

**Developing Intercultural Sensitivity in a Public School in Jamundí by Means of
Task-Based Language Teaching**

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Licenciatura en Lenguas Extranjeras Inglés-Francés

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Research Project

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Santiago de Cali, 2022

Abstract

This research encompasses the importance of culture in the foreign language classroom, a component that despite being recognized as essential in language teaching (Kelly, 1969), has been excluded and limited to the study of general information of a foreign country. The purpose of this project is to determine the effect of a pedagogical instruction, carried out in English as a foreign language (EFL), that aims at developing intercultural sensitivity in an eighth-grade group of students from a public school in Jamundí, Colombia. For this, a didactic sequence which seeks the development of favorable attitudes toward difference is implemented, following the task-based learning approach. Also, this work aims at describing the progress of the students during and at the end of the pedagogical instruction. In this sense, monitoring and assessment instruments, such as observation notes and the intercultural sensitivity scale are taken into account. This study shows positive results regarding the recognition and building of the students' cultural identity, the appreciation of cultural diversity and the increase in attitudes of respect, curiosity and acceptance for the opinions and ways of being of others. These achievements represent a move from ethnocentrism to ethnorelativism. Also, they present the perception of the classroom as a multicultural place that promotes healthy relationships among the participants in this pedagogical context.

Keywords: culture, foreign language teaching, intercultural sensitivity, task-based language teaching, action research, didactic sequence

Resumen

El presente trabajo investigativo comprende la importancia de la cultura en el aula de lenguas extranjeras, componente que a pesar de ser reconocido como fundamental en la enseñanza de lenguas (Kelly, 1969), ha sido excluido y reducido al estudio de la información general de un

país extranjero. El propósito de este estudio es determinar el efecto de una instrucción pedagógica, realizada en inglés como lengua extranjera (EFL), que tiene como objetivo desarrollar la sensibilidad intercultural en un grupo de estudiantes de octavo grado de una escuela pública en Jamundí, Colombia. Para ello, se implementa una secuencia didáctica que busca el desarrollo de actitudes favorables a la diferencia, siguiendo el enfoque de aprendizaje por tareas. Esta investigación también tiene como objetivo describir el progreso de los estudiantes durante y al final de la instrucción pedagógica. En este sentido, se tienen en cuenta instrumentos de seguimiento y evaluación, como las notas de observación y la escala de sensibilidad intercultural. Este proyecto muestra resultados positivos en cuanto al reconocimiento y construcción de la identidad cultural de los estudiantes, la valoración de la diversidad cultural y el incremento de actitudes de respeto, curiosidad y aceptación por las opiniones y formas de ser de los demás. Estos logros representan un paso del etnocentrismo al etnorelativismo. Asimismo, proponen una percepción del aula como un lugar multicultural que promueve relaciones sanas entre los participantes de este contexto pedagógico.

Palabras clave: cultura, enseñanza de lenguas extranjeras, sensibilidad intercultural, aprendizaje basado en tareas, investigación acción, secuencia didáctica

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Introduction

The effective teaching and learning of English is currently an important goal in the Colombian educational system (López et al., 2019). This is why both private and public educational institutions seek to achieve the learners' proficiency in this language. In the rush to attain this goal, priority is often given to grammatical aspects, since it is through these aspects that students are evaluated and their level is defined. However, in recent times the importance of including culture in the foreign language classroom has been acknowledged. As Byram et al. (2002) point out, "It has been widely recognised in the language teaching profession that learners need not just knowledge and skill in the grammar of a language but also the ability to use the language in socially and culturally appropriate ways" (p. 7).

In our duty as foreign language teachers who must remain at the forefront and also, understanding the importance of culture in the EFL classroom, we carried out an action research (AR) founded in a qualitative approach that focused on interrelating language with culture. In the search for a relevant intervention, we decided to conduct a research that aimed at developing intercultural sensitivity (IS) in a public high school in Jamundí by means of a task-based language teaching approach (TBLT). Therefore, this work proposes the design of a didactic sequence with activities that invite students to recognize their own cultural identity and explore traits of other cultures of the world to reflect on the differences that characterize us as cultural beings and grow positive attitudes toward this variety in order to eventually develop the intercultural communicative competence.

