	-
- *T: Please give me a strong opinion. ????*	-
- *Ss: (Silence)*	-

There was also another extract from the first class that is important to analyse since it shows how sometimes students present some other skills and values like empathy with others but also tend to generalize and are not able to relativize their opinions. This extract is somehow remarkable because it showed that there is a participant that has some knowledge about other cultures and is able to make a contrast with the place where he lives and is able to establish a judgment to determine the kind of president he would like to have in his country. However, the way he presented that argument contained generalizations and only showed his perspective of the ideal government he had in mind.

- *T: (…) Ok, now let's talk about doing business in China. It says here that they do not say "no" directly. So, you are more likely to listen negative answers like maybe or I will let you know later. You think this is good or bad? Do you do this?*	

- S3: Yes sometimes. For them not to feel bad	Diplomatic skills and empathy toward others
- T: For example, when you have a friend and he tells you that he is in love with you but you do not like so you say... ahh it is not a good time now, I want to be alone, it's not you it's me...	
- T: (laughs)	
- T: Ok, another idea about doing business in China. Chinese people are more flexible with time to make decisions. So, they take their time to decide on something. So, you do not expect a quick answer. Another important thing is that their decisions are influenced by the family group. So, in this last aspect are we similar to them?	
- S2: Sometimes we are more independent.	Generalization

- *T: Very good. It is said here that they prefer personal contact rather than emails or calls. Also, they tend to be direct and say things the way they think for example the president Putin. This man is very direct to give his opinions.*	
- *S2: He is a very good president and people respect him a lot. That is the president we need.*	- *Idealization. Negative judgment about the current Colombia president.* - *Not able to relativize.*

In the second class, there were some outstanding interventions that also helped determine the level of ICC that students might have. This was evident when the teacher brought the topic of "freedom" to class. During this class, some participants were able to demonstrate the kind of knowledge they had about freedom and some restrictions that people have where they live and the social role of some governmental institutions like the police. However, the perception that some of them had about the police showed a vague concept about that institution by saying that they prohibit things, ignoring that there are other roles that this entity has.

There were other participants that showed a negative idea about politicians and the government saying that the government kills people and politicians do not help people. This is a clear example in which it can be seen the misconception they have about the people that

represent them in the political context, situation that leads to elaborate stereotypes and generalizations of these political participants.

- *T: (…) so, we are going to discuss things that have to do with freedom. It says here in the copy that all citizens like the idea of having freedom. And in most ways, we are. However, are we truly free?*	
- *S2: No, we can't do some things. The police prohibit things.*	*Generalizes but is able to relativize about the limits people have and some governmental institutions that take care of people's acts*
- *S3: Yes, but the law is the law.*	*Poor elaboration of his/her argument*
- *T: Ok, one of the aspects of freedom that we have is free speech. Libre expression. How do you define that?*	
- *S1: We can say all our opinions*	*Knowledge about some concepts*
- *S4: Mmm, sometimes we can't because people kill us. In the government.*	*Able to relativize. Negative judgment of the national government*

- *T: Free speech can be used as a weapon to fight against politician, yes or no?*	
- *Ss: Yes.*	
- *S4: Yes, but politicians don't like people that protest and destroy their business.*	*Negative judgment of politicians*
- *T: Ok, free speech is a way to express our ideas and opinions about things but the problem is that sometimes people do not know how to say things and therefore tend to insult or offend other people.*	
- *S2: Ss we say in Spanish, "it is not what you say but the way you say it". That is why we need to know how to say things for not to offend others, though Truth hurts. (laughs)*	*Able to relativize and use diplomatic skills to show empathy toward others*

During the third class, there were some other interventions that were considered relevant for this study since they stated their conceptions about the social role women have in society though without going deeper in their discussions. In the following extract students were discussing about who make better writers, men or women, and the reasons for them to say that.

Some participants were able to elaborate a well-structured answer by giving good arguments that showed that the student had kind of knowledge about the change of the role of women in her society. However, there were some other participants that were unable to relativize and express an unbiased idea without falling into stereotyping and generalizations

- *T: Ok, people so you see that the writer is a woman, so who are better writers; men or women?*	
- *S1: Men, hay more famous writers men that women*	
- *S3: I think women are better because they are more delicate and have more ideas and imagination*	*Generalization* *Unable to relativize*
- *S6: Teacher there is good writers men and good writers women it depends*	*Able to relativize*
- *S7: Nowadays there is everything. There good men writers and there are god women writers. Maybe men are more popular and recognized because in the past women just stayed at home to take care of the children but today there is more freedom.*	*Able to relativize and elaborate a more impartial idea*

- *T: Ok you are right today there are more opportunities for women to do different things and that is something good.*	
- *S5: The truth is that type of questions always ends up in arguments.*	*Stereotyping*
- *S5: The question compares women and men always discussion in the end.*	
- *T: Much better, excellent. We are all equal. We have the same rights. And we always have opportunities to do what we want without offending others.*	
- *S4: The problem is people try always do what they want and don't respect other people.*	*Unable to relativize Generalization*

In the following segment the teacher wanted to explore students' ideas about the type of stories that were more popular in Colombia and the perception students had about them. The answers portrayed the stereotypes students still have about the literature and the Colombian cinematography, ignoring other works that have been made apart from the comedy genre. It is also evident that students do not show strong arguments when elaborating their ideas which can be seen as an example of lack of knowledge and elaboration skills.

- *T: Ok, in Colombia do we have stories like*	

that?	
- *Ss: (Laughs) Pablo Escobar and the drugs*	*Stereotyping*
- *S4: Criminal stories, not very good y las novelas malas que ponen siempre*	*Unable to relativize generalization*
- *T: But I mean in the movies*	
- *S5: Lo mismo. Very bad propaganda for us*	*Generalization but able to relativize*
- *S7: Siempre las películas son de unas comedias más malas con los actores de sábados felices*	*Stereotype generalize*

Basically, this analysis showed that students seem to have basic knowledge about culture and are not able to elaborate concepts that require strong and convincing arguments without stereotyping or making generalizations based on their personal beliefs which disable them to make more critical announcements. It is also important to point out that students should be more curious about the different things that happen in the Colombian context in some fields like the political, art, and literature to be able to express more accurate ideas.

It could be seen then how students showed different indicators related to the knowledge or basic level of the ICC which means that there is still a lot of stereotyping, lack of elaboration and an incomplete understanding of the importance of culture. it is also evident the lack of knowledge that most of them have when discussing about situations that involve complex representations of the reality.

Analysis of Students' Interview

In this section, we will analyse the data obtained during an interview to the students, keeping in mind that the purpose of this interview was to examine students' proficiency level of ICC. Students were asked seven open questions which established a relationship between the importance of English in their major and the way they perceive the concept of culture and its importance.

In order to have unbiased information, we asked the questions to the whole group of thirty students and wrote down the answers of all the volunteers that decided to participate in the interview. Once a question was presented, students were given the opportunity to answer it and make as many comments as they considered it.

After having recorded all the information gathered from students' answers, it was transcribed and classified based on Byram's (1997) model of intercultural communicative competences. The most remarkable components of Byram's model of ICC found in students' ideas were knowledge, interpreting and relating, critical awareness and attitude though in a very basic level.

Knowledge

The knowledge component identified in students' answers was the most predominant category. In this basic level of knowledge, it was noticeable how students tended to elaborate their answers in a very brief way even though their answers were in Spanish (See appendix C). Most of their answers contained a great deal of overgeneralizations and stereotyping.

In the following extracts, it can be seen how students struggled to convey a well-elaborated answer but in the end their answers showed a high level of generalization and

stereotyping. For example, when they were asked about how they would describe North American people, and to give their opinions about them. Some of their answers were:

- S1: *"In the business context, they are very direct and they respect the rules in terms of contracts and all that. But many times, they tend to be very strict sometimes too much. That's why they do not get along very well with Latinos."*-	*Stereotyping and generalization, and a little critical cultural awareness*

- S2: *"They are disciplined people"*	*Stereotyping and generalization. Lack of elaboration.*
- S3: *"They are honest. Well relatively honest".*	*Stereotyping and a little generalization. Lack of elaboration*
- S4: *"A little egocentric".*	*Stereotyping and generalization.*

It is evident that students lack the knowledge to elaborate a more complex idea without falling into generalizations and stereotyping. This makes their ideas seem weak and superficial. That result may be due to the lack of information and interaction with topics like the one mentioned in the question.

On the other hand, when students were asked about the cultural aspect that they had in common with North American people and in which way they differ from Colombians, their answers showed the kind of concept they had about culture, a concept that is limited by their lack of knowledge and little interaction with materials that portray an incomplete perspective of the different processes and features that the concept of culture involves.

- *S3: "I don't know what to say, I don't know anybody from there."*	
- *S4: "they are people that are always one step ahead. They are only interested in money and when they are in other countries they attract a lot of money."*	*Stereotyping and generalization, and a little critical cultural awareness. Unable to relativize and elaborate a more detailed idea.*
- *S5: "as my classmate was saying they are much disciplined people, they have different lifestyles, other likes. They are born in a different context fewer necessities than people from here. For example, they don't think about working their whole life but being entrepreneurs and create new companies, very different from us."*	*Able to elaborate a more detailed idea but unable to relativize. Stereotyping and generalization.*

It is also important to note down that here it can be seen that one student was able to elaborate a more complex idea; however, there is a tendency to stereotype and make generalizations that somehow mislead the main idea and focuses on superficial features. Besides, it can also be observed that the student was able to make a contrast and relate some facts in a basic critical level being able to decentre from their own context and analysing in from a different perspective.

On the other hand, when students were asked about which aspects should be taken into account when doing business with people from different cultures, most of their answers stated that the most important aspect was "the culture" but once they were asked to define culture they referred to the modernist concept of it as it can be seen below.

- *Q4: What aspects should be taken into account when doing business with people from another culture?*	

- S5: The culture	Basic knowledge about culture
- Interviewer: ¿What is culture for you?	Basic (modernist) knowledge about culture
- S5: the likes they have, the customs.	
- S6: The customs, the religion.	
- S7: The customs they manage, the religion, know how they manage the negotiations regarding to a certain country.	
- S8: the political ideology, the language because there are other languages apart from English like Mandarin.	
- S9: the culture, the religion, we have to take into account the law issues, the values, the clothes, the way people greet and even the way they eat or the way they ask for food.	More elaborate concept of culture

It is necessary to mention that although most of the answer followed the modernist concept of culture, the last one showed a little more of elaboration and included some other

aspects that are crucial when defining the concept of culture since it goes beyond the superficial aspect and focuses more on people's interaction. However, this is not enough to reach the postmodernist concept of culture described by Kramsch (2009).

Continuing with the analysis, it could be observed that the same tendency to relate culture to only superficial aspects and lack of elaboration, stereotyping and generalization was seen in the students' answers to questions like how prepared they felt to do business with people from different cultures, and what cultural aspects from Colombia and other countries should be addressed in the English class.

