SYSTEMATIZATION OF EXPERIENCES - UNDERSTANDING THE ICCP EXPERIENCE IN SUMMER CAMPS.

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LICENCIATURA EN LENGUAS EXTRANJERAS

RIONEGRO - ANTIOQUIA

2020

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Trabajo de grado para optar por el título de:

Licenciado en Lenguas Extranjeras

Asesor:

Albeiro Monsalve Marín

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2020

Nota de Aceptacion:

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Firma del presidente del Jurado

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Firma del Jurado

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Firma del Asesor

Rionegro, junio 2020

ACKNOWLEDMENTS

CONTENT

ABSTRACT

Rising questions about the possible influence of the International Camp Counselor Program ICCP carried out by the YMCA organization in agreement with Universidad Católica de Oriente encouraged us to implement a systematization of experiences which aimed to display a clear view of the program since the eyes of its own participants. The purpose of this study meant to systematize the intercultural immersion ICCP in direction to comprehend the influence of the experience on 8 English pre-service teachers in terms of language proficiency, intercultural and pedagogical competencies during the years 2018 and 2019. It is relevant to mark that language proficiency, intercultural and pedagogical competencies composed the axis of this systematization of experiences. Then, through a qualitative approach we sought to reconstruct the experience, identify its influence on the participants and share the results deploying the results and relevant recommendations from the contestants of this research study. The evidence was gathered through 3 different data collection methods: Journals, Narratives and Focus Group. The analysis of the information was carried out through a triangulation process in which we scanned the components of the axis of this study along the collected data. The findings let us identify the positive influence of the ICCP on its preservice teachers' participants who agreed on the relevant contributions of the program as part of their formal development as teachers. Even though the participants mentioned a lot of challenges while participating because of language, they settled on having magnificent progress in many aspects but predominantly, language use, language proficiency, confident communication, intercultural and pedagogical competencies.

Keywords: ICCP, YMCA, language proficiency, pedagogical and intercultural competence.

INTRODUCTION

Nowadays the communication between countries and cultures has created the necessity of preparing people to address communicative and interactive challenges related to globalization and the fast-growing connection among the different countries from the globe.

In this sense, Foreign languages teaching has resulted in one of the main strategies the different nations are applying to prepare their citizens to approach the issues already mentioned. Moreover, globalization demands more tactics in addition to foreign languages teaching, those tactics aim to connect not only people through language but culture. Brown (1994) describes the two as follows: "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture"(p.165) In a word, culture and language are inseparable. In that way, intercultural competencies would be as important as language competencies in order for people from any country to become citizens of the world.

Likewise, interculturality not only represents a communicative influence but neurological, technical, and tactical.

The collective evidence from several such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems, and performing various other mentally demanding tasks (Bhattacharjee, 2012).

Consequently, English language teaching and the creation and strengthening of teachers' formation programs have become crucial for universities in countries such as Colombia. Therefore, the government of Colombia has established language policies to address those global needs of interculturality to support and assess teachers' formation programs in universities.

According to the Ministerio de Educación Nacional [MEN] on its document English Immersion Camps, The National Government through the program *Colombia Bilingüe* is looking to encourage Colombian citizens to become more competitive, especially nowadays when the country pursues a number of economic, political, educational, and cultural agreements in order to position the country internationally (MEN, 2016). Hence, foreign language teaching; especially English, has become indispensable to foster proper development in the educational, occupational, and professional arenas within the Colombian context.

Consequently, Universidad Católica de Oriente, a private university located in Rionegro, Eastern-Antioquia, has implemented some strategies for pre-service teachers of its BA in foreign languages teaching program in order to support them to improve their language abilities and to expand their pedagogical and intercultural competencies so that they get the required abilities to approach the challenges related to the English language teaching within the Colombian context.

In the midst of those strategies, the International Affairs office of the university has made an important number of alliances with agencies and associations that serve as a bridge for pre-service teachers to participate in intercultural immersion programs as an opportunity to grow their own language capacities and even their teaching strategies and leadership skills throughout these intercultural exchanges.

Among those strategies, the International Camp Counselor Program [ICCP] managed by the Young Men Christian Association [YMCA] is one of the main choices pre-service teachers are taking advantage of; as instruments to strengthen: English language aptitudes, teaching-leadership skills, and intercultural competencies while being part of summer camp staff.

For instance, in a typical intercultural encounter, which is always evidenced within a summer camp environment, meaningful relationships could be created among the participants, not only with campers but with co-counselors and other staff. Bearing in mind that people who attend

summer camps are usually from different contexts, and with a set of different traditions and languages, the possible influence of these programs to their staff may include aspects such as language performance and interculturality among others.

The ICCP offers pre-service teachers the opportunity to live an intercultural immersion experience in the USA for 12 weeks during the summer; from June to August, During these months students receive training and lead a variety of tasks, such as being children counselors and sport-activities specialists. The YMCA camps and other summer camps are distributed in different states of the USA; especially in rural areas of the east coast and nearby the big cities of the west coast, including states as California, Massachusetts, New York, and Pennsylvania. The children who participate in these summer camp programs are between 7 and 16 years old. They not only come from different states of the USA but from countries in Europe, Central America, and even Asia, usually, they stay from one to ten weeks.

The staff participants' roles in the ICCP are mainly two: Camp Counselors and Sport-Activities Specialists. Staff participants stay a bit longer than the children due to the training sessions provided by the camps in which they receive different training in leadership, teaching strategies, managing large groups of kids preparation, didactics tactics, and any preparation needed in order to carry successfully their different tasks at camp.

This also includes professional training in areas such as extreme and common sports, arts and crafts, music, etc. Camp Counselors' main duty is to be in charge of the children during these weeks; not only like a teacher, tutor, or instructor but also accompanying them and being responsible for the well-being of every kid, meanwhile, sports specialists do and lead different activities such as rock climbing, zip-lining, mountain biking, archery, canoeing, hiking, and some other strategies implemented to foster campers' proper use of time and other relevant aspects as socialization and some other interculturality process, including language teaching.

These activities enhance an important number of intercultural, didactic, and pedagogical skills on the staff, who become more confident at the time of using English, managing large groups of kids, and sharing duties with people with other customs, beliefs, and nationalities.

The pre-service teachers from the bachelor's degree in foreign languages teaching of Universidad Católica de Oriente have been participating in the ICCP since the year 2014 when the first student traveled to the USA to experience an intercultural immersion at a summer camp. Since then, for over 4 years more than 20 pre-service teachers have joined the same program, nurturing not only themselves and their teaching and intercultural abilities, but the university and the ICCP itself with their learnings and experiences.

Besides the importance of these intercultural immersion programs sharpened to Universidad Católica de Oriente, not a single research study, systematization or any kind of investigation has been carried out since the university launched the program.

Moreover, neither the participants nor the program itself has been analyzed and comprehended by the community of the University. This lack of information encourages us to contribute through this research project to fill this gap by reconstructing, identifying, and sharing the influence of this program with the purpose of systematizing our experiences as participants of the ICCP. All these regarding how the program could transcend in benefit of the university, especially the pre-service teachers from the bachelor's degree in foreign languages teaching, who have been the main participants of the program.

Throughout the gathering of these experiences, we want to reconstruct, identify and share "How the experiences in summer camps have influenced 8 English pre-service teachers; participants of the program, in terms of language proficiency, intercultural and pedagogical competencies during the years 2018 and 2019". It is important to state the 8 participants include the 3 authors of this study.

This research study aspires to contribute with factual and trustworthy information to three different but connected fields. First, the Bachelor's Degree in Foreign Languages Teaching, whose pre-service teachers will get benefited from the presented information, helping them to get to know the ICCP from the inside, solve their doubts and dare themselves to join the program.

Second, to Universidad Católica de Oriente, which will have written proves about the performance of the programs implemented by the International Affairs office, these written proves will give tools to the university to assess the validity and reliability of these programs and improve them if necessary.

Third, this research study will be relevant to the YMCA. It will bear witness to the influence of their programs on university students. Eventually, through this systematization, researchers and participants will comprehend the influence of the experience not only in our teaching practice but in our professional performance. Additionally, this research will allow us; the researchers, to check in our own experiences from different perspectives and analyze the core of our learnings and acquired knowledge regarding the three main topics of this research study; language proficiency, intercultural and pedagogical competencies.

Furthermore, throughout this research paper we will gather the information that displays the possible influences these intercultural experiences have had on pre-service teachers at summer camps regarding the use of English as a lingua franca, and exposing themselves to situations where should assume active leadership roles; as a teacher does, improving their didactic and teaching strategies as well.

Finally, this research paper looks for sharing all these experiences in a booklet handout, that would serve as a guide for those who are willing to get to know the program from the inside and solve doubts that eventually would encourage them to be part of the university intercultural immersion programs as the ICCP.

To sum up, the objective of this study is to reconstruct, identify and share the summer camp experiences of 8 participants; including the 3 authors of this research study, regarding English language proficiency as well as the performance on topics such as intercultural and pedagogical competencies. The participants of this research study are 8 preservice teachers of the BA in foreign languages teaching from Universidad Católica de Oriente who joined the ICCP during the years 2018 and 2019.

JUSTIFICATION

Regarding our experience as participants of the intercultural immersion ICCP from YMCA sharpened to Universidad Católica de Oriente, we recognize this program has been relevant enough for students from the university, especially for pre-service teachers from the bachelor's degree in foreign language teaching. The ICCP has possibly granted tools to pre-service teachers noticeably fostering not only an enhancement of language and communicative abilities but teaching abilities, pedagogical and intercultural competencies.

Bearing in mind the relevance and possible influences of the ICCP on its participants and the lack of information about the program itself, we face the necessity to collect the narration from 8 pre-service teachers - including us, the researchers - participants of the program during the years 2018 and 2019 in direction to reconstruct, identify and share the influence the intercultural immersion has had on the pre-service teachers.

This research project intends to give more credibility to the ICCP presenting trustable information about its participants' experiences and creating awareness about how it has been influencing the community of the university in several aspects, leading more students to take an active role in the intercultural programs offered by the university.

Although there are systematizations of experiences from participants of similar programs of the YMCA Colombia, none of them have been carried out within the context of Universidad Católica de Oriente. Furthermore, the emphasis of these systematizations has been merely focused on topics regarding language improvement. None of them have gone beyond language proficiency nor analyzed their educational issues that may come up as effects of these intercultural immersion programs, as the enhancement of pedagogical and intercultural competencies on pre-service teachers.

In this sense, this systematization is relevant due to the lack of collected and analyzed information about the ICCP and its focus on pertinent topics for pre-service teachers as intercultural, pedagogical competencies and language proficiency that reflects the influence of the program on its participants.

Besides focusing on language proficiency, intercultural and pedagogical competencies, this systematization of experiences would expose several aspects that might be a matter of interest to all pre-service teachers and students from other educational degrees. This project could serve as a matter of further research on other fields such as improvement, recognition, and other features that would possibly promote better educational environments and better teaching practice.

The contributions this program has had on us; the researchers, on our future teaching profession, are huge. Since we are leading activities and teaching a large number of kids how to perform them accurately, we need to understand several aspects regarding pedagogy and didactical processes. These aspects truly impact our teaching practice, we get in touch with group manageability, leadership performance, didactics strategies, children wellbeing, supervision of a healthy environment, and granting learning among other aspects.

Thus, background, context, language, and so on are some of the features we are aware of when trying to encourage these kids to do things for their very first time, just as we do when teaching English as a foreign language in the Colombian context.

As mentioned hereinabove, language, adaptability, self-confidence, and understanding of the context are crucial in this sort of immersion. Due to the fact that these camps are carried out during the summer, they receive a huge number of international campers and staff members, leading camp counselors to understand several aspects such as culture, language, traditions, and behaviors.

For us, as camp counselors, it is such a challenge to teach these kids to perform activities when they are being told instructions from a non-native speaker of their language, nevertheless, language is not the only thing we are improving. Didactics and pedagogy are always getting better in this process and we can notice it when we are able to overcome language barriers and we accomplish most of the activities with children from all over the world.