This study was carried out in Institución Educativa Técnica Comercial LITECOM from November 2021 to August 2022 in an eighth-grade course. The process was conducted in three phases, as follows: First, recognition of the context and the pedagogical problem that encouraged

this project, which included analysis of documents, triangulated classroom observations, an interview with the teacher in charge of the group, a needs analysis survey (NA) and an intercultural sensitivity scale (ISS). Second, a didactic sequence, which contained communicative tasks that were suitable and meaningful for the learners. Third, implementation and evaluation of the instruction.

This research showed significant and positive results. Task-based language teaching was effective since it made possible the development of the activities in an order that privileged the study of culture as well as meaningful communication among the students, without leaving aside grammatical aspects that were implicitly included and studied at the end of each task. The students showed progress in their understanding of the aspects that make up culture. Also, the students recognized the characteristics present in themselves, in their classmates and in different cultures of the world. This research brought to light a reflection in which humans were recognized as multicultural individuals and it was understood that it is important to achieve a coexistence in the midst of cultural diversity where respect and appreciation for difference prevails.

Research Problem

Globalization marks a world in which people of different cultural backgrounds increasingly come to depend on one another (Chen & Starosta, 1998). However, these intercultural encounters do not necessarily happen effectively due to ethnocentric attitudes that do not foster the appreciation of the other's culture. It is precisely because of this issue that the importance of intercultural sensitivity arises, since it is considered to be the ability of a person to develop conducive emotions toward cultural differences that encourage a successful performance in intercultural communication (Chen & Starosta, 1997). In this regard, IS has become a primary concern in English language teaching (ELT) (Altan, 2018) as the foreign language classroom seems to be a pertinent place to promote the recognition of the learner's own culture and to raise positive attitudes toward cultural diversity.

Following this, understanding the context that frames the Colombian situation in relation to intercultural education becomes necessary. This is why we carried out a review of some documents that guide the educational development of the country: Lineamientos Curriculares de Inglés (MEN, 1999), Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (MEN, 2006) and Suggested Curriculum Structure grades 6th to 11th (MEN, 2016). From this revision, we concluded that these documents recognize the value of including the intercultural component in English as a foreign language. For instance, in MEN (2006) it is said that learning a foreign language enables students to appreciate and respect the value of their own world as well as other cultures (p. 8). Similarly, MEN (2016) establishes as a performance indicator: to show respect for opinions expressed by peers (p. 63).

As remarked, the link between culture and language in the foreign language classroom has been the focus of much academic research (Byram, 1989; Kramsch, 1993; Liddicoat &

Scarino, 2013). Also, the Ministry of National Education (MEN) recognizes that the incorporation of the intercultural component in EFL facilitates the development of favorable attitudes toward difference. Based on the acknowledged importance of intercultural sensitivity, it would be reasonable to assume that this issue is effectively covered in the school. However, as Hennebry (2013) points out, “it has been argued that culture is the marginalized sister of language” (p. 135). It is concretely from this contradiction that the integration of the intercultural component in the educational context became a topic of research interest for us.

The relevance of the inclusion of the intercultural component becomes valid due to the premise that “language and culture are inexorably intertwined” (Gladstone, 1980, p. 19). This suggests that culture should never be excluded from language learning. Instead, these two concepts should be rigorously linked. Nevertheless, culture has not been appropriately addressed because teachers have frequently disregarded its integration in the EFL classroom, and when they do it, this integration tends to revolve around surface culture (Byram, 1997; Gómez, 2013). This surface view of culture limits intercultural reflection and does not promote positive attitudes toward cultural differences since cultural aspects are taken as visible and static elements of the target cultural community, such as festivals, celebrities and typical food.

Having understood the situation previously described, we identified the need to propose a sequence of tasks which sought to create appropriate contexts for foreign language students of eighth-grade in Institución Educativa Técnica Comercial LITECOM to recognize and build their own cultural identity and explore deep cultural characteristics of other groups in order to become culturally sensitive individuals and effective intercultural communicators. In this respect, we formulated the following research question: To what extent does a group of students in eighth-grade, from a public institution, develop intercultural sensitivity as a result of a

pedagogical instruction carried out in English as a foreign language? Yet, to answer this question, we had to answer other questions before such as: What characterizes the institution and the eighth-grade foreign language classroom? What grade of intercultural sensitivity does the group of students have and what can be done to enhance their sensitivity? What task contents, linguistic and learning resources are best for the instruction? What is the best way to monitor the process of understanding the foreign language for the development of intercultural sensitivity? These questions guided our research interest and are answered throughout this monograph.