- *Interviewer: How much prepared do you feel to do business with people from another culture?*	
- *S9: The truth is that in my language I am prepared. I have to learn more English because that is the language that is more related to other countries and the emphasis of my major.*	*Lack of elaboration, Basic knowledge about culture*
- *S10: As my classmate said I also feel confident in my native language and in my culture and others that are similar to mine but I am not feel confident with another language.*	*Unable to decentre, Basic knowledge about culture*
- *Interviewer: Which cultural aspects from other cultures should be addressed in the English class?*	

- *S11: I would say that the native people's customs.*	
- *S12: Body language, because there are some cultures where looking into the eyes is to show confidence and in their countries it is a lack of respect.*	*Lack of elaboration to convey a clear idea.*
- *S13: Colombia is a very diverse country where there are many regions and the words have different meanings. Regarding English, it is important because it is the international language and not because it is English we have to negotiate with North Americans so it is important to know the culture.*	
- *Interviewer: ¿Which culture aspect from Colombia should be addressed in the English class?*	
- *S14: When people talk about culture it means customs and traditions that other municipalities and departments in Colombia have. We are talking about products that are consumed or can be exported or sold. So first it is important to know our country…*	

Here the students were able to answer the questions based on the knowledge they had about culture but again unable to convey a clear and elaborated idea taking into account their academic level and that the interview had to be done in Spanish. It is evident the reference to stereotypes and generalizations which does not let them establish meaningful comparisons s and contrasts between their culture and others. This situation remarks the fact that students are situated in the basic level of ICC and there is no strong evidence that they have reached more advanced levels of this competences based on their answers to this interview.

Analysis of the Class Activity

In the following activity students were asked to answer 5 questions in a written form. The questions were designed taking into account a class that they had had previously so we considered important to elaborate these 5 questions based on the topic they had already studied and in the same way analyse their answers in terms of interculturality. In order to do this, we selected 5 students who claimed to be willing to participate in the activity. it is necessary to mention that we would have liked students to answer the questions in English but due to their elementary English level they were allowed to answer in Spanish. The answers then were translated into English for the purpose of this study.

Keeping in mind that the purpose of this activity was to analyse students' answers in order to determine the level of ICC in which they can be categorized, this written assignment will be analysed based on Gogolin (2011) who offers a more detailed and accessible approach for the research team for the purpose of this activity.

The questions in this exercise reveal information about attitudes displayed in the students' responses, also the indications of fear/rejection, sensibility towards disabled people and tolerance/acceptance. Therefore, the following analysis was conducted by attempting to

determine how the ideas expressed in the written assignments reflect the ideas of the different levels of Interculturality.

When students were asked about their preferences when hanging out with men or women, some participants understood that no matter the gender that a person has, the most important thing is how comfortable he or she feels depending on the activity. This conception can be related to the sixth level which has to do with the ability to recognize and understand own perceptions, feelings and behaviours common in the encounter with strangers or unknown people and their attribution or, under what circumstances does a person feel comfortable or uncomfortable in a group? Here it can be seen that there are no absolute preferences based on gender but on the circumstances in terms of activities and likes.

- *I prefer to go out with women because there is always more confidence between girls and there is no fear that among women we disrespect, something contrary to what would happen if I went out with men.*
- *I prefer to go out with a man, since this would be of my preferences and personal choice*
- *The question is ambiguous, but in my opinion, it is normal to go out with people of both sexes, to share healthy and responsible experiences.*
- *It depends on the activity, for example if it is to play soccer, with men, but if it is to dance, cinema with women.*
- *I don't mind, I have no preference. I could go out, with only women or only with men.*

The second question of the assignment stated a situation in which if it was late at night: to whom would they approach to ask directions? a white guy or a black one? The answers are

closely related to the sixth level which has to do with the ability to recognize and understand own perceptions, feelings and behaviours common in the encounter with strangers or unknown people and their attribution. It is important to highlight that there was no negative judgment towards any of the racial group black or white. Students were more focused on the context and attitudes of the people rather than their skin colour.

- *I would look at the appearance of each child, because many times the appearance, the gestures of that person have a lot to say about them.*
- *I would walk in any direction since both would represent a danger to me, regardless of skin colour.*
- *I have no preferences, I would only ask whoever has time to help me*
- *It is indifferent to me because skin colour has nothing to do with the possible obtaining of information.*
- *I have no distinction for the colour of skin, I would ask whoever I see with the most friendly face.*

The third question in the written assignment had to do with the way in which students would behave if they were in a shopping centre and they saw a person walking in a strange way. Their answers are closely related to the seventh level which has to do with the ability to guide or rectify own actions; behaviours and assessments to be directed towards the moral and ethical standards of a modern, pluralistic, open and democratic society since it is easy to evidence how students maintain their composure and do not show an uncomfortable attitude toward the person with the disability or physical problem so he or she cannot feel discriminated or offended. However, the last answer that the fifth student gave reflects that he still needs to

keep on working on this aspect since with that attitude the person being stared at can feel uncomfortable or discriminated against.

> - *I notice it but, I wouldn't mind. It is impossible sometimes not to notice the disabilities or physical defects that people have. That's why I try to be as discreet as possible because I do not want to make an expression or send a comment that could make them feel discriminated against.*
> - *I would notice the person but I would not give him any importance as it would not be relevant to me.*
> - *I would be curious at first, then I would not look at him strangely, he is a person like everyone else, with flaws.*
> - *I do not think it's right to mock, feel sorry or stare at him, maybe I'll notice but I would not treat him differently.*
> - *I stare at him to see what he does.*

The fourth situation in the assignment stated that they had been friends with "Frank" for six years, suddenly he opens up and tells them he is gay so: what would they do? Treat him/her the same? treat him/her with respect but they try to avoid him/her? or try to avoid talking to him/her or being seen with him/her? In the following answers, it is noticeable how students demonstrated a suitable attitude towards this complex situation and how their answers met with what Gogolin proposes in the seventh level. The answers showed a high level of open-mindedness, tolerance and respect for others.

- *I would treat him the same way since I knew him a lot earlier and that his sexual condition had been fulfilled does not indicate that he has changed as a person. He would still be my friend.*

- *I would treat him equally, and that his sexual preference would not affect at all the affection and friendship towards him.*

- *I would respect his preferences but I would put a little more limits on the relationship to avoid inconveniences, we would still be in touch normally.*

- *I would treat him equally. his sexual preference has nothing to do with what made me his friend.*

- *I listen to him, understand his situation and respect his condition.*

The final question in the assignment had to with the fact that they were hiring personnel to work with them, and a disabled person applies for the job: what would they do? take the fact that the person was disabled into account as a negative of working with them? take it into account but not as a negative? or not take it into account? The answers given by the students are closely related to what it is stated by Gogolin (2011) in the seventh level of interculturality. Here it can be observed how learners faced this situation based on the skills a person had and not based on the appearance of that person. This particular way to answer that question with reasonable arguments sends the message that these students may have a more flexible way of thinking.

- *I would take it into account and depending on the position to which this aspiring would look at the way in which his disability affects the good development of the work he would have. Based on this I would make a decision*

- *I would give him the job if he has the necessary skills but I would pay a lot of attention for that disability not to affect his responsibilities and the objective of the company.*

- *I would take into account the work which he applies for; otherwise there is no problem for that person to perform it, because it is evaluated as any other person.*

- *I would consider it if the disability interferes with the work to be performed.*

- *Depending on the type of activities that we are going to carry out, I make the decision because if it is field work I think about it to work with him.*

Chapter 6. Conclusion

The objective of this study was to examine the relationship between the teacher's methodology, the materials used and the development of Intercultural Communicative Competence in the English class in the Finance and International Business (FAIB) program at University of Cordoba. Besides, there were four specific objectives to achieve.

The first specific objective was to describe the methodology used by the teacher in the English class in the FAIB program. After analysing the interview applied to the teacher in charge of the English course, it was found that the teacher had little knowledge about the intercultural communicative competence despite the fact that he was taking a master degree in English language teaching and had eight years of experience teaching. This situation was key to understand the reason why he was not including activities that help learner promote ICC since he did not have enough preparation in that area. Another important aspect to be highlighted is that the teacher had a concept of culture that met the definition stated by Kramsch (2009) as the modernist perspective of that only relates culture with superficial facts from it such as religion, food, festivities without going deeper on some background aspects that define the essence of some behaviours and features of the people living within a social context. All this, makes that the teacher continues to teach English focusing on grammar rules and cultural facts of the target language.

The second specific objective to tackle was to identify the strategies and activities used by the teacher in the English class in the FAIB program that were likely to promote Intercultural Communicative Competence. In order to do this, three classroom observations were carried out and it was found that most of the activities did not have a real intercultural communicative component and it was understandable since the teacher had admitted not to know about this

competence and how to promote it. It was also important to mention that the teacher did his best to elicit some questions that could be used to bring the cultural issue to the classroom. On the other hand, students showed some indicators in terms of the intercultural communicative levels proposed by Byram (1997) but in the low level, known as "knowledge level", which is characterized by the constant use of stereotypes, generalizations and little elaboration in students' ideas.

The third specific objective was focused on analyzing the different cultural elements that the teaching materials had. For this, the research team used a checklist proposed by Cunningsworth (1995) to examine three units from the textbook that the teacher used to develop his lessons. The checklist showed that despite the fact that the name of the book, "Worldview", suggested some meaningful cultural component throughout its lessons, it did not have it. What it really had was the modernist perception of culture and it did not provide students with opportunities to develop ICC.

The last specific objective aimed at identifying the level of Intercultural Communicative Competence of the students in the FAIB program at the selected context. To do this, Gogolin (2011) levels of interculturality were used as a reference to classify students' answers in the written assignment that was implemented for this specific objective. After implementing and analysing the activity that was proposed for this part, some interesting aspects were detected. It was found that the participants exhibited some of the components stated in the sixth and seventh level of interculturality, showing ability to recognize and understand perceptions, feelings and behaviours common in the encounter with strangers or known people and ability to guide or rectify their actions and behaviours toward the moral and ethical standards of a modern, pluralistic and democratic society which can be considered as a positive finding since taking into

account the lack of ICC found in their textbook and teacher, it was hard for them to develop this kind of competence.

Regarding pedagogical implications, it is necessary to evaluate the relevance of having a textbook with such characteristics that do not help learners expand their visions and perspectives of the world and just focus on grammar exercises that tend to fossilize stereotypes and incomplete concepts of meaningful components like culture. On the other hand, it is also important to reconsider the way the lessons are taught in terms of ICC promotions since due to the lack of preparation by the teacher, this competence cannot be meaningful promoted. The idea is to prepare students to have a more flexible view of the world and the people they might find along their lives and therefore enhance more effective ways of communication that facilitate social harmony.

It is essential to say that this study had some limitations that may have influenced on the results obtained from the different instruments used to gather the information to be analysed. Perhaps a more detailed study with more participants and more time to observe different processes inside and outside the classroom might have shown more reliable indicators. Apart from that the different models of intercultural communicative competence used in this project are still in development and it is a field that keeps growing and enriching as new studies arise. It would also be interesting to explore other contexts such as the social networks and the way they foster ICC.

References

Agudelo, J. (2007). An intercultural approach for language teaching: Developing critical cultural awareness. *Íkala, revista de lenguaje y cultura, 12* (18), 185-217.

Álvarez, J. A., & Bonilla, X. (2009). Addressing Culture in the EFL Classroom: A Dialogic Proposal. *PROFILE Issues in Teachers' Professional Development, 11* (2), 151-170.