As immersion programs have always set their goals into reaching a proficient level of the target language, we would like to reconstruct, identify and share other aspects that are a matter of concern within the experience such as interculturality and pedagogical competencies, which are as important as language performance.

Having pointed out that other studies related to our object of study have not been carried out within the Universidad Católica de Oriente context, neither focusing on the improvement of language skills nor on the improvement of pedagogical competencies, this exercise aims to reconstruct, identify and share the experiences lived for the participants of the ICCP.

Thus, this research paper may be worthwhile for students who are willing to participate in these kinds of immersion programs or are looking for strategies and tools to improve their language and teaching skills. Additionally, this paper may be useful for the university, serving as a document that supports the implementation of intercultural exchange programs in the faculty of Ciencias de la Educacion and the Bachelor's degree in foreign languages teaching and lastly, this research would be valuable for YMCA Colombia because it will depict reliable information gathered from participants of their programs. This would serve as a source of analysis, an opportunity of possible improvement of the program, or a proof of the success of it.

RESEARCH QUESTION

How has the intercultural immersion experience in summer camps ICCP influenced 8 English pre-service teachers of the bachelor's degree in foreign languages from Universidad Católica de Oriente in terms of language proficiency, intercultural and pedagogical competencies during the years 2018 and 2019?

OBJECTIVES

General Objective

To systematize the intercultural immersion ICCP in direction to comprehend the influence of the experience on 8 English pre-service teachers in terms of language proficiency, intercultural and pedagogical competencies during the years 2018 and 2019.

Specific Objectives

- To reconstruct the experiences lived for the 8 participants during the 12-week intercultural immersion program in the United States regarding three main topics: language proficiency, intercultural and pedagogical competencies.

- To identify the influence of the intercultural immersion program on the 8 participants regarding:

     a. English language proficiency

     b. Intercultural competence

     c. Pedagogical competence

- To share the result of the systematization through the publication of a booklet in which we display a description of the ICCP that facilitates its understanding. Also,

to report the main steps we followed to carry out this investigation and finally relevant recommendations from the participants to our readers interested in being part of the program in the future.

CONCEPTUAL REFERENCES

In this phase, we will define the key concepts of our research paper in order to display relevant information on the academic aspects that will be considered within the systematization of experiences' exercise during the research, including the data collection and findings. The explanation of these terms will guide the readers to understand the focus and main elements we kept in mind to carry out this research project.

ICCP

ICCP was established in 1959 as a cultural exchange program and is recognized by the U.S Bureau of educational and cultural affairs. The International Camp Counselor Program participants basically are students or people graduated who are willing to go to the USA and work as program counselors with kids from different ages and from all over the country.

According to the U.S Bureau of educational and cultural affairs [BECA] (2019). The camp counselor exchange visitor program is a program in which foreign students spend a summer working in the United States. Camp counselors typically work in the outdoors, where they lead children in hikes, canoe excursions, and other outdoor activities. "The Camp Counselor Program enables post-secondary students, youth workers, and teachers to share their culture and ideas with the people of the United States in camp settings throughout the country" (U.S BECA, 2019).

Thus, The Exchange Visitor Program promotes mutual understanding between the people of the United States and the people of other countries by educational and cultural exchanges.

YMCA

The Young Men's Christian Association is a worldwide non-profit organization that provides young people with safe spaces and opportunities to build their knowledge and skills, discover their personal identity and purpose, and take an active role in transforming communities. As stated by (YMCA, 2020) "In 1844, George Williams launched the YMCA movement in London as a volunteer, and his example persists in the expansion of the Y across the globe. In the United States, early YMCA programs were run almost entirely by volunteers" Worldwide, the YMCA is in 119 countries and it serves more than 45 million people looking always for the strength of youth programs.

As it was initially stated by its founder, the YMCA has some core objectives that have been worked on throughout the years in many different ways, but one of the most important ones is the following:

The Y is a powerful association of men, women, and children committed to bringing about lasting personal and social change. With a focus on nurturing the potential of every child and teen, improving the nation's health and well-being and providing opportunities to give back and support neighbors, the Y enables youth, adults, families, and communities to be healthy, confident, connected and secure. (YMCA, 2020)

The YMCA has been recognized for its willingness to change other realities. Their willingness to change other's perspectives can be perceived through all programs they have around the world that facilitate their ideals. Most of these programs are carried out by volunteers as it is a nonprofit organization.

Immersion Programs

Immersion programs have become more and more popular nowadays due to the impact they have on the stakeholders. This method or approach implemented when learning a second language consists of living in a context where the language is used most of the time and a real-life situation.

The various studies done by researches and the implementation of different methods have shown that immersion program in SL or FL acquisition provides an opportunity to gain an appropriate level of proficiency and fluency in L2 without any harm or hindrance to the acquisition of the learners' first language or learning and understanding of content (Barimani, 2012, p. 957).

Interculturality

As there are several concepts related to different experiences that could be lived abroad, we decided to explain the one we considered more appropriate to our research project. When talking about interculturality, we want to highlight the diversity it has in a certain context not only because of its differences but because most of the time people from different backgrounds are acquiring and learning from each other.

According to Dietz (2018)

The term "interculturality," understood as the relations that exist between culturally diverse human groups in a given society is a complex one currently used to refer to the relations that exist within society between diverse majority and minority constellations defined in terms not only of culture but also of ethnicity, language and religious denomination (p.1).

It should be noted that interculturality deals with relationships between different cultures, and various people. This relationship and its interaction are characterized by understanding other people's beliefs, thoughts, and cultural aspects that make culture free and unique.

Supporting this Dietz (2018) stated that:

the discourse on diversity tends to include not only a descriptive dimension—how cultures, groups, and societies are diversely structured and how they deal with heterogeneity—but also a strongly prescriptive dimension—stating how cultures, groups, and societies should interact within themselves and with each other. (p.16)

Summer Camps

Summer camps are programs that bring children the possibility to interact and get to know new people and different cultures. Usually, in summer camps, there are activities that children are not able to find at home, different activities about interaction that help children in their development of a personality.

There are different types of summer camps such as Sports Camps, Religious Camps, Gender Camps, Fitness Camps, Scouting Camps, Special-Interest or Themed Camps, Adult Summer Camps, Special-Needs Camps, Boot Camps, and Day Camps all of them giving the opportunity to interact and get to know people, activities, and having new experiences outdoor or indoor.

There are some other camps that are focused on learning a new language; so, the idea in these kinds of camps is to have an approach with native speakers of the language and through interaction and activities, language could be learned in a natural way and that is what we called nowadays Immersion Camps.

According to Ryan (2019) Summer camp is important because it offers a structured opportunity for children to grow. Kids go from home to school to extracurriculars, with each environment contributing to their development. Summer camp, then, is another unique venue for growth, allowing kids to become independent and self-confident, while socializing and making new friends, and even learning new skills.

Camp Counselor

Being a camp counselor is like being a teacher, a father, a friend, an adviser, and a program specialist. Camp Counselors oversee taking care of the kids as well as having fun and teaching them different skills such as rock climbing, ziplining, archery, mountain biking, hiking among others.

Camp counselors must be able to lead and create activities for the kids, At a summer camp, the role of a camp counselor is one of the most important ones, due to they are the people in charge of working directly with the kids and teach them either one or multiple skills in a specific activity area such as land sports, waterfront, outdoor adventure, performing arts, or arts & crafts.

Pedagogical Competence

The pedagogical competence has been a key factor related to the professional development of teachers and the quality of education. Teachers' pedagogical competence is the capability to handle learning, this comprises the preparation, implementation, and assessment of learning, as expressed by Rahman (2014).

The pedagogical competencies are directly linked to the abilities of the teacher talking about the knowledge of his field of specialization, but it also includes other aspects such as teacher's

attitude, appearance, and wisdom. It is mastery of the art of teaching and the ability to address students' learning needs.

In this sense (Winka & Ryegård, 2010) states that:

Pedagogical competence is the ability and will to regularly apply the attitude, knowledge, and skills that promote the learning of the teacher's students in the best way. This shall agree with the goals that apply, and within the framework available and presupposes continuous development of the teacher's own competence and instructional design (p.33).

Pedagogical competencies are key tools for teacher's proficiency; Thus, it is important to highlight the relevance of processes that foster the development of those competencies in order to increase the quality of education.

Intercultural Competence

Nowadays, Intercultural competence is one of the most important fields to talk about due to its relevance regarding diversity, understanding, and interaction within a highly varied world.

According to Ilie (2019)

Intercultural competence refers to qualities which contribute to effective intercultural communication and can be defined in terms of three primary attributes: knowledge, skills, and attitudes. Attitudes: respect, openness, and curiosity/discovery are key attitudes required for efficient intercultural communication. knowledge can be considered as sociolinguistic awareness, cultural self-awareness, culture-specific knowledge, and deep cultural knowledge. Skills: observing, listening, analyzing, evaluating, interpreting, and relating (p.265).

Based on that, being able to identify different foreign cultures is an important fact concerning intercultural competence. By understanding several aspects of it, people would be able to add valuable information to their personal growth. "At one extreme, one finds proponents of an approach who claim that intercultural competence is grounded in the experience and knowledge of one or more foreign cultures" (Rathje, 2007, p. 257).

By being surrounded by a varied cultural environment, people can grow personally and professionally. Most people get to understand other cultures, the more personal development they would be able to demonstrate.

As stated by (Rathje,2007)

An understanding of intercultural competence as a universal competence, that is, one that is not bound to a specific culture or combination of cultures, is a view that is most often shared by those who see intercultural competence as a means of personal development (p. 258).

Language Proficiency

Language proficiency is defined by the University of North Carolina as follows:

a measurement of how well an individual has mastered a language. Proficiency is measured in terms of receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities. There are four domains: language proficiency: reading, writing, speaking, and listening. Language proficiency is measured for an individual by each language (University of North Carolina, 2019).

In order to fully understand the term, which is part of the axis of this project it is also necessary to comprehend the word, proficient. "In terms of language, the "proficient" label can

refer to someone who is very skilled in the use of a language but who uses the language less easily and at a less-advanced level than a native or fluent speaker"(University of North Carolina, 2019).

LITERATURE REVIEW

With the purpose of collecting information that allowed us a deeper understanding and acknowledgment of the main topics of our research study; which are focused into the acquisition of certain language skills, intercultural and pedagogical competencies during intercultural immersion programs, it was necessary to carry out a literature review of research studies based on topics such as immersion language learning, summer camps programs, language learning, and social interaction.

While carrying out the literature review inquiry, we discovered it was quite hard to find the systematization of experiences of intercultural immersion programs, especially inside a Colombian context. After a deep track down, we found 3 meaningful studies; one local, one international, and one carry out both locally and internationally, that we could connect in a reliable way with our object of study.

Hereunder, we are going to describe and expose the main aspects of these studies.