Justification

In recent years, the acknowledgement of the inclusion of the intercultural component in the foreign language classroom has been increasing in the Colombian education system. The MEN has frequently integrated the concept of culture in the national documents that guide foreign language teaching (FLT). Evidence of this is found in documents such as Lineamientos Curriculares Idiomas Extranjeros (MEN, 1999), Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (MEN, 2006), Suggested Curriculum Structure grades 6th to 11th (MEN, 2016) and Ley 115 (1994). As for Lineamientos Curriculares Idiomas Extranjeros (MEN, 1999), culture is taken as a paramount part of the foreign language education and it mentions the importance of recognizing and respecting diversity in Colombia and everywhere in the world. Ley 115 (1994) is not averse to the inclusion of intercultural principles and states that it is fundamental to study and critically understand national culture and diversity.

Similarly, Institución Educativa Técnica Comercial LITECOM recognizes the advantage of having a multicultural context as well as the necessity of adopting conducive attitudes toward cultural diversity. For instance, in Proyecto Educativo Institucional (PEI), Nagles (2012) describes as a specific objective to “implement a curricular and pedagogical proposal that addresses diversity and guarantees inclusion” (p. 80)¹. Additionally, in Plan de Área (PA), Viafara (2022) values the advantages of including culture in EFL and states that “learning another language opens a pluralistic vision to students, knowing other ways of thinking and expressing themselves and recognizing diversity, which allows them to be tolerant and respectful of others” (p. 3)².

¹ Translation by the authors of this research.

² Translation by the authors of this research.

However, from the classroom observations carried out in the target group we learned that the intercultural component was not effectively integrated but the foreign language instruction strictly revolved around the study of grammatical aspects, which in addition to not promoting the incorporation of culture, did not contribute to real communicative activities and limited the opportunity to relate the knowledge learned in the classroom with the sociocultural context. Due to this lack of intercultural component, this study becomes relevant by linking language and culture and recognizing the foreign language classroom as a significant place to promote awareness of one's own culture, exploration of other cultural communities, development of positive attitudes toward cultural differences and interaction among students with varied cultural backgrounds.

Equally important, this work seeks to foster real communication through activities that privilege meaning exchange over form. These activities propose constant English interaction, active participation and discussion on topics that concern EFL learners. Besides, critical cultural awareness plays a crucial role in identifying and condemning social injustices that happen toward communities that are frequently disfavored. That way, language is not only taken as a tool for communication but as an instrument for intercultural reflection. Moreover, the inclusion of an intercultural communicative approach that integrates cultural knowledge to language learning represents important benefits in the students' English proficiency since "no one can master a language without background knowledge of its culture, otherwise misunderstanding and miscomprehension might occur during communication" (Grigoryan et al., 2018, p. 3).

Another contribution of our project refers to the advantages of implementing TBLT. This learner-centered methodology allows the adaptation of the classroom according to the students' interests and needs. Also, it favors the implementation of activities with a communicative goal,

the use of language for the real-world, risk taking, natural error correction and teamwork (Ellis, 2018; Hall, 2016; Van den Branden, 2006). Therefore, this methodological approach allows students to have more control over their own learning process and engage in functional and meaningful tasks.

Furthermore, this research is pertinent due to the characteristics of the participants that form part of the target group, as it makes up a multicultural classroom. There is a presence of students from different cities in Colombia and students that come from Venezuela. Some of them even speak more than one language. In this regard, we consider the classroom to be an enriching and significant environment for the project. Besides, according to the information collected, many of the students do not have positive attitudes toward cultural differences present in the classroom. Consequently, we think that this pedagogical instruction is beneficial for them because it is focused on showing difference from another perspective so that disrespectful attitudes, stereotypes and discrimination toward participants of different cultural groups, starting by their classmates, can be reduced.