Barletta, N. (2009). Intercultural Competence: Another Challenge. *PROFILE Issues in Teachers' Professional Development, 11* (1), 143-148.

Bennett, J.M., & Allen, W. (1999) Developing intercultural competence in the language classroom. R.M. Paige, D.L. Lange & Y.A. Yershova (Eds), Culture as the Core: Integrating Culture into the Language Curriculum.

Borghetti, C. (2013). Integrating intercultural and communicative objectives in the foreign language class: A proposal for the integration of two models. *The Language Learning Journal, 41*(3), 254-267. doi:10.1080/09571736.2013.836344

Bowen, G. A. (2009). Document Analysis as a qualitative research method. *Qualitative Research, 9* (2), 27-40.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.* Clevedon: Multilingual Matters.

Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: A practical introduction for teachers*. Strasbourg: Language Policy Division, Directorate of School, Out-of-School and Higher Education, Council of Europe.

Byram, M., & Masuhara, H. (2012). Intercultural competence. In B. Tomlinson (Ed.), Applied Linguistics and Materials Development. London: Bloomsbury.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London:

Routledge.

Corbett, J. (2003). *An intercultural approach to English language teaching*. Clevedon:

Multilingual Matters.

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and*

qualitative research. (4th ed). Boston: Pearson.

Creswell, J. (2014). *Research design. Qualitative, quantitative and mixed approaches.* (4th Ed.).

Thousand Oaks, CA: SAGE Publications, Inc.

Denis, M., & Matas, M. (2002). Entrecruzar culturas: competencia intercultural y estrategias

didácticas [Intermingling cultures: Intercultural competence and didactic strategies]. Brussels,

BE: De Boek & Larcier.

Gogolin, I. (2011). Niveles de Capacidades en Educación Intercultural. *CPU-e, Revista de*

Investigación Educativa, (12), 1-5.

Gómez, L. F. (2012). Fostering intercultural communicative competence through reading authentic

literary texts in an advanced Colombian EFL classroom: A constructivist perspective.

PROFILE Issues in Teachers' Professional Development, 14 (1), 49-66.

Gómez, L. F. (2014). Relational teaching: A way to foster EFL learners' intercultural

communicative competence through literary short stories. *Colombian Applied Linguistics*

Journal, 16 (2), 135-150.

Hall, E. T. (1976). *Beyond culture*. New York, NY: Anchor Books.

Hofstede, G. (1991). *Cultures and organizations: Software of the mind*. London: McGraw-Hill.

Kincheloe, J. L. (2003). *Teachers as Researchers Qualitative Inquiry as a Path to Empowerment*.

London: Taylor and Francis.

Kivunja, C & Ahmed Bawa Kuyini B. (2017). Understanding and applying research paradigms in

educational contexts. *International Journal of Higher Education, 6. 26 - 41.*

Kramsch, C. (1993). *Context and culture in language education*. Oxford: Oxford University Press.

Kramsch C. (2009). *The multilingual subject: What foreign language learners say about their experience and why it matters*. Oxford, UK: Oxford.

Liddicoat, A. (2011) Language Teaching and Learning from an Intercultural Perspective. In E, Hinkel. Handbook of Research in Second Language Teaching and Learning. Vol. 2. (pp. 837-852). New York: Routledge.

Mackey, A & Gass, SM. (2005). Second language Research Methodology and Design. Lawrence Erlbaum Associates Publishers. Mahwah: New Jersey London.

Mader, J & Camerer, R. (2010). Recent contributions to intercultural competence research. *Interculture Journal, 12*, 97 - 116.

Mason, J. (2010). Using ethnography to develop intercultural competence. In F, Mason and A, Charles. Perspectives on Language Learning Material Development. (pp. 201- 221) Bern: Peter Lang.

Merriam, S. B. (2009). *Qualitative research a guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Minnisa S. Safina. (2014). Formation of socio-cultural competence in foreign language teaching. *Procedia - Social and Behavioral Sciences, 136*, 80-83.

Nguyen. C., & Thanh, T. L. (2015). The interconnection between interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science,1* (2), 24-27. doi:10.4324/9780203967720.

Olaya, A. (2013). Exploring EFL pre-service teachers' experience with cultural content and intercultural communicative competence at three Colombian universities. *PROFILE, 15* (2),

49-67.

Parsons, J. and Junge, P. (2001) "Why do Danes Put their Elderly in Nursing Homes"- Working

Outside the Classroom with Adults Second Language Learners. In M, Byram., Nichols, A. and

D, Stevens. Developing Intercultural Competence in Practice. (pp. 203- 215) Clevedon:

MULTILINGUAL MATTERS LTD.

Rader, D. (2018). *Teaching and learning for intercultural understanding: Engaging young hearts*

and

minds. Abingdon, Oxon: Routledge.

Ramos, B., Aguirre, J., & Hernandez, C. (2012). A Pedagogical experience to delve into students

sense of cultural belonging and intercultural understanding in a rural school. *HOW Journal, 19*,

123-145.

Ramos, B. (2013). Towards the development of intercultural competence skills: A pedagogical

experience with pre-service teachers. *HOW Journal, 20*, 206-225.

Ritchie, J., & Lewis, J. (2014). *Qualitative research practice: A guide for social science students*

and researchers. Los Angeles: SAGE.

Robinson-Stuart, G. and Nocon, H. (1996). Second culture acquisition: Ethnography in the foreign

language classroom. *The Modern Language Journal, 80* (4), 431- 449.

Taylor, P.C., & Medina, M.N.D. (2013). Educational research paradigms: From positivism to

multiparadigmatic. *Journal for Meaning - Centered Education,1*.

Wessling, G. (1999). Didáctica intercultural en la enseñanza de idiomas: algunos ejemplos para el

aula [Intercultural didactics in language teaching: Some examples for the classroom]. In L.

Miquel & N. Sans (Eds.), Didáctica del español como lengua extranjera (pp. 267-281). Madrid, ES:

Colección Expolingua.

Yin, R. K. (2009). *Case study research: Design and methods.* (4th Ed.). Thousand Oaks, CA:

SAGE Publications, Inc.

Appendixes

Appendix A

Teacher's Interview – Wednesday 17th, August, 2016

Interviewer	How long have you been teaching English?
Teacher	I have 9 years of teaching experience. 8 of those years in higher education and 1 year in primary education.
Interviewer	What is your academic level?
Teacher	I have a bachelor degree in English teaching and I am making a master in English Language Teaching for Self-Directed Learning.
Interviewer	When teaching English do you usually follow a given guide of contents and objectives or you design your own teaching guides?
Teacher	There is guide of contents and objectives for all the courses in which I am teaching. There is also a rational and justification to follow.
Interviewer	What is the main goal and the specific objectives of your English course?
Teacher	Since this is an English course for the finances program, there is a particular objective that is teaching technical vocabulary related to their field and also teaching a general English to help them interact in daily activities.
Interviewer	What cultural aspects do you take into account when teaching English?

Teacher	The resource material always includes cultural aspects related to common things such as feeding and customs among others. And with all easy topics the student always brings his prior knowledge about foreign culture which is discussed in class no matter if those ideas are true or false and in this way, they reach some insights about international culture aspects.
Interviewer	What kind of materials do you usually use to teach your lessons?
Teacher	Besides the guiding book that is used to teach all the topics, some other readings from their specific field are also used to teach and those readings have to do with marketing, finances and some aspects related to international business.
Interviewer	What's your understanding of intercultural communicative competence? (If he knows, what ICC means) Do you teach ICC?
Teacher	I have very little knowledge about the intercultural communicative competence and I think this is the understanding of how people from different cultures express themselves regarding the language and maybe the kind of expressions they use in their daily activities and weather we should take that as an offensive conduct or not taking into account that we are from a foreign country and we do not know what those expressions really mean in the context that the other person uses it.
Interviewer	How do you develop intercultural communicative competence in your

	students?
Teacher	Taking into account that it has a communicative function, I would say that do not teach it and I do not take it among the skills that are developed during the course, however it is always intended to include it in the classroom through good manners and within that topic we try to include things that we know about English speaking countries since this is the language that we use in class.
Interviewer	How do you include the cultural aspects in your English lessons? (The procedure of a normal class in this program)
Teacher	Well, maybe I do not introduce this topic in the course or in the class in a conscious way. What I do is that during the class or through reading activity that is related to this topic, we talk about things such as cordiality, good manners. For example, things or habits that are considered to be rude to other people from different places especially from the United States and England which are the English-speaking countries that the guiding book is based on.
Interviewer	Do you think the kind of material you use help develop ICC? why?
Teacher	I think that the guiding book and the contents do develop some general cultural aspects to certain extends. But I think that these students from this program should go deeper on these aspects since they should know not only the market of the country where they want to do business but also their customs since they

| | could have the possibility make a trip and do business with people from a speaking country or any other country so it would be a very positive aspect for them to have a prior knowledge about the different cultures of the English-speaking countries. |

Appendix B

Checklist for Social and Cultural Values

Cunningsworth, Alan (1995). Choosing your course book. Heinemann, Oxford

			Comments
1	Are the social and cultural contexts in the course book comprehensible to the learners?	Yes	The content of the unit tends to be easy to understand since learners are familiarized with these kinds of situations.
2	Can learners interpret the relationships, behaviour, intentions, etc. of the characters portrayed in the book?	Yes	The hard part of the character's life is presented through the use of pictures short stories and short sentences that illustrate easily the connection between the content unit and a real-life situation.
3	Are women given equal prominence to men in all aspects of the course book?	No	The unit is only based on one character who is a man. However, examples including women are just seen in one picture and this is just as an image and in a sentence in an exercise where they mention a grandmother who was very "strict".
4	What physical and character attributes are women given?	No	None
5	What professional and social positions are	No	None

	women shown as occupying?		
6	What do we learn about the inner lives of the characters?		It can be observed how hard the person in the unit was treated when he was in prison. Feelings and emotions are observable during the unit.
7	To what extent is the language of feeling depicted?		Most of the vocabulary used throughout the unit has to do with sad feelings, prohibitions, obligations and permission.
8	Do the course book characters exist in some kind of social setting, within a social network?	Yes	The unit starts by asking background information about the character and then gives more details about the life of the person.
9	Are social relationships portrayed realistically?	Yes	The unit is based on a real situation and character that actually happened and existed. This unit also depicts how life in prison can actually be.

SUBJECT CONTENT AND VALUES IN THE TEXTBOOK

Range of topic	The range of topics in the course book varies considerably. There are topics about everyday life situations, future events, technology, manners and polite customs, tourism, past experiences and the weather. Most of them seem to be appropriate for teenagers who are just starting their lives and experiencing new things.
Inclusion of sensitive social/cultural topics	Most of the topics seem to be very relevant for the learners, especially the one chosen to analyze in this paper (unit 18). This unit presents some real aspects of the life of a celebrity who changed the history of a country and suffered a lot to do so.
Characters depicted	
● Representation of women	It is important to say that throughout the course book, women take a very active role by being focused in most of the units except in unit 18 where the author only focuses on a male character. It is also noticeable that pictures of women with different professions are presented in many units as astronauts, famous singers, important writers which is different to what is common for some books where the women's role is basically passive and presented as a housewife.
● Portrayal of gender role	The course book presents different pictures of women with important occupations, men are also portrayed and even homosexual and black people have a space in this course book, so the gender role seems to be fair enough.