Figure 1. first literature review
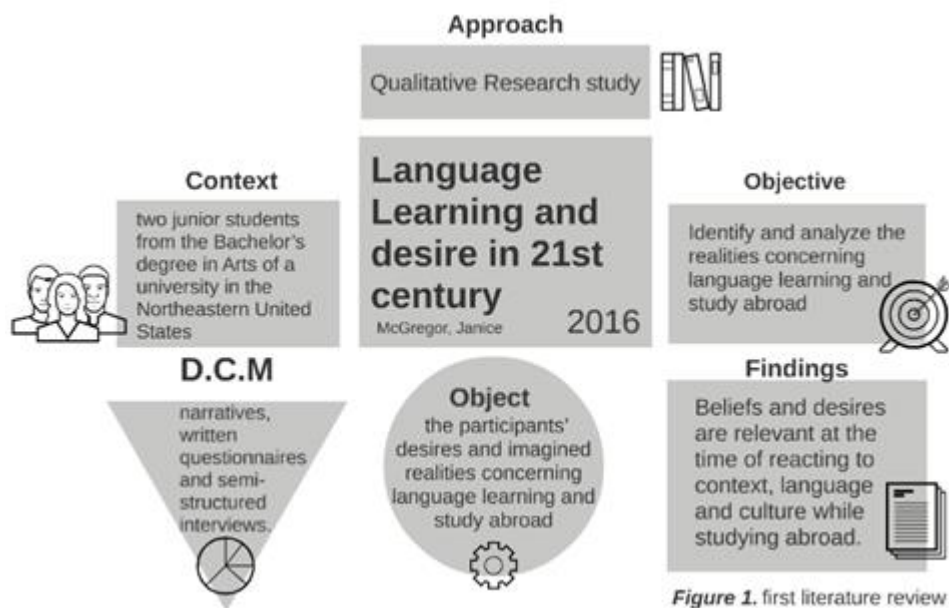
Figure 1 Focuses on our first research analysis, carried out by McGregor (2016) with the purpose of gathering information in order to answer the following questions:

What are the participants' desires and imagined realities concerning language learning and study abroad? How do they talk about their desires and imaginations while abroad? Do their shifting self-constructions appear to shape/be shaped by recent macro-level discourses regarding language learning and study abroad? If so, how? (McGregor2016)

The participants were two junior students from the bachelor's degree in Arts of a university in the Northeastern United States: Brad, and David. They met in October 2009 and were chosen due to their desire and motivation to participate in the research project. They submitted a lot of oral reflections and provided the author with a relatively good amount of reflective details. Their paths crossed very little due to their hobbies, interests, and courses. David had never been to Germany and Brad had been once for two weeks. David was pretty interested in learning about German culture, on the other hand, Brad did not set specific goals, he just wanted to get out of his boring life at his college.

The data collection methods used by the researcher were oral narratives, written questionnaires, and semi-structured interviews. The participants were required to record oral reflections when "critical incidents" took place during the year abroad.

The results displayed that the participants had desires before starting to study abroad and their beliefs and desires should be appropriate in order to respond to unfamiliar situations such as context, language, and culture. The way in which they were managing their desires, subjectivities, and so on, was influenced by ideological views of monolingualism and diversity; They really wanted to use German as much as they could, but opportunities were not presented as they first thought. These led them as participants to regard who they were, how they wanted to be perceived, and what they wanted to achieve.

Brad's could be the perfect example of what participants studying abroad could experience regarding their negotiations and beliefs about himself as a person and as a language learner due to his necessity of re-adapt himself to a new cultural, ethnic and linguistic aspects thought before traveling abroad without leaving behind his real identity, he somehow realized that shedding his L1 identity in order to acquire a second monolingualism would not be possible at all.

On the other hand, David who expressed his devotion to German culture was gradually changing his mind. In the beginning, he wanted to be surrounded by Germans due to his desire of acquiring L2 properly. At some point and because of some lived experiences he stopped his devotion only by L2. He also stopped recognizing himself as a German fanatic and started talking about his huge appreciation for both languages, German and English.

Considering reflections created by the stakeholders in order to renegotiate, manage, and rethink different aspects while trying to learn a language abroad. They were able to highlight the importance of multilingualism and monolingualism when dealing with struggles, frustrations, and other aspects that probably occur during study abroad programs.

Approach
Qualitative Research study

Context
16 business students from Colombia and Mexico.
23 to 25 years old.
Participants of the mobility program

International academic mobility 2018
Universidad Santo Tomas

Objective
Identify and analyze the perception of the participants of a mobility program

D.C.M
Semi-structured interviews

Object
Students' experiences
Internationalization
Students' mobility

Findings
*Improvement of intercultural abilities
*Autonomy
*Self-confidence
*Contributions for future jobs

Figure 2. second literature review

Figure 2 displays the second research study we found. It was a research project called the international academic mobility: students' experiences from Villavicencio, Colombia, and Coatzacoalcos, México by Otero, Giraldo, and Sánchez. It was carried out in the year 2018 with the aim of identifying and analyzing the perception of the mobility program by its participants.

These participants were sixteen business students; ten women and 6 men, from Mexico City and Villavicencio (Colombia) who were in their last semesters about to get graduated, excepting for two of them who were currently doing a post-degree. Participants from Colombia joined the mobility program were from 23 years to 25 years old, meanwhile, the ones from Mexico were from 21 to 27 years old.

Participants from Colombia went to one university in Mexico where they stayed for six months under the internship modality. Instead, participants from Mexico came to Colombia under a mission modality which allowed them to had contact with different institutions.

This study was carried out under a qualitative approach in which a semi-structured interview was used as the data collection technique. Likewise, the guidelines of the Colombian Ministry of National Education were considered to evaluate the results of international mobility, associated with language, multicultural competencies, work in intercultural contexts, self-confidence, leadership, financial aspect, and academic performance.

All of the participants' interviews were recorded and transcripted, then the results were analyzed through software and finally, all the answers were organized in order to find agrees and disagrees between participants.

The findings of this research displayed students' improvement of intercultural abilities, autonomy, self-confidence, responsibility, teamwork, and more aspects which changed participants' lives. They became aware of a bunch of abilities that they have not had the opportunity to discover or strengthen until they faced this international mobility program.

Approach
Qualitative and quantitative Research study

Context
More than 3000 students from Colombian schools divided into four different groups.

English Immersion Camps 2016
Ministerio de Educacion Nacional

Objective
Depict how immersion camps led by YMCA staff intents to promote foreign language learning

D.C.M
Pre-tests
Post-tests

Object
Language learning, interaction and communication.

Findings
*Improvement of language level
*Confidence when talking to others
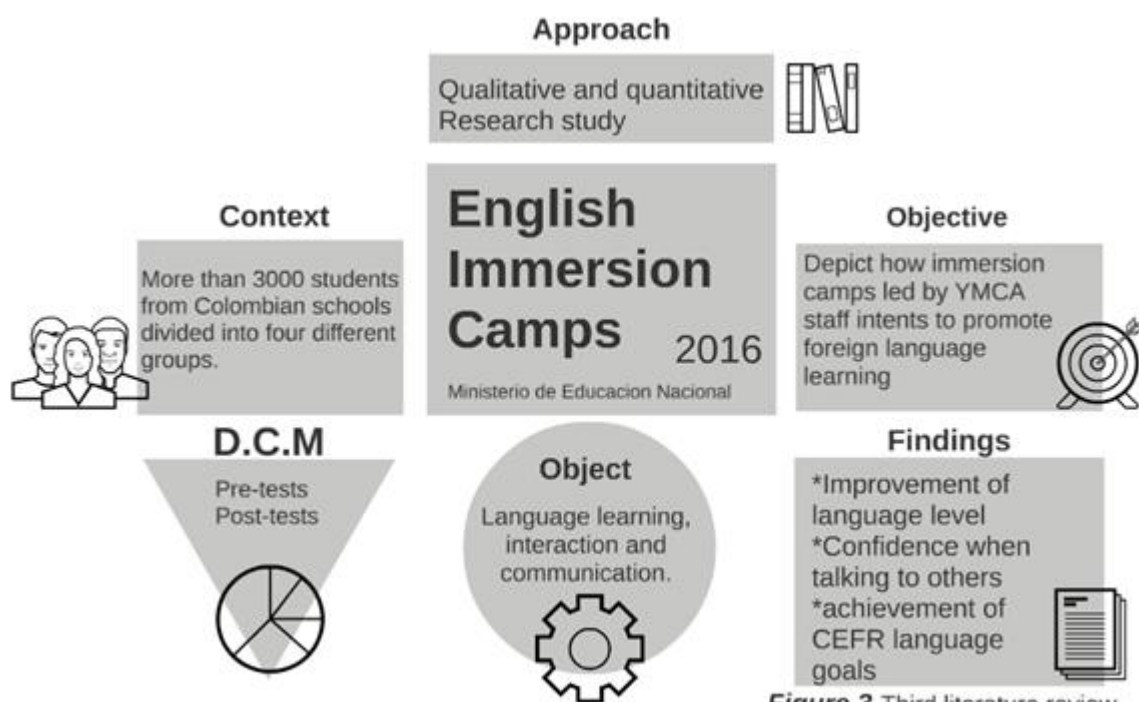*achievement of CEFR language goals

Figure 3. Third literature review

Figure 3 describes the last literature review we found. It was a systematization of experiences written by experts from the Ministry of National Education (2016), carried out with the aim to display how English Immersion Camps, a program of Colombia Bilingüe led by YMCA intended to promote foreign language learning by opening spaces where students could interact with, and communicate in English, helping students get better prepared for a globalized and multicultural world.

The National English Immersion Camps Project was divided into four groups held in March (813 students), June (661 students), October (947 students), and November (743 students). Each camp lasted 13 days and 12 nights. The students and institutions benefitted by this project came from several regions in Colombia: Antioquia, Arauca, Atlántico, Boyacá, Caldas, Cauca, Cundinamarca, Huila, Nariño, Norte de Santander, Popayan, Quindío, Risaralda, Santander, Tolima y Valle del Cauca, the objectives of this project were:

To encourage students to view English learning as an easy, useful, fun, and inclusive task that can be done regardless of race or social class. To sensitize students to see English learning, rather than a privilege, as a necessity that may give access to information and offer better professional or occupational opportunities in the future. To provide students with opportunities to promote interaction and communication with their peers, thus reinforcing their knowledge of the English language and favoring its use through dynamic and recreational activities. To improve participants' self-confidence when using English. To encourage the experience of universal values such as responsibility, respect, solidarity, and honesty, among others.

This project was implemented through four steps, which were called " English Immersion Camp Structure" the steps were: "Screening process"; Which was about students enrollment, "Preparation"; related to all the staff required to carry the camp immersion; such as, camp selection, team preparation, transportation, Etc. "Implementation"; in which the pre-test was carried out and

the immersion camp took place with dynamic and recreational activities including English teaching and learning sessions and cultural visits. "Impact evaluation" in which Pre-test and post-test analysis took place.

The type of research implemented was a systematization of experience with a qualitative and quantitative approach, "Using a pre-test and a post-test as the Data collection methods in order to gather information about the language development that participants had after being immersed" (MEN, 2016).

The findings displayed that students' improvement of the language level helped them feel more confident to communicate with others, share their experiences and knowledge, and increase their motivation to reach greater goals; in both, the linguistic and personal aspects. In addition, the percentage of students with A2 levels increased according to the post-test results.

To conclude, these studies highlight the relevance of social and intercultural experiences as summer immersion camps for both language learners and pre-service teachers in the process of language learning and interculturality among other contributions.

The studies cited hereinabove match the object of the study of this research paper which is related to the acquisition of certain skills while being immersed in intercultural immersion programs; nevertheless, there was a lack of information concerning the strengthening of pedagogical tools regarding and its usefulness for pre-service teachers considering their future teaching practices.

In this sense, our project is important because it will illustrate relevant information about certain aspects as pedagogical, communicational, and intercultural competencies acquired by pre-service teachers during the immersion program ICCP implemented by Universidad Católica de Oriente in partnership with the YMCA Colombia.

METHODOLOGY

This section describes the methodology, including relevant aspects as the description of the research approach and type of study, followed by the methodological route to conduct the study; including purpose, participants, description of the data collection instruments, and methods of analysis. Finally, we address the ethical considerations we implemented along with the study. Figure 4 displays the core of this research study methodology.