● Age	The majority of the characters represent the ages of the grown up people whose age gap ranges between 30 and 40 years old which is kind of strange since students taking this course are 17 or 20 years old.
● Social class	It could be said that this course book shows a middle-class society since in most of their units people have kind of middle class profession such as managers, politicians, singers, retired people, and policemen among others.
● Ethnic origin	In this course book people of different ethnic origin does not seem to appear, maybe in one or two pictures it can be observed some examples which are not detailed.

Appendix C

Students' Interview

The purpose of this interview is to analyse students' proficiency level of ICC. Starting from their perceptions about the importance that English has for them and their career in the international business world.

1. ¿Por qué el currículo del programa de AFNI comprende 9 niveles de inglés?
2. ¿Cómo describirías a los americanos? ¿Qué opinión te merecen? (Aspectos negativos y positivos)
3. ¿Qué aspectos culturales tenemos en común con los norteamericanos y en qué aspectos nos diferenciamos de ellos?
4. ¿Qué aspectos hay que tener en cuenta para hacer negocios con personas de otra cultura?
5. ¿Qué tan preparado te sientes para hacer negocios con otras personas de culturas diferentes?
6. ¿Qué aspectos culturales de otros países consideras que se deberían abordar en las clases de inglés?
7. ¿Qué aspectos culturales de Colombia deberían tenerse más en cuenta en la clase de inglés?

Interviewer	¿Por qué el currículo del programa de AFNI comprende 9 niveles de inglés?
S1	Porque hay que saber inglés. Porque lo requerimos y es el idioma con el que se pueden hacer negocios fácilmente con otros países.
Interviewer	¿Cómo describirías a los americanos? ¿Qué opinión te merecen? (Preguntar por aspectos negativos y positivos)
S2	En el ámbito de los negocios ellos son muy directos respetan mucho las reglas en cuanto a contratos y todo eso. Pero muchas veces tienden a ser muy estrictos, se pasan de estrictos. Chocan con los latinos por eso.
Interviewer	¿Qué otro aspecto aparte de lo laboral? De una forma más general.
S2	Son personas disciplinadas
Interviewer	¿Qué más?

S2	Honestos. Bueno relativamente honestos.
Interviewer	¿Qué aspectos negativos podrías decir de ellos?
S2	Un poco egocéntricos
Interviewer	¿Y nosotros? ¿Qué aspectos culturales tenemos en común con los norteamericanos y en qué aspectos nos diferenciamos de ellos?
S3	No sabría decirle porque no conozco a nadie. No conozco a ninguna persona de allá.
Interviewer	Bueno digamos la versión que le muestran.
S3	Son personas que siempre quieren ir pisando adelante. No les importa si no es la plata. Y que estando en otros países los norteamericanos son muy, como le digo este, atraen muchos capitales.
Interviewer	¿Qué aspectos culturales tenemos en común con los norteamericanos y en qué aspectos nos diferenciamos de ellos?
S4	No se pienso que de pronto como decía mi compañero son personas más disciplinadas, tienen otros estilos de vida, tienen otros gustos. Nacen en un ambiente diferente con muchas menos privaciones que las tenemos las personas de acá de Colombia. Entonces buscan estilos de vida muy diferentes a los de acá. Por ejemplo, no piensan directamente en trabajar toda la vida sino más bien piensan en ser empresarios o en crear empresas, distinto a lo que tenemos acá.
Interviewer	¿Qué aspectos hay que tener en cuenta para hacer negocios con personas de otra cultura?

S5	La cultura.
Interviewer	¿Qué es cultura para ti?
S5	Los gustos que ellos tienen, las costumbres.
Interviewer	La misma pregunta; ¿Qué aspectos hay que tener en cuenta para hacer negocios con personas de otra cultura?
S6	Las costumbres, la religión…
Interviewer	¿Qué aspectos hay que tener en cuenta para hacer negocios con personas de otra cultura?
S7	Las costumbres que ellos manejan, la religión, saber cómo manejan ellos las negociaciones con respecto a un país.
Interviewer	¿Qué aspectos hay que tener en cuenta para hacer negocios con personas de otra cultura?
S8	La ideología política, el idioma aparte del inglés existen otros idiomas como el árabe el mandarín.
Interviewer	¿Qué aspectos hay que tener en cuenta para hacer negocios con personas de otra cultura?
S9	La cultura, la religión hay que tener en cuento a las cuestiones de leyes hasta la cuestión de los valores, la vestimenta, la forma de saludar a las personas, inclusive en un almuerzo la forma de comer o de pedir o brindarle los alimentos.
Interviewer	¿Qué tan preparado te sientes para hacer negocios con otras personas de culturas

	diferentes?
S9	La verdad en mi idioma sí. Tengo que capacitarme más en el idioma inglés que es el que más se relaciona con otros países y de acuerdo con la carrera y mis otras materias si me siento capaz.
Interviewer	¿Qué tan preparado te sientes para hacer negocios con otras personas de culturas diferentes?
S10	Como dice mi compañero, me siento capacitada en mi idioma en mi cultura y otras que sean parecidas a las mías, pero en otros idiomas no.
Interviewer	¿Qué tan preparado te sientes para hacer negocios con otras personas de culturas diferentes?
S11	Siguiendo la idea de mis compañeros en realidad creo que hasta donde vamos todos teóricamente si estamos preparados para cualquier cultura, para cualquier idioma, ya estaría un poco complejo la manera de intercambiar las ideas y los negocios.
Interviewer	¿Qué aspectos culturales de otros países consideras que se deberían abordar en las clases de inglés?
S12	No sé, de pronto el léxico porque aquí en Colombia vemos la variedad de léxico por regiones. Me imagino que allá en estados unidos por regiones también y como estamos estudiando ingles entonces el léxico como en Inglaterra va a ser diferente. Entonces yo creo que también el léxico por regiones debería abordarse
Interviewer	¿Qué aspectos culturales de otros países consideras que se deberían abordar en las clases de inglés?

S13	Como dirían mis compañeros las costumbres de las personas nativas.
Interviewer	¿Qué aspectos culturales de otros países consideras que se deberían abordar en las clases de inglés?
S14	La expresión corporal. Hay culturas en las que mirar a los ojos es mostrar seguridad y hay otras en las que no mirar es falta de seguridad o también la expresión de las manos.
Interviewer	¿Qué aspectos culturales de otros países consideras que se deberían abordar en las clases de inglés?
S15	Religión y el tipo de vida. Porque no es lo mismo yo negociar con un japonés, con un musulmán o con un estadounidense. Tienen un estilo diferente incluso hasta un gesto que yo haga puede lo pueden ver mal.
Interviewer	¿Qué aspectos culturales de otros países consideras que se deberían abordar en las clases de inglés?
S16	Más que todo, las creencias que tengan para saber qué tipo de productos se pueden llevar a esos países. La religión también, gustos y preferencias.
Interviewer	¿Qué aspectos culturales de otros países consideras que se deberían abordar en las clases de inglés?
S17	Lo mismo, religión gustos preferencias. Porque es importante conocerlas antes de hacer personas con personas de esos países.
Interviewer	¿Qué aspectos culturales de Colombia deberían tenerse más en cuenta en la clase de inglés?

S18	Colombia es país muy diverso donde hay muchas regiones y las palabras tienen muchos significados. Y con respecto al inglés es importante porque es el idioma internacional y no porque sea inglés se tiene que negociar con norteamericanos por lo tanto es importante conocer la cultura también. Con respecto a otros aspectos culturales creo serían bueno algunas expresiones que tenemos acá.
Interviewer	¿Qué aspectos culturales de Colombia deberían tenerse más en cuenta en la clase de inglés?
S19	Tratar de aprender un inglés más técnico enfocado en nuestra carrera. En una negociación debes hablar con vocabulario técnico nada de colombianismos debes hacerte entender por ellos.
Interviewer	¿Por qué 9 niveles de inglés en esta carrera?
S19	Se trata de negociación internacional y el idioma en el que se hacen los negocios es el inglés entonces debes tener un buen nivel de inglés o hacerte entender.
Interviewer	¿Cómo describirías a los americanos? ¿Qué opinión te merecen? (Preguntar por aspectos negativos y positivos)
S19	Son personas que toman decisiones muy apresuradas son personas que, sin conocer mucho la cultura pesar de no estar en contacto con esa cultura, ellos son muy dados a los resultados y si algo no te da resultados en un mes o en año vas para afuera son muy dados a los resultados.
Interviewer	¿Qué aspectos culturales de Colombia deberían tenerse más en cuenta en la clase de inglés?

S20	Pues aparte del idioma también como se puede negociar con otra persona de otro país de otra cultura saber comprender lo que la otra persona quiere, la forma de expresarse y la forma de darse a entender en una negociación.
Interviewer	¿Qué aspectos culturales de Colombia deberían tenerse más en cuenta en la clase de inglés?
S21	Cuando se habla de cultura se habla de costumbres y tradiciones, que tienen los diferentes municipios y departamentos. Allí estamos hablando de los productos que se consumen o que se pueden exportar o vender. Entonces como primero a cómo vender nuestro país por lo menos lo de las flores ya que Medellín es una ciudad grande en el cultivo de las flores. Por lo menos por acá lo del plátano. La cultura de nosotros los costeños somos muy echados para adelante. Yo tuve la experiencia de ir a otro país y yo comparé eso de que el colombiano se adapta. Por ejemplo yo fui a Panamá y allá hay una lancha a unas islas. Y resulta que si allá se acaban los tiquetes ya nadie puede ir o sea ya se vendieron y ya. Mientras que acá el colombiano siempre esta como que compra demás y si la gente se queda dice yo te vendo no te quedas. Eso es lo que nos hace falta saber cómo mostrarnos más. Si utilizáramos esa inteligencia para hacer cosas buenas, el colombiano sería mejor que el de estados unidos.
Interviewer	¿Cómo describirías a los americanos? ¿Qué opinión te merecen? (Aspectos negativos y positivos)

S21	Los americanos son personas que les gustan los resultados rápidos. En los negocios van muy pendientes a los resultados, además son personas que han sabido cómo superar situaciones difíciles y las han afrontado con gran valor lo han hecho de una forma majestuosa. Y es algo bueno que nosotros debemos ver. Lograron salir de una crisis la de 1929 además de eso son muy sagaces en la forma de hacer negocios por ejemplo ganaron la segunda guerra mundial. Son aspectos generales que muestran como son los estadounidenses. Son personas muy capaces.
Interviewer	¿Qué aspectos culturales tenemos en común con los norteamericanos y en qué aspectos nos diferenciamos de ellos?
S21	Acá no hay mucha disciplina. A nosotros nos cuesta hacer las cosas de forma metódica entonces pienso que con la pujanza nos parecemos mucho a los norteamericanos. Pero nos falta la disciplina, el hecho de hacer o empezar las cosas y terminarlas. Incluso el colombiano es más acelerado que el norteamericano, quiere las cosas es ya. Por eso es que tenemos lo del narcotráfico y muchas cosas, al colombiano le gusta ganar plata rápido.