Methodology

Type of study
Systematization of experiences

Data Collection Methods
• Journals
• Narratives
• Focus groups

Approach
Qualitative

Figure 4. Methodology
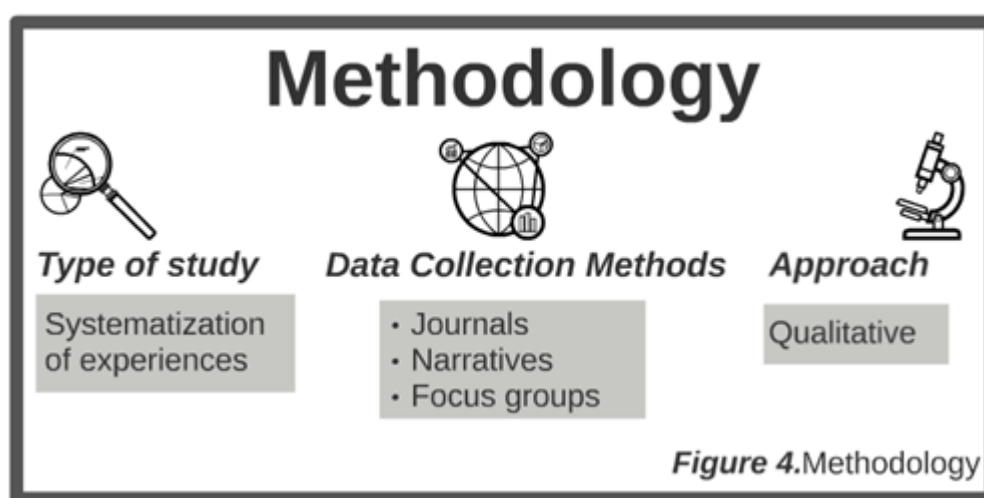
Approach and type of study

This study was carried out within a qualitative approach looking to comprehend how the international immersion experience in summer camps influenced the 8 English pre-service teachers from Universidad Católica de Oriente; who participated between 2018 and 2019, in terms of language proficiency, intercultural and pedagogical competencies.

Through a qualitative approach, a research study can "address a research problem in which you do not know the variables and need to explore" (Creswell, 2012, p. 16). Thus, this approach suited our general objective that aimed to systematize the ICCP experience in order to comprehend it. The qualitative approach also matched with our 3 specific objectives that aimed to reconstruct,

identify, and share the experiences of the participants of the ICCP. focusing on a central phenomenon: language proficiency, intercultural and pedagogical competencies. As proposed by Creswell (2012) "A central phenomenon is the key concept, idea, or process studied in qualitative research" (p.16)

By implementing a qualitative approach in this research study, we emphasized in the description of the reality from the participants' perspective reviewing "the events and the social world through the eyes of the people being studied" (Bryman, 2012, p. 380).

A qualitative approach has specific tools to gather information focusing on rebuilding and understanding realities. "In qualitative research, you collect data to learn from the participants in the study …" (Creswell, 2012, p. 16). In that sense, it seemed appropriate for us to implement this approach as the phenomenon that got our interest was to gather the experiences of these participants.

The selected type of study to carry out this research project was the systematization of experiences. Based on Jara (2006) the term systematization has to do with classifying, ordering, or cataloging information and placing it into a system with the aim of obtaining critical learning from the experience itself. We understand and experience as "dynamic historical and social processes which are composed by situations, conditions, actions, reactions, perceptions and interpretations of the participants of a given experience" (Jara, 2006. p. 61).

Therefore, as specified by Jara "Systematization is the critical interpretation of one or several experiences which, from their ordering and reconstruction, discover or explain the logic of the process lived through them: the factors intervening, how they relate among them, and why they did it that way" (Jara, 2006, p. 61).

Methodological Route

It is relevant to state that this systematization of experience was carried out under specific

parameters proposed by Oscar Jara Holliday; Coordinator of the Latin-American Experiences

Systematization Support Program of the Consejo de Educación de Adultos de América Latina (Jara,

2006, p. 61). It seemed for us as the most appropriate author to follow in order to carry out a

successful systematization, as we had never carried out any research study and taking into account

the valuable and intelligible information proposed by Jara about processes of systematization.

Pursuant to was proposed by Jara (2006) a systematization of experiences might follow the

next route in order to fully cover the reconstruction, identification, and presentation of a

given experience. Jara proposed 5 different stages as a didactical strategy to carry out a

systematization.

Steps to carry out a Systematization of experiences

A. starting point
a1. having participated in the experience
a2. having registers of the experience

B. Initial Questions
b1. why do we want to do this systematization?

b2. which experiences do we want to systematize?

b3.which central aspects of the experience are more relevant to us?

b4.which information sources are we going to use?

b5.which procedures are we gonna follow?

C. Revisiting of the lived process
c1. rebuild the story
c2. order an classify information

D. Core reflection: What happened?
d1. analyze and synthesize
d2. make a critical interpretation of the process

E. Outcomes
d1. formulate concussions
d2. communicate apprenticeships

Figure 5. Methodological steps

The chart hereinabove, Figure 5, represents the 5 stages proposed by Jara to carry out the systematization. (Action Aid, 2006, p. 61).

These five steps proposed by Jara allowed us to design a route to implement the systematization. The starting point reported the requirements to start the systematization and included aspects as to have participated in the experience to be systematized and to have registers of the experiences. The following step was related to 5 different aspects that cover the methodological part of the systematization; this section is the one being explained ahead.

The five methodological steps proposed by Jara (2006) include:

    a. To state the purpose of the systematization.

    b. To delimitate the object being systematized.

    c. To define a systematization axis.

    d. To delimitate the information sources - participants.

    e. To state the procedures to gather the information.

Hereunder we will go through these five steps, explaining how we developed them.

a) Statement of the purpose

In accordance with Jara (2006) 'To define the goal is important to have in mind the mission and institutional strategy, as well as the interests and personal possibilities' (p.63).

As has been mentioned, the aim of this research study was to reconstruct, identify and share the experience of the participants of the ICCP based on three main topics: language proficiency, Intercultural and pedagogical competencies. Therefore, we found the systematization of experience as the most accurate research method to carry on this study due to the possibilities it gave us to

focus on a central phenomenon as the ICCP, to fix an axis as the three main topics of the study, to select a specific population as the 8 participants of the program and to use data collection methods centered on the participants' experiences as focus groups, narratives, and journals.

Besides what was said hereinabove and in consonance with Mejia (2008, as cited in Jara, 2018) we as researchers realized about five positive aspects of the systematization: First, through the systematization, we valued our own experiences, actions, and reflections as participants of the program getting us to identify our potentialities. Second, systematizing granted us the possibility of reinforcing our own initiatives. Third, Within the systematization we could find clearer explanations about why some aspects worked better than others, helping us to reaffirm a clear perception of the program. Fourth, while systematizing we were able to recognize the impact of our own decisions related to aspects such as participation, equality, management of large groups, teaching strategies. Etc. Finally, by systematizing our experiences, we recognized critically the role played by us and the different actors during the program, consequently, we got a better understanding of the experience as a whole.

In agreement with Jara (2006, as cited in Action Aid, 2006, p.60), other purposes that led us to systematize the ICCP experience were the necessity to understand deeply our experiences, discovering contributions and challenges. Also, the need to share and interchange our experiences with other participants of the program in order to make it more valid and qualitative. Moreover, the constraint of contributing to a theoretical reflection, based directly on the participants' experiences and finally the possibility to formulate proposals of improvement; if needed, based on what happened during the participants' experience during ICCP.

b) Delimitation of the object being systematized

As the ICCP involves a huge number of aspects and situations its participants went through since the starting point they decided to apply to participate in it until the time they finished the program and came back home. Thus, it was necessary to specify the particular aspects we wanted to focus on.

"This is about delimiting the object we want to systematize: choose the specific experience or experiences systematizing, indicating the place where they took place, as well as the time needed to do this systematization" (Jara, 2006, as cited in Action Aid, 2006).

Since the specific objectives of this research study aimed to reconstruct, identify and share the experiences lived by the participants of the ICCP during the years 2018 and 2019, The object of this systematization focused on the experiences of the participants of the International Camp Counselor Program ICCP, sharpened to Universidad Católica de Oriente in agreement with the YMCA Colombia.

The ICCP offers the possibility to young people; mostly students from universities between 19 and 26 years old, to live an experience working in summer camps in the USA for a term of nine to twelve weeks during the months of June, July, and August. According to YMCA Colombia, The participants of this program learn about the American culture, share their own customs, and live a huge intercultural experience getting a wide perception of the world through direct interaction with people from all around the world who participate in this program.

Consequently, this systematization of experiences focused on reconstructing, identifying and sharing the experience of 8 participants of the ICCP program and pre-service teachers from the BA in foreign language teaching, during the years 2018 and 2019; having a critical interpretation

of participants' perspectives, memories, thoughts, learnings, and different relevant aspects of the experience.

c) *The Systematization Axis*

In the light of what was said by Jara (2006), a systematization axis is [...]

[…] A guiding line crossing the experience, referring to the main aspects we are presently interested in systematizing (normally is not possible to systematize all the aspects present in an experience). It allows us to focus on some elements and avoid dispersion during the analysis and critical reflection (Jara, 2006,p. 62).

The axis contemplated for this research study was elicited due to the importance its components have within our future reality of becoming teachers. Language proficiency, pedagogical and intercultural competencies were the topics in the spotlight of this investigation.

As we have mentioned in several sections of this research project, we settled on studying this domain through a systematization of experiences of stakeholders that had lived the ICCP experience, which is, the main feature of a systematization, furthermore, the lack of information found about these specific topics in our context encouraged us to carry out this study.

Even though there might be several studies regarding experiences similar to ours, most of them are mainly focused on language improvement leaving other relevant aspects behind. Bearing this in mind, we decided to base our axis on other meaningful characteristics of major significance to our context and realities, such as pedagogical and intercultural competencies and language proficiency.

The pedagogical competencies are directly linked to the abilities of the teacher related to the knowledge of his/her field of specialization, but it also includes other aspects such as teacher's attitude, appearance, and wisdom. It is mastery of the art of teaching and the ability to address students' learning needs.

Intercultural competence is one of the most important fields to talk about due to its relevance regarding diversity, understanding, and interaction within a highly varied world. According to Rathje (2007) "Approaches that seek to exploit intercultural competence as a means to more efficient interaction typically defines the term with an emphasis on productivity in intercultural interactions" (p. 256).

As suggested by (University of North Carolina, 2019).

Language proficiency is a measurement of how well an individual has mastered a language. Proficiency is measured in terms of receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities. There are four domains: language proficiency: reading, writing, speaking, and listening. Language proficiency is measured for an individual by each language.

Figure 6. Participants

Figure 6 describes the stakeholders in this research project. They were six men and two women, who participated in the YMCA/ICCP program at least once, in different summer camps around the United States as Camp Counselors or sport specialists within the years 2018 and 2019. By the time these participants lived the experience of being at camp, they were students from sixth to the eighth semester of the B.A degree in foreign languages teaching at the same private university.

These eight pre-service teachers were about twenty to twenty-five years old, who worked in different locations from the United States such as, Michigan, California, Massachusetts, and Pennsylvania. At these camps, they oversaw doing and leading activities, as well as working most of the time with a population pool who were kids from several ages and nationalities.

Three of the eight participants of this study were at the same time the researchers in charge of carrying out this systematization. The following are some characteristics of the participants: One of the women participants had previous experience in the year 2016 at a different summer camp in

Texas as a lifeguard. The other female participant had lived for a long time in the United States when she was a child. On the other hand, the six male participants never had been in the United States nor visited an English-speaking country before.

Stakeholders had an intermediate English level when they started to participate in this program. All of them were chosen as participants because of their lived experiences as camp counselors in the years 2018 and 2019 and their willingness to participate in the research study; not more considerations were taken into account at the time of selecting them. The aim was about looking for information related to the three main aspects of this project which were language proficiency, pedagogical and intercultural competences.

e) Data collection methods to Gather the participants' experiences

The focal point of the qualitative approach allowed us to collect information regarding some specific features "Qualitative approaches aim to address the 'how' and 'why' of a program and tend to use unstructured methods of data collection to fully explore the topic" (kabyr, 2016, p.202). The goal of using qualitative data collection methods was to provide our participants with the opportunity to share all they wanted, taking into account their thoughts and feelings.

We aimed to cluster the lived experiences using the three researchers` journals, narratives of five out of the eight participants, and finally a focus group with five out of the eight participants. As was mentioned before the eight participants of this study included the three researchers and another five participants who experienced the ICCP. These five participants were part of at least two out of the three data collection methods.

As declared earlier, we allowed participants to share as much as they wanted using these strategies. It was quite essential to mention that as all of the data collection methods were

qualitative and focused on understanding the participants' experience it allowed us to reconstruct and analyze the ICCP through the eyes of the ones who live it, as stated on the general and specific objectives of this research paper.

Hereunder the data collection instruments addressed during this research study:

Journal:

According to what was proposed by Jara (2018) registering the information on the moments that occurred during the experience would allow us to reconstruct those lived experiences as they happened, not as we remember them or as we wanted them to be now.

It is essential to mention that only the three researchers were intended to have this data collection method. Bearing this in mind, we thought about registering the information lived for 12 weeks. Taking into account several aspects that are connected to what the author proposed, we were intended to gather all the data while living the experience so that we would register it as it happened and not as we remembered.

As a means to do so, we gathered information through different styles. While living the experience, we wrote some notes of what was happening during the experience and at the same time, multimedia evidence was being recollected. Multimedia information was gathered through pictures and was thought to capture the experience while living it.

Once we had all the information gathered (notes and images), we decided to create a multimedia format to reconstruct the experience. The format consisted of having one image of every single week at camp and describing it considering four categories (see Appendix B).

a.   Multimedia evidence: A picture of the most meaningful activity or lived experience of each week would be required in this section.

b.   Context: Letting readers know what population, day of the week, activity, and other relevant aspects that might be significant for having everyone to understand a little bit of what was occurring during that specific moment.

c.   Description: in this part, participants were intended to describe what they were doing specifically. For this section, stakeholders were asked to provide as detailed information as possible about the lived experience.

d.   Lifelong learning: Taking into account what was reconstructed and also what was proposed by the author, through these categories, researchers would register lifelong learning related to what happened and how they felt accomplishing an important part of a journal, reflection.

Having pointed out all these aspects, we would be pleased to summarize everything that was said hereinabove and subsequently highlighting the main purpose of this data collection method. We chose one image per week able to show a significant moment of the lived experience. After doing so, some categories would help stakeholders to reconstruct and reflect upon what was gathered through lifelong learning.

Narratives

Narratives were the second data collection method used to gather the information. As a qualitative data collection method, it is characterized by its flexibility and freedom in terms of

structure and order as specified by Kumar (2011). This allowed us to reconstruct the participants' experiences from their own perceptions.

Throughout narratives, the participants reconstructed their own experience retelling what they lived during the ICCP. in line with Kumar (2011) "narratives are a very powerful method of data collection for situations which are sensitive in nature" (P.161).

5 out of the 8 participants were invited to join this data collection method through a formal invitation email letter (see appendix C) in which the researchers specified and explained how the narrative will be carried out, followed by specific technical aspects to take into account as the text extension, languages, and layout. Although the participants were invited to freely write their narratives they were asked to think about the following aspects before to write it:

    a. Participants' role at Camp

    b. Participants' Camp context (including campers, co-counselors, etc.)

    c. Challenges

    d. Learnings

    e. Recommendations

Also, the participants were asked to begin their narratives filling out a simple format to contextualize the researchers about their experiences.

The following were the components of the format (see appendix D):

    a. Date of realization of the narrative

    b. Name of the participant

    c. Year of participation

    d. Age at the time of participating in the program

    e. Camp name

      f.   Camp location

      g.   Camp role

      h.   Please narrate your experience

The participants had one week to write their narratives and send it back via email to the researchers, who, after receiving it read it in-depth and categorized it.

Focus Groups

The specific topic here was experiences lived during the summer camps. The fact of having several participants sharing their thoughts together allowed them to remember the fact of the matter. "Focus group discussions are a data collection method in which data is collected through a semi-structured group interview process. Focus groups are generally used to collect data on a specific topic" (kabyr ,2016, p.221).

5 participants partaken in this focus group talking about the same experience which was about being immersed in a summer camp in the USA, but all of them had different perspectives about the program, that is why focus group was an essential method to gather relevant information. According to (Kumar, 2011) "In a focus group interview, you explore the perceptions, experiences, and understandings of a group of people who have some experience in common with regard to a situation or event" (p. 160).

Hereunder the script, outline, and format used to plan the focus group (see appendix E).

Focus Group Name: Reconstructing and reflecting on our summer camp experience.

Objective: This focus group addressed the second specific objective of this research, which aimed to identify the influence of the intercultural immersion program in 5 participants.

Participants: Five participants who had lived the experience of being at summer camps between the years 2018 and 2019 in different states around the USA were chosen to reflect and reconstruct their experiences. These participants were invited to join this data collection method through a formal invitation via email in which the researchers specified and explained how the focus group was going to be carried out.

Due to the quarantine situation presented days before carrying out this focus group caused by the global pandemic, it was decided to be applied as a forum throughout a google drive where interaction between participants and researchers were still allowed.

The focus group was designed and led out by the three researchers carrying this systematization. Being a total of 8 participants; three researchers and five participants.

Throughout five structured questions, we allowed the participants to identify by themselves the influence of the program according to the axis of this systematization; Language proficiency, intercultural and pedagogical competencies. This focus group also allowed participants to give tips and recommendations for the next participants of the ICCP.

The format of the focus group is available on appendix F (see appendix F).

ETHICAL CONSIDERATIONS

Before this research was carried out, permission for its implementation was granted. When started collecting pictures and information from the different YMCA camps, directors were aware of the purpose of the project, the data collection techniques that would be used, and the protection of the participants' identity.

The different camp directors were introduced and informed about the project at the very beginning of the study in order to make them aware of what was the purpose of collecting this information.

Journals, narratives, and focus groups were carried out with ICCP participants of the years 2018 and 2019. Before applying these data collection methods participants were informed about the theme and the methodology that was being used in this research. The participants accepted their voluntary participation in the study which meant that they had knowledge about the purpose of the project, the kind of data collection methods, and the protection of their identity (see appendix A). to check the consent form used to inform the participants about the research study and notify the ethical considerations considered along the process.

These are the ethical considerations we as researchers took into action when carrying out this systematization of experiences:

- To allow participants to decide if they want to participate.

- To provide consent forms.

- Participants must be participating only if they received informed consent.

- To show participants what is the purpose of the systematization.

- To keep the information anonymously.

- To present data and true results of the investigative analysis.

- Don´t provide incentives or gifts.

- Share information just if participants allow it.

CATEGORIZATION AND ANALYSIS OF INFORMATION

Bearing in mind the circumstances we were living in at the time of gathering the participants' information, data collection methods were carried out through virtual platforms. Having said that and as it was already explained in data collection methods, we would like to deploy the way in which we categorized and analyzed all information that was gathered through these tools.

The starting point was reading all information gathered and provided by all participants. Once we read everything, we decided to provide each one of these categories with a specific color in order to easily identify the categories and subcategories along with the gathered information.

Having said this, we gave a specific color to each category as follows, yellow for pedagogical competence, red for language proficiency, and finally blue for intercultural competence. After having all sources categorized, we decided to create a table in which we would display all possible sub-categories concerning the principal ones. In order to do so, we were reading and considering possible topics that would cover what was firstly proposed on the objective. There were more than forty possible sub-categories and if there were any repeated, we would mark it with an asterisk (see appendix G).

As soon as we had all these subcategories, we proceeded on narrowing them by choosing the ones that were frequently repeated in the different data collection methods. By having these thirteen final subcategories we continued by codification them on a chart. This chart included three features that were highly important: category, subcategory, and source (see appendix H).

Considering validity, just the subcategories that appear in at least two of the participants' data collected sources; journals, narratives, and a focus group, were classified in the general subcategorization chart.

RESULTS AND DISCUSSIONS

The relevance of teachers' skills during the teaching practice guarantees not only a successful learning process of the students but the professionalization of the pedagogical practice of the teachers. Even though there are several skills pre-service teachers receive during their theoretical training at the university, there are some other abilities that cannot be totally learned inside a classroom context such as the abilities related to interculturality, pedagogy in a real context, and group management, among others.

The crucial role of the ICCP in developing language, pedagogical and intercultural skills in its pre-service teachers' participants has been widely recognized and depicts somehow the success of this program within university contexts.

Besides the relevance of the intercultural aspects the program offers to its participants, the pedagogical competences - and the possibility of developing a relevant level of language proficiency - are the other two major contributions we as researchers and the participants of the program recognized.

This research study, through the systematization of the experiences of 8 participants of the ICCP - including us, the three researchers who carried it out - let us recover relevant information that helped us to answer the research question stated at the beginning of the study.

For us as researchers and the other 5 participants of the ICCP was important to distinguish the influence the program had on us, from a pedagogical perspective that influenced our teaching practice.

The methodology design we followed to carry out the systematization allowed us to structure a study's axis that would help us to determine the main categories in which we will classify the findings at the end of the systematization.

The axis of this systematization of experiences of the ICCP was determined by three relevant aspects: language proficiency, pedagogical and intercultural competences. These three aspects came out after analyzing the most valuable abilities that would enrich the teaching practice performance and we suspected to be present in the ICCP experience.

According to was stated by Jara (2010), a systematization of experiences cannot be done randomly or pretending to gather all the aspects of an experience. Instead, it should focus on specific aspects of the experience researchers want to prove, evaluate, or assess. Thus, the axis of the systematization became at the same time the three categories we used to classify and order the collected data.

As the three main categories of our findings were quite big and general and also were found in each data collection instrument, we decided to create subcategories according to the information that was repetitive and relevant among our participants' information and ourselves. That was how we named among 4 and 5 subcategories per each main category.

After the subcategorization of the collected data through the three data collection instruments, the triangulation was undertaken in the following way: we named each category and linked it with its subcategories, then we analyzed in which data collection instruments It was present such subcategory and how many participants mentioned it along with their participation. It is relevant to mention the subcategories should be found in more than 2 data collection instruments and mentioned by at least three or more participants to be considered as a

subcategory. afterward the analysis of the incidence of each subcategory in the different participants' discourses and the different data collection instruments, we looked for connections and variations within our literature review and conceptual references
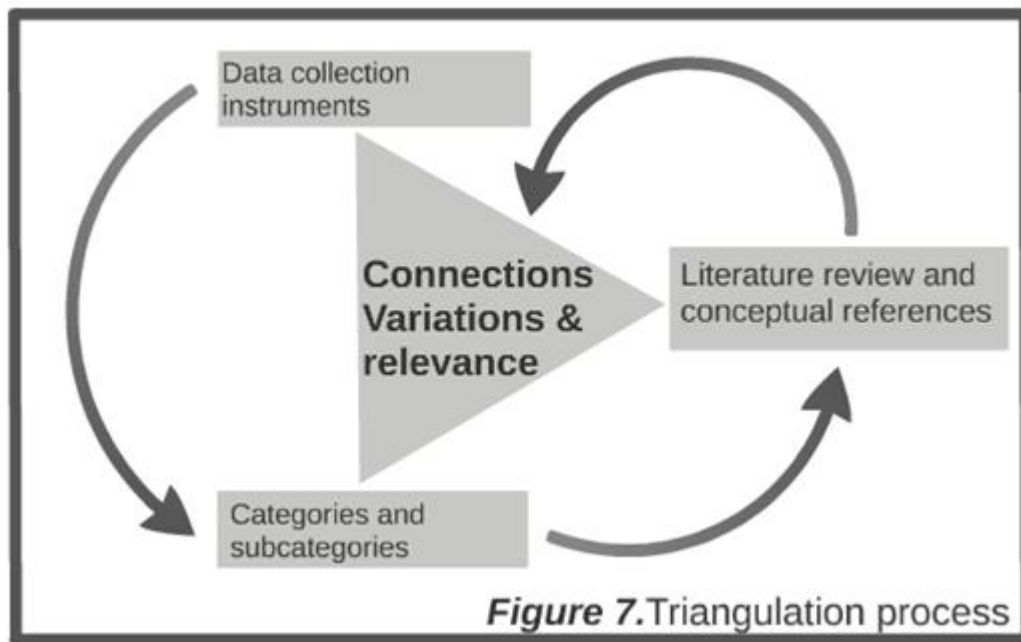
Finally, the researchers' discussion about the results was done through the analysis of the gathered information and how it responded to the research question - How has the intercultural immersion experience in summer camps ICCP influenced 8 English pre-service teachers of the bachelor's degree in foreign languages from Universidad Católica de Oriente in terms of language proficiency, intercultural and pedagogical competencies during the years 2018 and 2019?