Appendix D

First Class Observations Transcript (17- 08 - 2016)

Teacher	Ok, hello people. Let's start with the new material that is companies and products or companies and goods. Ok, but first I want ask for some multinational companies that you know here in Colombia.
S1	Coca Cola
T	Ok, Coca cola is a multinational but not from Colombia. But it's ok
S2	Koala, Postobon
T	What is Koala?
S2	It is the company of Bonice
T	Ok, good I didn't know that. good
S3	Nutresa
T	Ok, what does Nutresa produce?
S3	Mantequilla Rama
T	Ok, and milk?
S4	No that is Colanta
T	Ok, what else?
S5	Postobon
T	Yes, it was mentioned. But what flavors does Postobon have?

S6	Apple, grape
T	Ok, now some multinational out of Colombia. For example, China
S7	Coca cola
T and Ss	Laughs
T	Which products do you know from Coca Cola?
Ss	P&G, Toyota
T	Those are other companies. I mean products from Coca Cola
Ss	Sprite, Fuze tea, Brisa, Cuatro
T	Please mention another big company out of Colombia
S1	General Electric, P&G,
T	What do they produce?
S1	Head & shoulder shampoo and Nivea and Guillette
T	So, Palmolive is a brand, right?
S2	Yes, the soap and toothpaste
T	Ok, when we consider these companies outside Colombia and we want to do business with them, it is important to understand that the people are the ones who get in contact. So, if we want to do business we need to talk to people and take into account their country, their culture and who they are. So, I am going to read some ideas about

	business in China, in Colombia in UK. By the way what is UK?
S3	United Kingdom
T	Ok, very well. And also, some ideas about business in Russia. So, I am going to read and if you see this is a good idea you say agree if not you say I don't agree. For example, business in Colombia. This is an example. So, if you talk to a Colombian person, you first use his name but titles are important you can also call him doctor although he is not a doctor. For example, if that person has a company and he is the manager you should call him Dr. Carlos, or Dr. Luis. So, do you agree with calling this people doctor?
Ss	No, just mister.
S4	Manager too or boss.
T	So, I repeat in Colombia people in high positions are called doctor. Second idea. Punctuality is not a thing in Colombia. If a meeting is a 5:30 people arrive at 5:45. Do you agree?
Ss	Yes.
T	So, punctuality is not our thing. Do you consider unpunctuality a lack of respect?
S5	Yes
T	Please give me a strong opinion. ????
Ss	(Silence)

T	Ok, let's continue. What is better quality or price? For example, when you are trying to buy something.
S1	The price
S6	Both
T	Ok, but let's suppose that you have to choose. You want to buy a dress and you have two options. The first one is a beautiful dress that costs 100.000 pesos and it has a very good quality. The other dress is also beautiful but the quality is not the same as the other one, but is cheaper only 60.000 pesos. Which one do you choose?
S3	The dress of 60.000
Ss	(Laughs)
T	Ok. According to the ideas about doing businesses in Colombia. It says that we are more concerned about the price rather than the quality of a product. Ok, now let's talk about doing business in China. It says here that they do not say "no" directly. So, you are more likely to listen negative answers like maybe or I will let you know later. You think this is good or bad? Do you do this?
S3	Yes, sometimes. Con amigos para que no se vayan a sentir mal.
T	For example, when you have a friend and he tells you that he is in love with you but you do not like so you say... ahh it is not a good time now, I want to be alone, it's not you it's me…
Ss	(laughs)

T	Ok, another idea about doing business in China. Chinese people are more flexible with time to make decisions. So, they take their time to decide on something. So, you do not expect a quick answer. Another important thing is that their decisions are influenced by the family group. So, in this last aspect are we similar to them?
S2	Sometimes we are more independent.
T	Ok, another aspect but related to Russia. Where is it located in the map?
S1	In Europe and Asia.
T	Very good. It is said here that they prefer personal contact rather than emails or calls. Also, they tend to be direct and say things the way they think for example the president Putin. This man is very direct to give his opinions.
S2	He is a very good president and people respect him a lot. That is the president we need.
T	Ok. Now let's change the topic and let's focus on some practices that some companies do that are not well seen by some people. Is it clear?
Ss	Yes.
T	So, I am going to read some statements and you say agree, do not agree, it is necessary or it is ok.
Ss	Ok
T	Companies that use animals to taste new products or medicines.
Ss	It is necessary…it is not ok

S5	Se tienen que probar en alguien primero. En los humanos es muy peligroso así que mejor se utilizan animales como ratones o simios. Eso no está bien, pero aja hay que hacerlo. Esa es mi opinión claro está.
T	Ok, another idea. Multinational companies manufacture products in undeveloped countries.
S3	It is ok because es mas barato.
T	Ok, because It is cheaper.
S4	Se aprovechan de los países pobres para pagar poquito por la mano de obra.
T	Ok, they take advantage of the poor countries.
S2	Business is business
T	Ok. Now let's complete these exercises about passive voice. This topic was studied last semester so you should remember however I am going to write some examples so you have it clearer.
	The teacher writes some examples on the board
T	One volunteer to read this example.
S3	Cheese is made from milk
T	Very good. So, you can observe that with passive voice the emphasis is on the object. Remember to include the verb to be in present or past depending on the tense you have the sentence. Another example please.
S4	The roof of the building was destroyed by a storm a few days ago.

T	Again, you can see that we are concentrating on the object. On what happened to it. And in this case the roof of the building was destroyed. My question is in which tense is that sentence?
S5	In past. Was and a few days ago are in past
	Teacher and students continue reading some examples.
T	Ok, guys. I hope you have this topic clear or you have any doubt? If not, remember to study the next material and be punctual since some of you are arriving late. So, have a good night and see you next week.

Appendix E

Second Class Observation Transcript (17 - 08 - 2016)

TEACHER	Ok, people this is the topic for today: A long walk to freedom. What does it mean in Spanish?
S1	Un largo camino a la libertad
T	Very good. That's it. Ok, so we are going to discuss things that have to do with freedom. It says here in the copy that all citizens like the idea of having freedom. And in most ways, we are. However, are we truly free?
S2	No, we can't do some things. The police prohibe things.
S3	Yes, but the law is the law.
T	Ok, one of the aspects of freedom that we have is free speech. Libre expression. How do you define that?
S1	We can say all our opinions
S4	Mmm sometimes we can't because people kill us. In the government.
T	Free speech can be used as a weapon to fight against politician, yes or no?
Ss	Yes
S4	Yes, but politicians don't like people que protestan y les dañan sus negocios.
T	Ok, free speech is a way to express our ideas and opinions about things but the problem is that sometimes people do not know how to say things and therefore tend to insult or offend other people.

S2	Como decimos en español no es lo que dices sino cómo lo dices. Por eso hay que saber decir las cosas para que la otra persona no se sienta ofendida. Aunque la verdad duele (laughs)
Ss	(laughs)
T	Ok, let's do the following activity. in which situation have you use your right of free speech? Talking to a superior (a teacher, a boss...), complaining about a service, sharing an opinion with a friend?
S1	All the situations. Siempre hay algo que hace que uno hable.
S2	Complaining for a service in a restaurant. The (mesero) very slow.
S3	The university service.
S5	In the EPS for las citas medicas.
S1	Free speech with the superior is a problem. Después lo despiden a uno o lo hacen perder algo the teacher for example.
T	Have you ever shared an unpopular opinion with a friend? Knowing that your friend may feel offended?
S5	Yes soccer. The best team is the Barça.
Ss	Nooo/yes
S3	Friends are more flexible and sometimes more tolerant
T	Let's talk about another aspect free choice and democracy. What is that?
S5	Libre elección y democracia.

T	Exactly. I have a question which is better to have a good imposed governor or to choose one that turned out to be bad at the end?
S3	The good governor. El problema con el otro es que al principio uno cree que va a ser bueno, pero después cambia y eso no lo sabe uno, aunque aquí todos siempre terminan siendo malos.
T	Very good opinion. So here in our country which governors do we choose and which ones are imposed?
S4	We choose the president, el alcalde.
S5	El gobernador, los congresistas.
S6	Los concejales.
T	Ok and who are imposed?
S2	Los ministros, los fiscales.
T	Very good. Ok let's move. Let's talk a bit more about freedom. In some situations, it is a way of thinking or a way of feeling. For instance, if you go to an ice-cream shop and buy the ice-cream you like it could be considered freedom because you did what you wanted to do?
Ss	Yes.
T	Ok, but what if the money you have limits the quantity and quality of the ice-cream you want?
S1	Go to another ice-cream shop una más barata, todavía seríamos libres de escoger.

T	Ok, so now we know that there are some things that limit our choices, money is one. Mention other things
S1	The age.
S3	The experience.
T	Yes, could be. We could also think of an antonym for freedom for example restrictions, prohibitions and discrimination. Under which cases are people discriminated?
S6	The color.
S1	The sex.
S4	La forma de pensar.
S5	The religion.
S3	The money.
T	Yes, very good. Sometimes we tend to do things unconsciously and we discriminate for example I have a friend since my childhood, and some years ago he told that he was gay. And then I said that ok you are my friend but I don't want to be seen with you too much because I do not want people think that I am gay too. I know that that was bad but that was what I thought at that moment. I do not have anything against gay people but this society tends to judge too much. What do think about that case?
S1	That is discrimination. El hecho de que él sea gay no quiere decir que usted

	también lo vaya a ser.
S5	Quizás no era necesario decirle y mejor se hubiera alejado poco a poco.
S6	Aja si usted lo pensaba así solo le fue sincero. La verdad ante todo.
T	Ok, very good. Let's take this survey in order to see if you discriminate or not. Do you prefer to hang out with men or women?
S3	Con ambos, aunque muchas veces salgo más con mis amigas.
S7	With my men friends. Tenemos más confianza y si uno sale con muchas mujeres se ponen celosas (laughs).
T	Ok, another situation. It is very late at night and you are lost and need some help. There are only two men. They are dressed the same but one is black and the other is white. Which one do you approach?
S8	Ninguno de los dos. Que peligro (laughs).
S4	Al que se vea más amigable y menos sospechoso
T	Ok, another one. You are in a shopping center and you see a person walking in a strange way. What do you do… Stare at him, you see him but do not pay attention, mock at him??
S3	Nothing, just see him.
S1	Sometimes it is funny but we can't laugh because the person feels bad, I see him but look to other part later.
T	Another situation. You are in a restaurant and the server drops a drink on you.

	Would you react differently depending on the server's gender?
S8	If she is beautiful nothing happens (laughs).
S2	Si me daña el vestido claro que me daría mucha rabia y tendría que pagar por el daño.
S5	Si no es tan grave el incidente pues con una disculpa bastaría.
S3	Eso es relativo profe, si el cliente es un hombre y es la mesera que le derrama algo de seguro no pasa nada, pero si es un mesero el que tiene el inconveniente de seguro se forma el show en el restaurante.
T	Ok people now let's talk about an icon of freedom. Nelson Mandela. What do you know about him?
S8	Estuvo preso muchos años allá en África.
S7	He was president in South Africa.
T	What did he fight for?
S2	Libertad de los negros en África.
T	Very good, what else do you remember about this man? For example, he was in prison for 27 years.
S4	He won the peace Nobel prize.
S3	El luchaba para que los negros pudieran llegar al poder porque allá solo los blancos eran los que tomaban todas las decisiones.
T	Ok, that's great. Do you know a person here in Colombia that has fought for

	freedom or something like that? Or another person around the world.
S1	Una niña creo que se llama Malala de allá como de Irak o Irán.
T	Somebody else?
S3	Además, aquí a las personas que se colocan a protestar por esas cosas después los amenazan y por el miedo ya no siguen. Así hay cantidad de casos.
T	That is good but try to say that in English
S3	Ay no teacher ahi si no me sale (laughs)
T	Ok, so let's practice now some exercises that we have in this unit for today… remember that we have some verbs that we use to express prohibition or permission such as let, make, be and allow to among others. Please *Andres read the instruction…
S4	You can't go out tonight.
T	Ok, so you see that can't means in this case prohibition. The person is not allowed to go out. There is no permission for him or her. Next example. Another volunteer please.
S1	You mustn't smoke here.
T	Very good mustn't means that there is a prohibition and that the person can't do that action.
	The teacher continues reading some examples including words related to permission and prohibition.

T	So, people do you have any question?
SS	No.
T	Ok so study for next class because maybe you have a quiz about the topic we studied today. So, have a good night and see you next week

Appendix F

Third Class Observation Transcript (14- 09 - 2016)

TEACHER (T)	So, dear students did you read the material on the platform?
Ss	Yes, very difficult
T	Well it is not difficult because it was like a review of something that you studied on a previous level
S1	Yes but no remember much
T	Anyway, we have to continue. For example, you Anabel, what was the material about?
S2	Ay! Teacher Harry potter and some books
T	Well there is a picture about that but the lesson is not only about him or his story
S3	Es la que lo escribió.
T	In English please, you can say that in English, come on just try.
S3	The woman write of the book.
T	Ok much better, the writer of the book. So, what do you know about the writer of the Harry Potter book?
S4	Her name is J. K Rowling, from British.

T	And who can tell me something about the Harry Potter's stories?
S2	He is a magic with powers and he is a boy with other boys fight to kill a monster.
T	That's ok, and do you like those stories?
S2	A little is good.
S5	Those stories are for children. I don't like it very much.
S4	I am not a children and I like the movie and the book.
S3	You like what you like, yes you like Harry Potter is good and you don't like is good too
T	Ok, people so you see that the writer is a woman, so who are better writers men or women?
S1	Men, "hay" more famous writers men that women.
S3	I think women are better because they are more delicate and have more ideas and imagination.
S6	Teacher there is good writers men and good writers women it depends.
S7	Ya hoy en día hay de todo, hay buenos escritores y también buenas escritoras quizás se conozcan más a los escritores porque aja antes las mujeres solo era para estar en la casa con los hijos pero ahora ya hay más libertad.
T	Very good but in English please.
S7	Nombe teacher jajaja no se.

T	Ok, you are right today there are more opportunities for women to do different things and that is something good.
S5	La verdad ese tipo de preguntas de comparar hombres y mujeres siempre termina en discusiones
T	Yes, but in English please.
S5	The question comparse women and men always discussion in the end.
T	Much better, excellent. We are all equal. We have the same rights. And we always have opportunities to do what we want without offending others.
S4	The problem is people tratan always do what they want and don't respect other people.
T	Ok, very good discussion. But let's go back to something that somebody said about the Harry Potter stories. Who can tell me how is the life of that boy?
S3	Is very interesting he is un mago… como digo mago en ingles?
T	Magician.
S3	Ok, he is a magician and he is very valiant. I like the movie.
S2	The movie is fiction many effect special.
T	So, would you like to have those powers?
S3	Yes, and be invisible and fly.
T	Ok, in Colombia do we have stories like that?

Ss	(Laughs) Pablo Escobar and the drugs
S4	Criminals stories not very good y las novelas malas que ponen siempre
T	But, I mean in the movies
S5	Lo mismo. Very bad propaganda para nosotros
S7	Siempre las películas son de unas comedias más malas con los actores de Sábados Felices
T	Bueno ya saben ustedes se pueden poner a escribir esas historias
S5	Noooo, business only the money in the companies
T	Well today you have the opportunity to use your imagination and write some short stories using the past perfect and the past perfect continuous.
S1	What is that in Spanish?
T	It is when you say habia o habiamos tal cosa. Por ejemplo, I had studied English.
S1	Con el had es el habia entonces.
T	Exacto y colocas el verbo en pasado participio, que es la última lista de verbos que aparecen en el diccionario… vamos a escribir más ejemplos para que les quede más claro y así luego empiezan las historias
S5	Me teacher, I had bought a car.
T	Ok, very good. Another please.

S8	She has played soccer.
T	One moment, ya no es con has sino con el "had" ya eso no cambia en tercera persona. El had va con todas las personas. Ese del "has" es del presente perfecto. Como queda el ejemplo entonces?
S8	She had played soccer.
T	Exactamente. Vamos a ver en la lectura de la unidad sobre J.K Rowling si encontramos más ejemplos.
S2	Joanne had been living in Portugal.
T	And Spanish what does it mean?
S6	Joanne habia estado viviendo en Portugal.
T	Yes, eso es pasado perfecto o pasado perfecto continuo?
S3	Continuo por el ing.
T	Ok, another example.
S1	Joanne had always loved writing.
T	Very good more please.
S4	She has achieved her ambition.
S1	Ese no tiene el had... ese es del presente.
T	Exactly that is present perfect.
S7	Ya no hay mas.

T	Ok, bueno ya saben. Espero esos ejemplos les hayan ayudado a aclarar las dudas. Por cierto, ese tema lo debieron haber visto hace como tres semestres. Y esto solo es para recordarlo y ponerlo en práctica. Ok, now make groups of three and you have the rest of the hour to give your first draft de una pequeña historia en inglés usando past perfect and past perfect continuous. You can use your dictionaries but not the cellphone. Pueden escribir sobre cosas ficticias.
	The teacher gives students some minutes for them to finish the stories. But the time is not enough and they do not finish.
T	Ok guys the time is over and most of you have not finished yet, so send me the stories by e-mail and we'll share them next class. Please do a good job and see you next class. Have a good night.

Appendix G

Quiz - Do you discriminate?

Student 1

Interviewer	Do you prefer to hang out with men or women? Why?
Student 1	Prefiero salir con mujeres porque siempre hay más confianza entre chicas y no hay temor de que entre mujeres nos faltemos el respeto, cosa contraria a la que sucedería si saliera con hombres.
Interviewer	White guy and black guy, late at night, to whom would you approach to ask directions? Why?
Student 1	Yo miraría el aspecto que tiene cada chico, pues muchas veces la apariencia, los gestos de esa persona tienen mucho que decir sobre ellos.
Interviewer	You're at the shopping centre, you see someone walking strange…do you…? pity him Stare at him mock him notice him but don't mind
Student 1	Lo noto, pero no me importa. Es imposible a veces no notar las discapacidades o defectos físicos que tienen las personas. Por eso ante eso trato de ser lo más discreta posible pues no quiero hacer una expresión o lanzar un comentario que pueda hacer que se sienta discriminado.

Interviewer	You've been friends with Frank for six years, suddenly he opens up and tells you he is gay… would you…? Treat him/her the same Treat him/her with respect but you try to avoid him/her Try to avoid talking to him/her and to be seen with him/her
Student 1	Lo trataría igual pues lo conocí mucho antes y que su condición sexual hubiese cambiado no indica que haya cambiado como persona. Seguiría siendo mi amigo (a).
Interviewer	You're hiring personnel to work with you, a disabled person applies for the job, would you…? take the fact that one was disabled into account as a negative of working with them. take it into account but not as a negative. not take it into account
Student 1	Lo tomaría en cuenta y dependiendo el puesto al que esté aspirando miraría la forma en que su discapacidad afecta el buen desarrollo de la labor que tendría. Basándome en esto tomaría una decisión.

Appendix H

Quiz - Do you discriminate?

Student 2

Interviewer	Do you prefer to hang out with men or women? Why?
Student 2	Prefiero salir con un hombre, ya que esto sería de mi gusto y elección personal.
Interviewer	White guy and black guy, late at night, to whom would you approach to ask directions? Why?
Student 2	Caminaría en cualquier dirección ya que ambos representarían un peligro para mí, sin importar el color de piel.
Interviewer	You're at the shopping center, you see someone walking strange…do you…? pity him Stare at him mock him notice him but don't mind
Student 2	Yo notaría a la persona, pero no le daría importancia ya que no sería relevante para mí.
Interviewer	You've been friends with Frank for six years, suddenly he opens up and tells you he is gay… would you…?
Student 2	Yo lo trataría igual, y que su preferencia sexual no afectaría en lo absoluto el efecto y amistad hacia él.

Interviewer	You're hiring personnel to work with you, a disabled person applies for the job, would you…?
Student 2	Yo le daría el trabajo si tiene las capacidades necesarias, pero lo tendría muy pendiente para que esta discapacidad no afecte en sus responsabilidades y en el objetivo de la empresa.

Appendix I

Quiz - Do you discriminate?

Student 3

Interviewer	Do you prefer to hang out with men or women? Why?
Student 3	La pregunta es ambigua, pero en mi concepto es algo normal, salir con personas de ambos sexos, para compartir experiencias sanas y responsables.
Interviewer	White guy and black guy, late at night, to whom would you approach to ask directions? Why?
Student 3	No tengo preferencia alguna, solo le preguntaría a quien disponga de tiempo para ayudarme.
Interviewer	You're at the shopping center, you see someone walking strange…do you…? pity him Stare at him mock him notice him but don't mind
Student 3	Me causaría curiosidad al principio, luego por respeto no lo miraría de manera extraña, es una persona como todos, con defectos.
Interviewer	You've been friends with Frank for six years, suddenly he opens up and tells you he is gay… would you…? Treat him/her the same Treat him/her with respect but you try to avoid him/her Try to avoid talking to him/her and to be seen with him/her

Student 3	Respetaría su preferencia, pero le pondría un poco más de límites a la relación para evitar inconvenientes, seguiríamos en contacto normalmente.
Interviewer	You're hiring personnel to work with you, a disabled person applies for the job, would you…? take the fact that one was disabled into account as a negative of working with them take it into account but not as a negative not take it into account
Student 3	Tendría en cuenta el trabajo para el cual aplique, si no existe problema alguno para que esa persona lo desempeñe, pues se evalúa como cualquier otra persona.

Appendix J

Quiz - Do you discriminate?

Student 4

Interviewer	Do you prefer to hang out with men or women? Why?
Student 4	Depende de la actividad, por ejemplo, si es a jugar fútbol con hombres, pero si es a bailar, cine con mujeres.
Interviewer	White guy and black guy, late at night, to whom would you approach to ask directions? Why?
Student 4	Me es indiferente pues el color de piel no tiene nada que ver con la posible obtención de información.
Interviewer	You're at the shopping center, you see someone walking strange…do you…? pity him Stare at him mock him notice him but don't mind
Student 4	No me parece correcto ni mofarse, ni sentir lástima, ni quedarme viéndolo, quizá lo noto, pero no lo trataría diferente.
Interviewer	You've been friends with Frank for six years, suddenly he opens up and tells you he is gay… would you…? Treat him/her the same Treat him/her with respect but you try to avoid him/her Try to avoid talking to him/her and to be seen with him/her

Student 4	Lo trataría igual su preferencia sexual no tiene nada que ver con lo que me hizo ser su amigo.
Interviewer	You're hiring personnel to work with you, a disabled person applies for the job, would you…?
Student 4	Lo tendría en cuenta si la discapacidad interfiere con el trabajo a desempeñar.