While carrying out the different steps of our methodology, we were facing relevant challenges that once were solved allowed us to start giving shape to our research project. We faced different difficult tasks such as selecting data collection methods as well as determining categories. Carrying out the methodology was laborious due to circumstances we were living at the time, concerning the worldwide pandemic situation, this is why it was mandatory for us to adapt the data collection methods to the current situation using online platforms to gather the participants' information.

Once we carried out all these steps, we were provided with outcomes that were analyzed and classified. First, we chose data collection methods which contributed to gathering essential information for our project. After having collected all responses and contributions given by the stakeholders, we proceed on analyzing and classifying them.

This data allowed us to identify how participants were influenced by these experiences concerning the three main categories already mentioned. These outcomes were deeply analyzed

as a way to furnish and ratify our research project. As we had these categories, we became aware

of how relevant it would be having subcategories to provide them with validity. Subsequently, we

realized that there were so many subcategories and subsequently we had to narrow them as it has

been previously explained hereinabove.

Data collection
instruments

**Connections
Variations &
relevance**

Literature review and
conceptual references

Categories and
subcategories

Figure 7. Triangulation process

The figure hereinabove (Figure 7) displays how we triangulated the information gathered

through the data collection instruments with the literature review and conceptual references stated

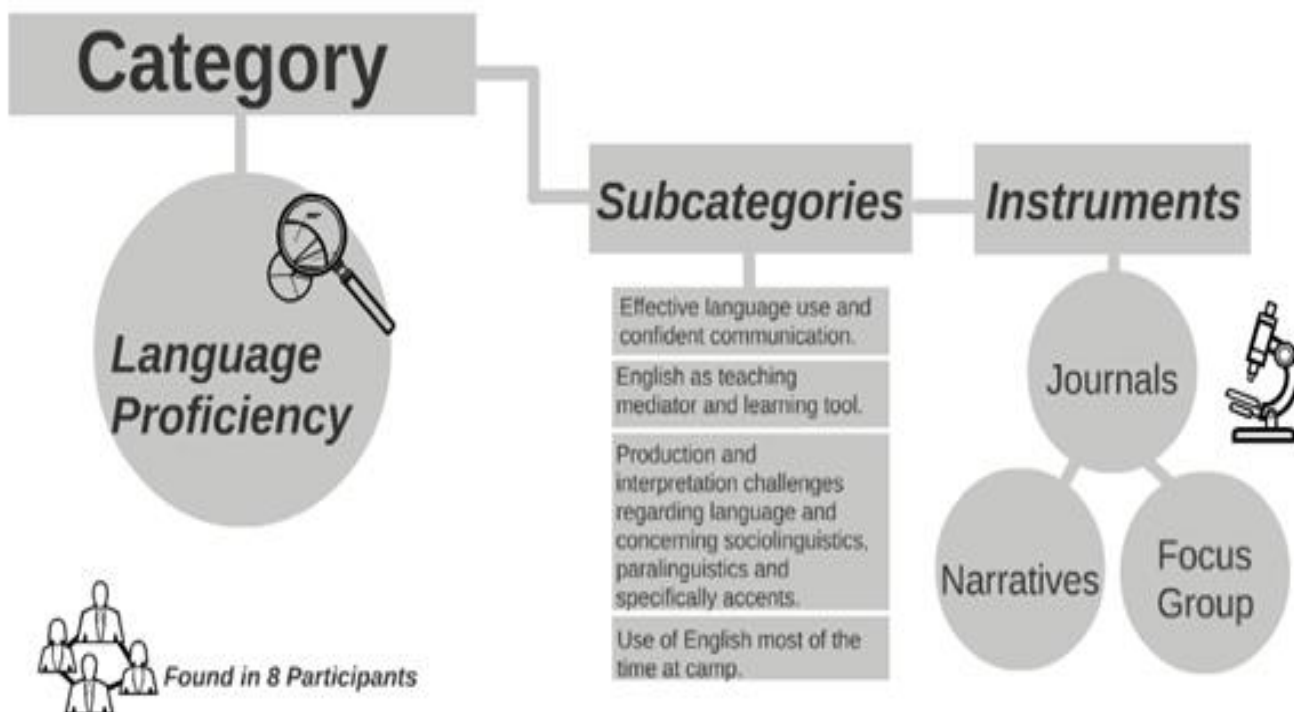at the beginning of this systematization.

Figure 8. Language proficiency findings

In figure 8, it is explained the triangulation process regarding the first category of this systematization; Language proficiency. According to what was stated by the American Council on the Teaching of Foreign Languages (ACTFL) we can understand language proficiency as the capability to make use of the language in a non-prepared context and in a natural way.

The language proficiency category was composed of four different subcategories that were found in all the data collection instruments as follows: three out of three journals, five out of five narratives, and three out of five answers provided in the focus groups.

The contributions made by the participants displayed four important aspects of the English language use and the participants' performance. The first aspect was the fact that the 8 participants agreed on using English most of the time at camp. This proved that the aim of the

ICCP of getting its participants fully immersed in the language was accomplished. This would help not only participants to get confident and comfortable enough with the English language use but an imminent improvement of the communicational skills, as stated by participant C "English 24 hours a day is one of the most effective ways to improve oral production, including effective communication".

The second aspect displayed that English was the main learning tool the participants used to access a huge supply of knowledge and information directly related to the teaching practice. Again, participant C declared " … the activities learned in the camp were very significant because I was able to learn new terms of indirect-teaching that can easily be applied in warm-ups and Ice-breakers, in this way, the students would be having a nice time, and without them realizing it, they would be learning new terms and actions originating from English". It is important to mention that all the participants had a counselor role during the ICCP which included planning, leading, and managing camp activities with a certain number of children.

The third aspect involved the production and interpretation challenges regarding language and sociolinguistics, paralinguistic, and specific accents. Participant L shared that even though she was fluent in English "… understanding Irish girls talking between themselves was nearly impossible for me at first". It reflects the ICCP program challenges people from all English levels due to the huge variety of accents that come together at camps' environments. Participant L also declared "I didn't really "learn" more English I was just able to accustom my ear to a different type of English accent as the Irish and a strange type of British accent". This suggested a relevant fact about how even participants with quite excellent English proficiency recognized valuable learnings from the experience.

The last aspect evidenced how by the end of the program Effective language use and confident communication was one of the main contributions of the ICCP on its participants. As stated by participant J, by the end of the summer his English level was highly increased and he " … was able not only to understand the context, the speech, the questions but, was able to speak out loud in a theatre with more than 200 people, was able to participate in the debate and was able to get understood by the camp community; including people from countries with more than 5 different English dialects". In that sense, the participants recognized their own language improvement in comparison to their level before participating in the ICCP. Furthermore, that recognition was not only their own perception. Participant R shared that "Also, one of the benefits about taking part of this program is the development in terms of language. When I first arrived in Colombia my classmates used to admire the way I have improved my language skills", demonstrating the language level increase was recognizable also for the participants' peers.

These aspects let us find a connection among our research study and the findings on one of our literature review studies that recognized "... the relevance of social and intercultural experiences as summer immersion camps for both language learners and pre-service teachers in the process of language learning and interculturalizing among other contributions" (MEN, 2016).

The findings presented hereinabove agreed with Barimani when he stated that:

"various studies done by researches and the implementation of different methods have shown that immersion program in SL or FL acquisition provides an opportunity to gain an appropriate level of proficiency and fluency in L2 without any harm or hindrance to the acquisition of the learners' first language or learning and understanding of content (Barimani, 2012, p. 957).
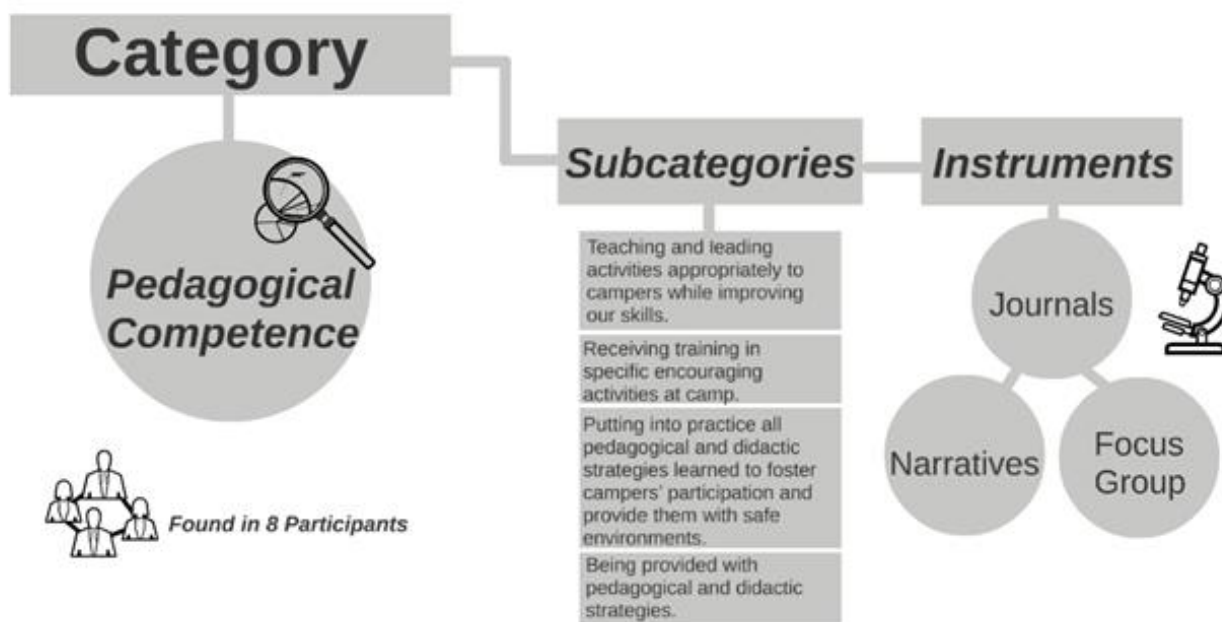
Figure 9. Pedagogical competence findings

As is evidenced in figure 9, pedagogical competence was located in every single data collection method undertaken, it was present in each one of them as follows; three out of three journals, five out of five narratives, and two out of the five answers provided in the focus group. All contributions helped us to understand how all participants were influenced by this category during their experiences. What was found in this category was ultimately how participants and ourselves gathered strategies and approaches that would enrich our future as teachers.

During our process of understanding how much participants acquired regarding pedagogical competence, we corroborated several features. Within those characteristics, there were strategies concerning didactics and pedagogical tools that furthermore could be easily applied in our profession as teachers.

Talking about strategies, we realized how useful these experiences were about group management, confidence, acquiring new skills, and later leading and teaching them appropriately.

We faced different situations that were highly linked to what was proposed in our conceptual references and literature reviews. For instance, the way in which stakeholders were acquiring these strategies that moreover were applied in their field provided them with significant results.

In this sense (Winka & Ryegård, 2010) states that:

Pedagogical competence is the ability and will to regularly apply the attitude, knowledge, and skills that promote the learning of the teacher's students in the best way. This shall agree with the goals that apply, and within the framework available and presupposes continuous development of the teacher's own competence and instructional design (p.33).

On the other hand, we found connections among one of our literature reviews studies and ours, in which participants were reinforcing their previously acquired knowledge throughout experiences similar to the experience's stakeholders lived. By having their participants being part of immersion programs they highlighted how they acquired skills not only in their knowledge but also in their recreational and ability to put everything that was learned and experienced into practice.