Appendix K

Quiz - Do you discriminate?

Student 5

Interviewer	Do you prefer to hang out with men or women? Why?
Student 5	Me es indiferente, no tengo preferencia. Podría salir, con solo mujeres o solo con hombres.
Interviewer	White guy and black guy, late at night, to whom would you approach to ask directions? Why?
Student 5	No tengo distinción por el color de piel, le preguntaría a quien le vea un rostro más amigable.
Interviewer	You're at the shopping center, you see someone walking strange…do you…? pity him Stare at him mock him notice him but don't mind
Student 5	Me que mirando para ver que hace.
Interviewer	You've been friends with Frank for six years, suddenly he opens up and tells you he is gay… would you…?
Student 5	Primero lo escucho, comprendo su situación y respeto su condición.
Interviewer	You're hiring personnel to work with you, a disabled person applies for the job, would you…?

Student 5	Dependiendo el tipo de actividades que vayamos a realizar, tomo la decisión porque si es trabajo de campo lo pienso para trabajar con él.

Appendix L

Course book units – Page 68

15

Mumbai Soap

Vocabulary Topics for TV soap operas
Grammar *will/won't* for future
Speaking Predicting the future

Lesson A

Getting started

1 Do you watch soap operas on TV? Which is your favorite one?

2 Which five topics do you most often see in soap operas? Check (✓) the topics in the box.

crime	death	family life	greed	illness
marriage	misfortune	money	power	romance

3 *PAIRS.* Compare your answers.

Reading

4 Look at the photos of scenes from a television soap opera from India. Which topics in Exercise 2 do you think the soap opera is about?

5 Read Part One of the soap opera and check your answers to Exercise 4.

. . . .

PART ONE

"NINA, you can't leave me," cries Sanjay, and Nina thinks her heart will break. She thinks about the soccer match in Mumbai where she met Sanjay. She knows her parents will never accept this man with no money or family connections. And she loves and respects her parents. They've told her, "Go to London and stay with our family there. You'll soon forget Sanjay."

6 How do you think Nina will solve her problem? Choose *a*, *b*, or *c* and say why.

a. She'll run away and marry Sanjay.
b. She'll stay in India, but she'll stop seeing Sanjay.
c. She'll go to London.

68

Appendix M

Course book units – Page 69

7 Read Part Two of the story and check your predictions.

PART TWO

"WILL we see each other again?" asks Sanjay. "Of course," promises Nina. "And I'll email every day." Her emails tell Sanjay all about her life in London and her acting classes. But they don't mention Ravi, a family friend also living in London. "Marry me, Nina," Ravi says. Nina asks for time to think. The next day she gets a call offering her an important role in a popular British soap opera. When Sanjay finds out about this, he writes, "I know you're happy in London. Please forget me." "No!" cries Nina.
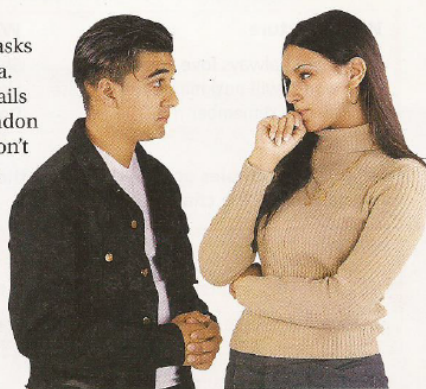
8 What do you think will happen next? Choose *a*, *b*, or *c* and say why.

a. Nina will go back to India and marry Sanjay.
b. She'll accept the job and tell Sanjay about Ravi.
c. She'll accept the job and stay in London.

9 Read Part Three of the story and check your predictions.

PART THREE

FIVE years later, Sanjay turns on the TV in his Liverpool hotel room. Tomorrow he will play soccer for India. He knows Nina is in London, but he doesn't think he'll see her. He still remembers her last email: "I won't marry anyone else, but I must stay in London. It's not just the job . . . it's also my family. I'll always love you." Sanjay can hear her voice. He turns in surprise and sees her on the TV screen. "She's as beautiful as ever. Is it too late?" he asks himself.
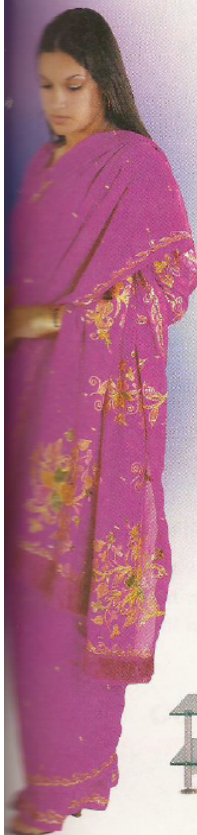
Appendix N

Course book units – Page 70

15

Lesson B

Grammar focus

1 Study the examples with *will* and *won't*.

Will for future	**Will for predictions**
(+) I'll (will) always **love** you.	She **thinks** her heart **will break**.
(–) I won't (will not) **marry** anyone else.	He **doesn't think** he'll **see** her again.
(?) **Will** you **remember** me?	**Do** you **think** it **will be** too late?

2 Look at the examples again. Underline the correct words to complete the explanations in the chart.

will/won't for future predictions

Use *will* or *won't* to talk about something that you **think / know** is going to happen.
Use *don't think* + subject + *will* to talk about something you think **is / isn't** going happen.

 Grammar Reference page 146

3 Complete the text with *will* or *won't* and a verb from the box. Use contractions when possible.

call	get	go	happen	marry	meet	recognize	speak

What do you think **(1)** __will happen__ in the final episode of "Mumbai Soap"?

I think Sanjay **(2)** _____ Nina's phone number from a mutual friend. He

(3) _____ her, but he'll hear a man's voice and he **(4)** _____ **(not)**.

But Nina and Sanjay **(5)** _____ again. I think Nina **(6)** _____ to

Liverpool to watch the soccer game with friends. I don't think she **(7)** _____

Sanjay at first. But he'll be the hero of the game. Do you think Nina **(8)** _____

Sanjay at last?

Pronunciation

4 🎧 Listen. Notice the pronunciation of the contracted and weak forms of *will*.

I'll always	I'll always love you.
you'll forget	You'll forget me.
it'll be	Do you think it'll be too late?
her heart will break	She thinks her heart will break.

5 🎧 Listen again and repeat.

Appendix O

Course book units – Page 71

Speaking

6 **BEFORE YOU SPEAK.** What do you think will happen in the final episode of "Mumbai Soap"? Write your notes in the chart.

	I think . . .	I don't think . . .
Nina		
Sanjay		
Ravi		
Nina's Parents		

7 **GROUPS OF 4.** Take turns telling each other how you predict the soap opera will end.

Family life is very important to Nina, so I think she'll tell her parents about Sanjay. I don't think they'll be happy . . .

8 🎧 Listen to the summary of the last episode and check your predictions.

Writing

9 Write a note to a friend. Make predictions about one of these things. Use *will* or *won't*.

- What will happen in the next episode of your favorite TV program?
- What will be the result of the next big sports event in your area?
- What will be the main story in tomorrow's newspapers?

CONVERSATION TO GO

A: **Will** you **ever** see her again?
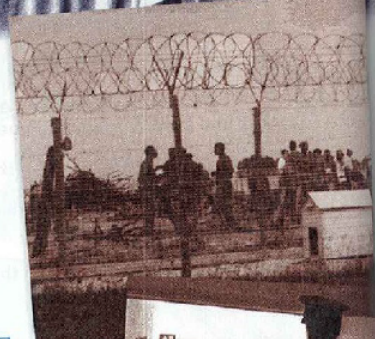B: No, I **don't think** I **will**.

71

Appendix P

Course book units – Page 72

UNIT **18**

Lesson A

Long walk to freedom

Vocabulary Words related to prison
Grammar Verbs for requirement, prohibition, and permission
Speaking Discussing freedom

Getting started

1 **PAIRS.** Look at the photos and discuss these questions.

What do the photos show?
Who is the man behind the bars? What do you know about him?

2 **PAIRS.** Use the words in the box to complete the sentences about prison life.

authorities	cells	guards	life sentence
political prisoner	prisoners	privileges	supervision

1. In prison, the _____ authorities _____ make rules about the _____ that prisoners can have, such as exercise, mail, and visiting. Some inmates hardly ever leave their _____.

2. He is a _____. He was arrested because he criticized the government and he was given a _____ for his crime. He will never get out of prison.

3. There is strict _____ in the prison: The _____ are always watching the _____ and controlling their movements.

82

Appendix Q

Course book units – Page 73

18

Lesson A

Reading

3 **PAIRS.** Discuss these questions about Nelson Mandela's time in prison at Robben Island.

What rules do you think the prison had about writing and receiving letters?

How do you think Mandela reacted to the rules?

4 Read the excerpt from Nelson Mandela's book *Long Walk to Freedom* about his time in prison. Were your predictions correct?

5 Read the excerpt again. What do you think Mandela meant by, "A letter was like the summer rain that could make even the desert bloom"?

They only let me write one letter every six months. It was one of the facts of prison life. In prison, the only thing worse than bad news about one's family is no news at all. Mail was delivered once a month, and sometimes six months would go by without a letter. Often the authorities would keep mail out of spite. I can remember warders* saying, "Mandela, we have received a letter for you, but we cannot give it to you." No explanation of why, or who the letter was from.

When letters did arrive, they were cherished. A letter was like the summer rain that could make even the desert bloom. When I was handed a letter by the authorities, I would not rush forward and grab it as I felt like doing, but take it slowly. Though I wanted to tear it open and read it, I would not give the authorities the satisfaction of seeing my eagerness, and I would return slowly to my cell as though I had many things to occupy me before opening a letter from my family.

*warders (British English) = guards

Adapted from *Long Walk to Freedom*, by Nelson Mandela

Listening

6 🎧 Listen to another excerpt from Nelson Mandela's book. Check (✓) the things he talks about.

____ the cell   ____ family   ____ exercise   ____ friends in prison

____ visits   ____ food   ____ letters   ____ work

7 🎧 Listen again and answer these questions.

1. What type of prisoner was Nelson Mandela?
2. How long was his sentence?
3. What were the cells like?
4. What did the guards make prisoners do?
5. How long did the prisoners exercise?

8 **PAIRS.** Discuss these questions.

What do you think of the prison system that Nelson Mandela describes?

Was Mandela's treatment justified? Why?

Which freedoms are most important to you?

Appendix R

Course book units – Page 74

18

Lesson B

Grammar focus

1 Study the examples of *make*, *let*, and *be allowed to*. Notice the ways to express requirement, prohibition, and permission.

A. They **made him work** in silence.
B. They **let him write** a letter every six months.
C. We **were allowed to exercise** for half an hour.
D. They **didn't make him work** all day on Sundays.
E. The guards **didn't let them exercise** in the morning.
F. Prisoners **weren't allowed to touch** visitors.

2 Look at the examples again. Complete the rules in the chart with the letters of the examples.

Let, make, be allowed to
Sentence ____ expresses requirement (It was necessary.)
Sentence ____ expresses choice (It wasn't necessary.)
Sentences ____ and ____ express permission (It was OK to do something.)
Sentences ____ and ____ express prohibition (It wasn't OK to do something.)

Grammar Reference page 147

3 Complete the sentences using the verbs in parentheses and the correct past form of *make*, *let*, or *be allowed to*. Add an object pronoun (*me, him, her*, etc.) if necessary.

1. There was a dress code at my school. We _weren't allowed to wear_ **(wear)** jeans.

2. Mandela's prison guards _____ **(exercise)** for only 30 minutes a day.

3. In the movie *The Shawshank Redemption*, prisoners were treated badly. Prison authorities _____ **(work)** long hours in the hot sun.

4. Our grandmother was very strict. She _____ **(talk)** at the dinner table.

5. My parents gave me no choice. They _____ **(keep)** my room neat and clean.

6. Mandela's life in prison was very difficult. They _____ **(stay)** in a very small cell.

7. Our family was very relaxed about rules — I _____ **(come)** home any time I wanted.

8. Some of Mandela's guards were kind. They _____ **(work)** when he was sick.

9. In my last job, they _____ **(wear)** my own clothes to work. I had to wear a uniform.

84

Appendix S

Course book units – Page 75

Pronunciation

4 🎧 Listen. Notice the weak pronunciation of the object pronouns and the way the pronouns are sometimes linked to the word before them.

They made us work in silence.	They didn't let us see our mail.
They didn't make me work all day on Sundays.	The guards didn't let them exercise.
They let him write a letter every six months.	They didn't let her visit him often.

5 🎧 Listen again and repeat.

Speaking

6 **BEFORE YOU SPEAK.** Think about the times in your life when you had a lot of freedom. Think about other times when you had very little. Use the situations below or add your own ideas. Take notes.

• family life   • school   • college   • a job   • a vacation   • military service

Most freedom	Least freedom
	Boarding school. They made me eat and sleep at designated times. And I also wasn't allowed . . .

7 **PAIRS.** Discuss your experiences about freedom, using your notes. Ask each other follow-up questions.

A: Can you think of a situation when you had very little freedom?
B: Boarding school was difficult. They made me get up at 6 A.M. and go to bed . . .

8 Report on your partner's experiences about freedom.

Writing

9 Write about a historical figure or someone you know who experienced a lack of freedom. What was this person forced to do? What was this person not allowed to do? How did he or she overcome these difficulties?

CONVERSATION TO GO

A: What rules did you have at school, Dad?
B: Well, the main one was we weren't allowed to enjoy ourselves.

85

Appendix T

Course book units – Page 76

19 Turning points

Vocabulary Things we read
Grammar Past perfect vs. past perfect continuous
Speaking Talking about important moments

Lesson A

Getting started

1 Match the words in the box with the statements.

a. an anthology	b. a bestseller	c. a biography
d. a column	e. an encyclopedia	f. a manual
g. a novel	h. poetry/poems	i. a textbook

1. Two hundred pages of excitement.
   I almost believed it was a true story. _g_

2. This one contains classic short stories
   by some of the greatest authors. ____

3. I never read them . . . until a machine breaks
   down and then I need to fix it! ____

4. It's my favorite reference book. It has
   information about everything under
   the sun. ____

5. I enjoy reading the ones about
   political opinion. It's the first
   thing I read every day in the
   newspaper. ____

6. It was heavy, but the
   instructor said it was required
   for the course. ____

7. I like the imagery and the use
   of language. ____

8. That book has sold millions
   of copies! ____

9. I enjoy reading about the lives
   of famous people. ____

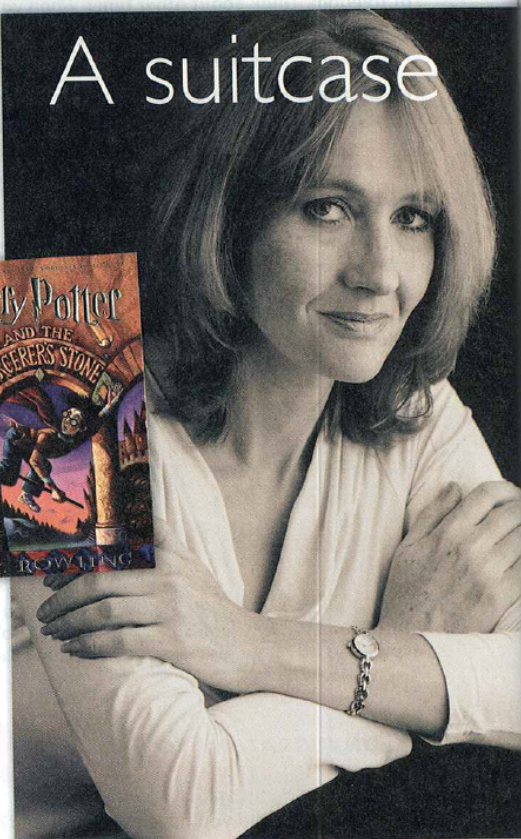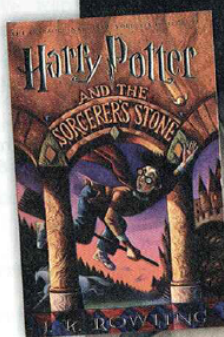**2** *PAIRS.* Discuss these questions.

What type of reading material do you read
most often?

When do you usually read?

What did you read, or what was read to you,
when you were a child?

Do you ever read a book and then see the
movie version of it? If so, which one is
usually better?

A suitcase

Appendix U

Course book units – Page 77

Reading

3 **PAIRS.** What do you know about the author J. K. Rowling and the Harry Potter books?

4 Read the article and explain the article's title.

5 Read the article again and number these events in order.

____ a. worked as an English teacher   ____ f. wrote a story called "Rabbit"

____ b. moved to Portugal   ____ g. became a bestselling writer

____ c. worked as a French teacher   ____ h. had her first novel published

____ d. studied French in college   ____ i. returned to the U.K.

____ e. moved to Edinburgh

# of stories

J. K. Rowling (the *J* is for Joanne) is a best-selling British author. Her books are written for children, but adults love them too. In 1996, her big moment came when she heard that her first novel, *Harry Potter and the Philosopher's Stone*,* would be published. "The moment I found out was one of the best of my life," says Joanne.

Before 1996, Joanne had been living in Portugal and teaching English. When she returned to the U.K., she had a suitcase of fantastic stories about a character named Harry Potter. She moved to Edinburgh and became a French teacher. It was there that she decided to finish the Harry Potter novel and get it published.

As a child, Joanne had always loved writing, and at age six, she had already finished her first story about a rabbit, called "Rabbit." From then on, she followed her love of languages. She enjoyed English at school and went on to study French in college.

Now that she has achieved her ambition, what does she say about writing? "Writing can be a lot of fun. It can also be a lot of hard work, but don't let that put you off! My advice to young writers is to read as much as you can, like I did. It will give you an understanding of what makes good writing and it will enlarge your vocabulary. Start by writing about things you know about—your own experiences and feelings. That's what I do."

***Note**: The title *Harry Potter and the Philosopher's Stone* was changed to *Harry Potter and the Sorcerer's Stone* when it was published in the U.S. and later made into a movie.

Listening

6 🎧 Listen to a radio program about actor Daniel Radcliffe. What movie role made him famous?

7 🎧 Listen again and answer these questions.

1. Had Daniel ever worked as an actor before the Harry Potter movies?

2. Why didn't his parents want him to become an actor?

3. What is he like, now that he is famous?

8 **GROUPS OF 4.** Have you read any Harry Potter books or seen the movies? If so, what did you think of them?

Appendix V

Course book units – Page 78

19 Lesson B

Grammar focus

1 Study the examples of the past perfect and past perfect continuous tenses.

Before she was six, she **had finished** her first story. (past perfect)
Before 1996, she **had been living** in Portugal. (past perfect continuous)

2 Look at the examples again. Complete the rules in the chart with *past perfect* or *past perfect continuous*.

Past perfect and past perfect continuous

Use the _____ to talk about an action or event that happened at a time before another action in the past.

Use the _____ to talk about an activity or situation that continued for a period of time before another time in the past.

Grammar Reference page 147

3 Complete the sentences with the past perfect or the past perfect continuous of the verbs in parentheses.

1. I didn't want to read the book because I __had already seen__ (already / see) the movie.

2. By the time his poetry was published in the anthology, he _____ (write) a hundred new poems.

3. Her eyes were red because she _____ (study) all night.

4. The bestseller *Lord of the Rings* became a very successful movie. Millions of people who _____ (already / read) the book went to see the film.

5. I _____ (read) the novel all evening and was halfway through it when I fell asleep.

6. One of my most embarrassing school experiences was when I gave an oral report about a book I _____ (not / read).

7. By the time we arrived at the theater, the movie _____ (already / begin).

8. The author _____ (write) the actress's biography for several years but he died suddenly, so he never managed to complete it.

9. When I got to the last page of the book, I realized that I _____ (read) it before.

10. Before becoming a novelist, he _____ (work) as a journalist for 10 years.

Appendix W

Course book units – Page 79

Pronunciation

4 🎧 **Listen. Notice that** *had* **and** *been* **usually have weak pronunciations.**

She had always loved writing.

She'd been living in Portugal.

She'd been working on the book for a long time.

By the time she was six, she had finished her first story.

She **had** a job teaching English.

She **had** a suitcase of stories.

5 🎧 **Listen again and repeat. When does** *had* **have a strong pronunciation?**

Speaking

6 **BEFORE YOU SPEAK.** **Think about three important events in your life. Make notes about the events and the background (what had been happening before then). Choose one of the situations below or think of another "turning point" in your life.**

- travel with friends for the first time
- get your driver's license
- go out on your first date
- get your first job

Important events/ turning points	Background
Went on a trip with two friends	Had always lived with my parents
	Had been traveling with my family before

7 **GROUPS OF 3.** **Share your stories about important moments in your life.**

When I was eighteen, I went on a trip with two friends. I had always wanted to travel on my own . . .

Writing

8 **Write about a moment or turning point in your life and explain the background.**

CONVERSATION TO GO

A: Why did you change jobs?
B: I'd been working there for 10 years and I was bored.

Biography

Maria Elena Durango Ramos holds a degree on Especializacion en la Enseñanza del Inglés at Universidad de Cordoba and is a candidate for the degree of Magister en la Enseñanza del Inglés at Universidad del Norte. She is a full time English teacher in Antonio Nariño high school and works part time in Universidad Cooperativa de Colombia in Monteria, Cordoba. She is currently working with the Colombian Ministry of Education as a part of a group of teachers who are looking to improving the educational practices of the English teachers in the public schools in Colombia.

Pedro Luis Martinez Peinado holds a degree on Specialization in English Language Teaching at Universidad Pontificia Bolivariana and is a candidate for the degree of Magister en la Enseñanza del Inglés at Universidad del Norte. He is a part time teacher and Universidad de Cordoba, his work focuses on teaching English grammar to trainee English teachers, and he is also a full time teacher at Universidad Cooperativa de Colombia in Monteria, Cordoba.