Some of the results shown by this study carried out by the Ministry of Education provided us with concrete facts regarding our experiences and gains contrasted with theirs. Hereunder there are some outcomes belonging to this study and that reflected the reality of the stakeholders accurately:

As stated throughout the objectives of a study carried out by the Ministry of Education, the experience was looking forward to " provide students with opportunities to promote interaction and communication with their peers, thus reinforcing their knowledge of the English language and favoring its use through dynamic and recreational activities." (MEN, 2016) Those outcomes that were reached and that are highly embraced to our research project.

As It was declared by participant K "I was trained for different jobs at camp, I learned a lot of new ideas about games, indoor and outdoor activities, reflections ideas, camp songs, skits and I also practiced English and French with co-workers and campers." This statement is so precise concerning what was proposed by the Ministry of Education in the objective previously exposed and furthermore, it was highly accomplished by participants who lived a similar experience.

Moreover, the Ministry of Education also reported as one of the main goals "To encourage students to view English learning as an easy, useful, fun, and inclusive task that can be done regardless of race or social class and to improve participants' self-confidence when using English." (2016) These aspects were highly evidenced throughout several contributions made by the participants.

Regarding the aspect of encouraging participants to use English as an inclusion tool, there is a comment provided by a participant that highlighted how this experience contributed to it. "Having kids to share different activities without taking into account their gender and understanding diversity was so amazing for me. It was shocking realizing how exclusive we are and how inclusive we can be" Participant Y.

Useful and fun application of English was also evidenced in several passages of these experiences and it was demonstrated by stakeholders of this research project. "I did a lot of funny activities with my campers such as playing gaga ball, basketball, doing campfires, archery and many activities." Participant A. As was previously stated by the Ministry of Education, these experiences' main aim was to encourage and foster student's learning throughout different ways.

As it was evidenced in several data collection methods, stakeholders were not only conscious about reinforcing their English level but strengthened their abilities regarding

confidence and improvement in their professional lives. As future teachers, it is strongly appropriate to have not only confidence but strategies to promote better learning and furthermore a better teaching practice.

Having pointed out how many pedagogical and didactics strategies stakeholders enlarged during these experiences, we would like to deploy how significant they are to our future role as teachers. In this sense, some contributions provided by stakeholders would be deployed and discussed.

Participants became conscious about how to implement strategies they learned during these experiences in their context as in their professional life. As stated by participant K "Being at camp provided me with many tools, indoor and outdoor activities, games and icebreakers. After having the experience, I started feeling more confident about bringing all these ideas to my context. Right after my trip, I had the chance to plan English immersions for children and teenagers, and this was quite easy since I had that previous knowledge and I was sure that would be interesting and new in our context."

On the other hand, one of the participants recognized a way to teach their students by implementing activities that are commonly carried out at camp within his classroom. In this sense, our participant said "According to my point of view, the activities learned in the camp were very significant because I was able to learn new terms of indirect-teaching that can easily be applied in warm-ups and Ice-breakers, in this way, the students would be having a nice time, and without them realizing it, they would be learning new terms and actions originating from English." Participant C.

To draw a conclusion, stakeholders manifested how much their pedagogical skills improved by living these experiences that not only were useful for them as learners but as teachers. Camp provided participants with innumerable strategies and tools that would make the learning and teaching process not only meaningful but enjoyable.

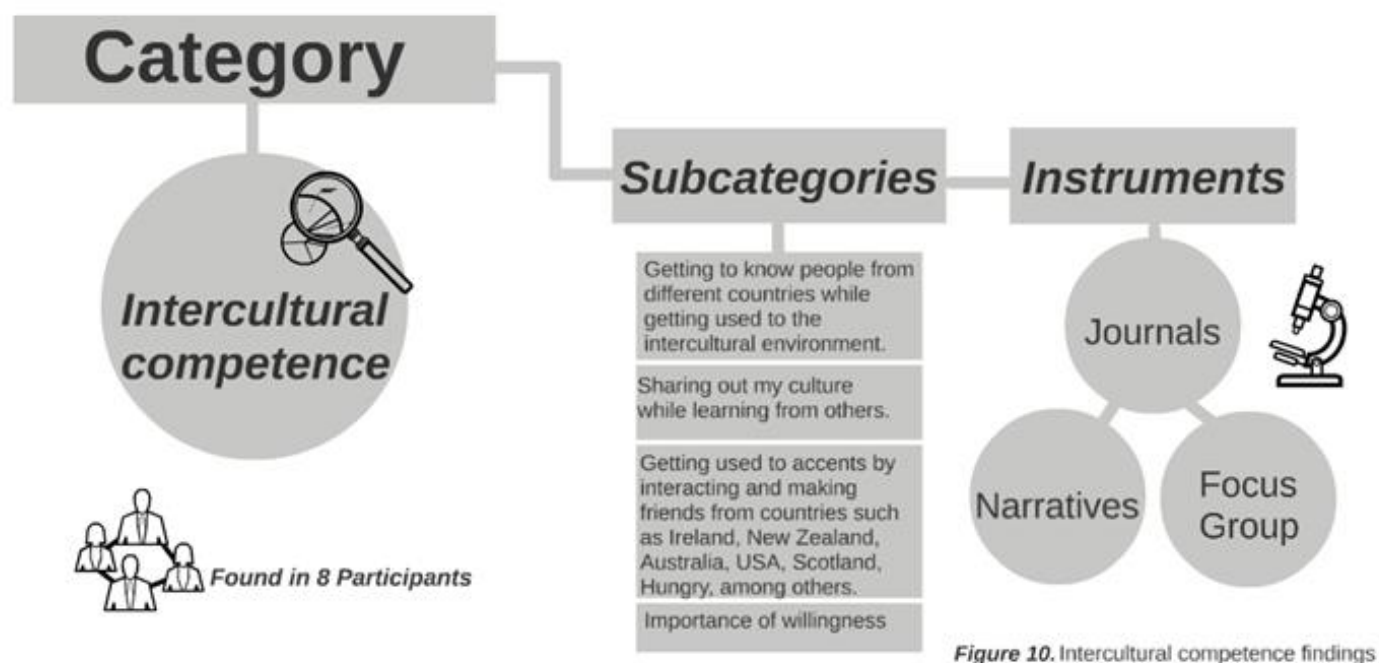*Figure 10.* Intercultural competence findings

Figure 10 displays the third category of this study. As has been stated throughout this systematization of experiences; this category was part of the axis of this research project. Intercultural competence was the name given to this category which included five sub-categories; getting to know people from different countries while getting used to the intercultural environment, sharing out my culture while learning from others, the importance of willingness, getting used to accents by interacting and making friends from different countries, and lastly, Impact and contributions of campers and co-counselors interaction. All of these categories were

taken out due to their reiteration in the three sources of information; journals, narratives and focus groups as it is shown in the previous graphic.

These subcategories helped us to understand how intercultural competence in many ways was present during the experience of the eight participants: including us three such as researchers, of the ICCP program during the years 2018 and 2019. Also, they gave support to the main category and to the systematization itself due to their presence in all collected data which allowed us to show the following findings bearing in mind the most important thing; participants' experiences, which were shared with us throughout the data collection instruments.

According to Ilie (2019) which is cited in our conceptual reference, intercultural competence has three key aspects that are: attitude, knowledge, and skills. All these key aspects have different components that contribute to the good development of this competence. (p.265)

Bearing in mind our conceptual reference to contextualize this category in a better way, this author gives a wide description of what intercultural competence deals with. All these factors were shown in most of participants' shared experiences and related to the subcategories regarding their interaction with other cultures and people from different countries while being at a summer camp.

Attitude deals with respect, curiosity, and openness which is related to willingness. we found out that participants of this program expressed that they were happy, curious, respectful, and willing during this experience to get to know people from different places from all over the world and also to share and work with them.

> I was the happiest person to share all my experience as a dancer in that international camp where people from different parts of the world came to work and enjoy themselves as campers. At the time I was 26 years old, and it was a challenge to work with people younger than me, due to different points of view according to some situations. They were

people from Mexico, Romania, Australia, the United States, and of course, Colombia.

Four people from my country were also there. Participant C

One of the subcategories which was found in this main category was evidenced when all of the participants mentioned that for the first time at camp they were getting used to a new context with new people and different aspects from the ones they were used to in their own culture.

"The first week was the training one in which we had the great opportunity to get familiar with each of the staff, co-workers, duties, things we should not do in and outside camp like rules and camp programs which I have found really interesting". Participant R

"I felt really good in this place. We had three weeks before camp started so I could meet a lot of my co-counselor, this time from all over the world. It was really exciting! When some of the returners told us about the way that camp work, I was calm and waiting for the sessions to begin!" Participant P

Participants also mentioned that they were willing to do their best in order to live a good experience in a new context "I made friends and I was always willing to get the best of the immersion. I used many strategies from camp to show them something different from another country's culture, and I did activities to compare our culture with other ones." Participant K.

We found out that in most participants' shared experiences of being open, excited, respectful, and happy about their participation on this program helped them to develop this

intercultural competence and through that, they got a good interaction; sharing life learnings with people from different countries, and also knowledge about cultures and lifestyles.

As it is mentioned before based on the conceptual reference, knowledge is another aspect which intercultural competence deals with, this knowledge is interpreted in our subcategories as sharing my own culture and learning from others by interaction.

In this sense, participants got to share their culture and understand distinct aspects of different ones by sharing with their co-workers, campers, and staff at summer camps. "At one extreme, one finds proponents of an approach who claim that intercultural competence is grounded in the experience and knowledge of one or more foreign cultures" (Rathje, 2007, p. 257)

Participant P declared the following and it matches with the citation hereinabove:

I tried to show a different side of Colombia because it was common to find bad comments about Colombia. So, having this experience gave me the opportunity to embrace my culture and spread it around the world through all my co-workers.

Intercultural competence was evidenced every time participants mentioned their learnings about something new regarding culture from other countries and when they shared theirs. Some participants stated things about the food "I was used to a different diet in my country where most of the fruit is fresh and not so processed. It was a little difficult to adapt to the food. But as the days went by, I realized that it also had a rich and pleasant flavor." Participant C.

Participants also made comments related to other cultural factors as the food: "The first challenge I remember facing was understanding all the girls from the riding staff including the instructor. Well yes, I fluently speak English, but understanding Irish girls talking between

themselves was nearly impossible for me at first. Since they all came from the same region, they had inside jokes I did not understand." mentioned Participant L.

All these aspects mentioned above can be summarized as learnings and skills that participants throughout the interaction with campers and co-workers improved. They got to understand things they do not usually have in their own culture and that is why in a certain way, they developed, improved, or put into actions intercultural competences; attitude, knowledge or skills that they learned during the time being at camp.

After the triangulation of the gathered information, we got to accomplish the first two specific objectives of this systematization that included reconstructing the experiences lived for the 8 participants during the intercultural immersion program and then identifying the influence of the program regarding language proficiency, intercultural competence, and pedagogical competence.

To conclude, addressing the last specific objective of this research study that looked for sharing the result of the systematization through the publication of a booklet, it is important to mention that through the booklet we described the core of this research study, including the main aspects as the research question, objectives, data collection methods and findings. Afterward, we embraced some tips and suggestions proposed by the participants that would be beneficial for future participants of the ICCP experience. This booklet is intended to be presented during the socialization of our research project, Appendix I will display the booklet outline (see appendix I).

CONCLUSIONS

- Thanks to this systematization, it was possible to reconstruct the ICCP lived experience of eight English preservice teachers who were immersed at a summer camp having the role of camp counselors for twelve weeks in the USA.

- It was found that participants were positively influenced by the ICCP experience. Although stakeholders mentioned a lot of challenges while participating because of language, they agreed on having magnificent progress in many aspects but predominantly, language use, language proficiency, confident communication, intercultural and pedagogical competencies.

- Participants were designing, managing, and leading activities all the time in English which helped them to improve their teaching skills and confidence when talking. Moreover, in many ways intercultural competences allowed participants to develop new learnings and understanding from the new environment.

- Same as the systematization of experiences carried out by the Ministry of Education in the year 2016, the ICCP also displayed a high influence concerning language proficiency, intercultural and pedagogical competences in the eight participants who lived the experience.

- There were contributions provided by stakeholders in which they stated that it would be highly relevant concerning the ICPP experience as part of their formal development as teachers and the curriculum proposed by the Ministry of Education all over Colombia. Therefore, we decided to set out these contributions for further research projects.

- This study was carried out following a qualitative approach since this experience is formative. It provides participants with outcomes that are highly linked to their personal growth regarding their role as teachers and as human beings.

- While carrying out this systematization there were limitations presented. First, the current situation due to the worldwide pandemic. Second, participants were busy therefore it was quite hard to collect the data. However, we feel thankful for all their participation. Finally, when carrying out the focus group it was necessary to change the source for another one in which interaction was still allowed.

- This research project contributed to get a better understanding of experiences other than ours and furthermore, allowed us to improve our teamwork and become aware of what we have learned but most importantly, putting it into practice.

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APPENDIXES

Appendixes

A. Consent form

B. Journal format

C. Narrative invitation

D. Narrative format

E. Focus group invitation

F. Focus group Format

G. Categorization Format

H. Sub-categorization chart

I. Booklet format

Appendix A

Consent Form

Research study informed consent

Title of Study: Understanding the ICCP experience in summer camps.

Researchers name: Yony Gómez Ramirez, Juan Esteban Castaño, and Andrés Felipe Gil Henao.

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Purpose of the study:

To systematize the experience of 8 English pre-service teachers of the bachelor's degree in foreign languages from Universidad Catolica de Oriente in terms of language proficiency, intercultural and pedagogical competencies during the years 2018 and 2019.

Procedures

We aimed to cluster the lived experiences using the personal diaries of the three researchers, a focus group with five out of the eight participants, and narratives. We want participants to share as much as they want using these strategies. It is quite essential to mention that all of the data collection methods are qualitative and focused on understanding the participants' experience.

Confidentiality

Every effort will be made by the researchers to preserve your confidentiality, including the following aspects:

- To keep the information anonymously assigning code names/pseudonyms for participants, unless they want their proper names to be used in the research project.
- To present data and true results of the investigative analysis.
- Share information just if participants allow it.
- Emerging results from this study will be disseminated for academic purposes in different educational events and/or published in journals.

Contact Information

If you have questions at any time about this study, you may contact the researchers and co-researchers; as advisors, which contact information is provided on the first page, to solve any doubt. Also, If you have any questions about your rights as a participant you may contact advisors to get more information.

Voluntary Participation

In this project, your participation is going to be voluntary, you decide when to be part of this study. If you agree to be part of this, you will be asked to sign up for this consent form. Even though you have already signed up, you are still free to leave at the moment you want without giving any reason. If you decided to leave, the data collected about your participation will be destroyed or given back to you.

Consent

I have read and I understand all the information provided throughout this consent form.

 Also, I had time for making questions and solving doubts. I understand that my participation during this study is voluntary and I can leave at the moment I want to; without giving reasons or paying any cost. I will be asked to sign up this consent form in case I agree.

Participant's Signature_____Date_____

Researchers Signature_____ Date_____

_____ Date _____

Co-researcher signature _____

Date _____

Appendix B

Journals

a.   Multimedia evidence: A picture of the most meaningful activity or lived experience of each week would be required in this section.

b.   Context: Letting readers know what population, day of the week, activity and other relevant aspects that might be significant for having everyone to understand a little bit of what was occurring during that specific moment.

c.   Description: in this part, participants were intended to describe what they were doing specifically. For this section, stakeholders were asked to provide as detailed information as possible about the lived experience.

d.   Lifelong learning: Taking into account what was reconstructed and also what is proposed by the author, through these categories, researchers would register a lifelong learning related to what happened and how they felt accomplishing an important part of a journal, reflection.

Hereunder a sample of the journal of participant J.

Week # 1. High ropes, rescue procedures and adventure specialist orientation.

Date: June 3r to June 9th

Context: Camp Watitoh has two main facilities in camp; the waterfront where all the water sports take place and the adventure course, where we find a Rockwall, zipline and a high ropes course. The adventure course was my office for the summer. At the adventure course I shared duties with 4 more people from UK, Australia and USA; three co-workers and one supervisor.

Description: during the first week of camp the adventure staff received a certification course on high ropes, rescue and safety procedures. Bryan, a professional climber, instructor and builder of high ropes courses shared with us his knowledge during the course. We also received full instruction about the use and teaching of proper techniques as well as didactic strategies to engage kids to practice these activities. During the training I learnt a lot of new vocabulary as well as climbing and rescuing technics, Also about creative way to engage kids to participate.

Lifelong learning: As I have been climbing for the last couple years it was quite easy for me to understand all the instructions from Bryan. Nevertheless, some of my co workers were not that familiar with all the stuff, mainly the use of climbing gear and knots. I had to go out my comfort zone and assist Bryan to explain my co-workers. This meant cross the language border line and use English, as lingua franca to help the training facilitator to approach my co-workers needs more individually. At the end of the session in short talk with Bryan he was thankful for my help even though it was not a comfortable situation for me due to my language limitations.

Appendix C

Invitation for ICCP narration

Dear participants,

So far you must have been contacted by the researchers carrying out this study and you have agreed about your participation in it.

Thanks again for your willingness to participate in this systematization of experiences "understanding the ICCP experience in summer camps"

As parts of the data collection instruments chosen to gather the information, we need to systematize the experience, we ask you, through this email to build a narration of your participation in the ICCP program.

As you may have been informed before, the main objective of this research study aims to comprehend the influence of the ICCP in yourselves as participants.

Please build a narration where you express your experience as a participant of the program. The narration should be from 2 to 3 pages long, in English and you must use Times New Roman, 12 and line spacing 1.5.

The following are topics you can analyze before writing your experience down:

- Your role at Camp
- Your Camp context (including campers, co-counselors, etc.)
- Challenges

- learnings

- Recommendations

Also remember you can use the research study question to organize your own narration.

- How has the experience in summer camps ICCP influenced you as a pre-service

  teacher in terms of language proficiency, intercultural and pedagogical competencies.

We want to thank you once again for your participation in this research study.

Sincerely,

Andres Gil, Juan Castano y Yony Gomez.

Appendix D

Narratives' format

Please, use the following format at the beginning of your narrative

- Date of realization of the narrative

- Name of the participant

- Year of participation

- Age at the time of participating in the program

- Camp name

- Camp location

- Camp role

- Please narrate your experience

We want to thank you once again for your participation in this research study.

Sincerely,

Andres Gil, Juan Castano y Yony Gomez.

Appendix E

Focus Group invitation.

Dear participants, the following forum will be the last part of this research study you have been participating in. Through this focus group named *Reconstructing and reflecting on our summer camp experiences,* we acknowledge you as the core of this systematization of experiences. That is why we want to hear one more time from your experiences while participating in the ICCP 2018-2019.

Objective: This focus group addressed the second specific objective of this research, which aimed to identify the influence of the intercultural immersion program in 5 participants.

Consider the following instructions to join the forum:

1. This forum will include 5 different open questions about your experience as participants of the ICCP regarding aspects such as language proficiency, pedagogical and intercultural competences.

2. Every participant will be assigned a question related to the axis of the research program; Pedagogical competencies: participants 1 and 2, Language proficiency: Participants 3 and 4, Intercultural competences: participant 5, to answer in the forum.

3. Each participant will read and comment on one of the answers on the forum, agreeing or disagreeing with it

4. Each participant will answer the last question which is related to tips and recommendations for further participants of the program.

Appendix F

Focus Group Format.

1- Please tell us how you were using English at camp.

Comments:

2- In terms of interculturality how did you manage your own and the new cultures at camp?

Comments:

3- How would you apply the pedagogic and didactic strategies you learned at camp in a classroom?

Comments:

4- According to your performance, how would you describe your English production and interpretation regarding sociolinguistics, paralinguistic and specific accents?

Comments:

5- The ICCP is growing quite fast, please share with us any tips or recommendations you think would be useful for new participants of the program.

Comments:

Appendix G

Categorization format

Categories	Subcategories	Source
Intercultural Competences	Getting to Know Each Other°°°	Narratives, Focus group, Journals
	Sharing Out my Culture °°°	Narratives, Focus group, Journals
	Understanding Willingness°°°°°	Narratives, Focus group, Journals
	Adapting Myself °°°	Narratives, Focus group, Journals
	Weeks of training with internationals °	Narratives, Focus group, Journals
	Getting used to accents °°°	Narratives, Focus group, Journals
	Interaction between international counselors °°°	Narratives, Focus group, Journals
	Different kids and co-counselor every week	Narratives, Focus group, Journals
	Communication with campers°°°	Narratives, Focus group, Journals
	interaction with campers°°°	Narratives, Focus group, Journals
Pedagogical Competence	Learning Ice-breaker activities °	Narratives, Focus group, Journals
	Learning new skills °°°°	Narratives, Focus group, Journals
	Learning activities to do with campers °	Narratives, Focus group, Journals
	Role as counselor °°°°°°	Narratives, Focus group, Journals
	Challenges°°	Narratives, Focus group, Journals
	Doing and leading activities°°°	Narratives, Focus group, Journals
	Learning by doing°	Narratives, Focus group, Journals
	Group management strategies°	Narratives, Focus group, Journals
	Learning Encouraging Activities at Camp °°°°°°	Narratives, Focus group, Journals
	The Better You Do it, the Better You Can Teach It °°°	Narratives, Focus group, Journals

	First time as Counselor °	Narratives, Focus group, Journals
	Leadership Attitude°°°°°	Narratives, Focus group, Journals
Language Proficiency	New vocabulary at training °°	Narratives, Focus group, Journals
	English Level °°	Narratives, Focus group, Journals
	Leading in English°°°°°	Narratives, Focus group, Journals
	Can-Counselors' help with English	Narratives, Focus group, Journals
	Challenges with the language °	Narratives, Focus group, Journals
	getting confident with accents°°°	Narratives, Focus group, Journals
	Confident while talking English°°°°	Narratives, Focus group, Journals
	Giving instructions and leading activities°°°°	Narratives, Focus group, Journals
	English, the way of communicating °°°	Narratives, Focus group, Journals

Appendix H

Sub-categorization chart.

CATEGORY	SUB-CATEGORIES	SOURCE
Intercultural Competence	Getting to know people from different countries while getting used to the intercultural environment.	Narratives, journals and focus group
	Sharing out my culture while learning from others	Narratives, journals and focus group
	Importance of willingness	Narratives, journals and focus group
	Getting used to accents by interacting and making friends from countries such as Ireland, New Zealand, Australia, USA, Scotland, Hungry, among others.	Narratives, journals and focus group
	Impact and contributions of campers and co-counselors interaction	Narratives, journals and focus group
Pedagogical Competence	Receiving training in specific encouraging activities at camp.	Narratives, journals and focus group
	Teaching and leading these activities appropriately to campers while improving our skills.	Narratives, journals and focus group
	Being provided with pedagogical and didactic strategies	Narratives, journals and focus group

	Putting into practice all pedagogical and didactic strategies learned to foster campers' participation and provide them with safe environments.	Narratives, journals and focus group
	Effective language use and confident communication.	Narratives, journals and focus group
	Production and interpretation challenges regarding language and concerning sociolinguistics, paralinguistic and specifically accents.	Narratives, journals and focus group
	English as a teaching mediator and learning tool.	Narratives, journals and focus group
Language Proficiency	Using English most of the time at camp.	Narratives, journals and focus group

On the categorized journals and narratives documents you will find 3 different colors highliting where the categories were found.	
	Language proficiency category
	Pedagogical competence category
	Intercultural competence category

Appendix I

Booklet Out Line

Cover page

Picture #1

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Picture # 2

Participant quote

Page 2

YMCA and ICCP
descriptions

Page 3

Picture # 3

Participant quote

Page 4

Systematization of
experiences diagram

Page 5

Picture # 4

Participant quote

Page 6

Participant's
reccommendation

Back cover

Picture # 5

Participant quote