Objectives

General Objective

To determine the effect of a Task-based pedagogical instruction, carried out in English as a foreign language, that aims at developing intercultural sensitivity in an eighth-grade group of students from a public school in Jamundí.

Specific Objectives

- To characterize the institution and the eighth-grade foreign language classroom.
- To determine the initial grade of intercultural sensitivity of the group of students and what can be done to enhance the degree of sensitivity.
- To define the task contents, the linguistic and learning resources for the instruction.
- To define the best way to monitor the process of understanding the foreign language for the development of intercultural sensitivity.

Previous Work

Nowadays, the inclusion of culture is a topic of great interest for the second language education field with several research projects that have supported and enriched this subject. In that sense, and given the importance of taking into account past researchers' work, we present a literature review that explores productions on interculturality, intercultural sensitivity and intercultural awareness in international, national and local contexts. Each research provided us with ideas and support to carry out our own work appropriately. With this in mind, we present five previous works that have dealt with subjects that are directly related to our research concern.

First, Zorba and Çakir (2019) developed a case study carried out at a state school in Antalya, Turkey in 2018. This study had two purposes. Firstly, it investigated factors negatively affecting 7th grade students' intercultural awareness; secondly, it suggested ways to raise students' intercultural awareness through practical English activities designed in accordance with a conceptual framework. The implementation of the intercultural awareness-raising activities was carried out in the weekly 2-hour English classes for a period of eight weeks. The researchers sought answers to the following research questions: 1. Do the English coursebooks studied by the 7th grade students promote intercultural awareness in the 7th grade students? 2. Do the activities implemented in the classroom help the 7th grade students to raise their intercultural awareness? 3. What are the students' perceptions of the activities?

Four types of data collection tools were employed: a checklist for the coursebook analysis, a questionnaire, a semi-structured interview, and classroom observation. The questionnaire was used to collect quantitative data and was administered before and after the implementation of the classroom activities and procedures to establish how effective the practices were in raising intercultural awareness. The checklist, semi-structured interview and

classroom observation were also used as data collection instruments for collecting qualitative data to gain a thorough picture of the case.

The researchers followed the conceptual framework of intercultural awareness which includes the intercultural approach by Corbett, the cultural facts approach by Sowa and the stages and teaching steps for implementing the intercultural approach by Chlopek (2008) to develop their interventions. First, the main topics were determined; then, suitable reading and listening texts were prepared and visuals were found for each theme. After this process, activities were designed and put into order in each theme. While putting the activities in order, warm-up activities were placed at the beginning of each topic. Then, reading or listening texts were put in second place, which were followed by activities about the texts, and finally, speaking and/or writing activities were placed. Lastly, the main themes were put in order by moving from familiar to unfamiliar procedures.

The findings within this study showed that intercultural awareness-raising activities designed in accordance with the given conceptual framework worked well with the culturally homogenous 7th grade students. However, it should be underlined that there is still a great need for similar studies. Accordingly, similar activities can be designed following the same framework and these activities can be also implemented with a large number of students. In this way, which types of activities actually work well, and which do not, can be easily seen.

This paper was very helpful for us given that it worked on interculturality with teenagers, as the group of interest of our study. We found that the conceptual framework of intercultural awareness used was very complete and enlightening. From our point of view, it was very organized and included most of the aspects of our interest for studying IS. For that reason, we took this framework into account for the design of our tasks. Even though this was carried out

with a homogeneous group previously selected, we considered it to be useful for our specific context.

Second, Galante (2014) carried out a digital literacy project implemented with international students and newcomers to Canada in an advanced English as an additional language (EAL) class, which is a 14-week program in a college in Ontario, Canada, offered to students who need to improve linguistic skills and meet the necessary language requirements to enter postsecondary education. The project was designed with the aim of providing EAL students with an opportunity to explore and expand on different views of subjective culture, including values, beliefs, and behaviors.

This project was carried out following five steps:

Step 1: Reflective discussion. Working in groups of four or five, the students explored their own critical incidents: cross-cultural issues or misunderstandings encountered while living in Canada. The main purpose of this discussion was to provide students with an opportunity to reflect on cultures from an ethnocentric view toward ethnorelativism.

Step 2: Script writing. In groups, the students decided what topic and situation of intercultural misunderstandings they would represent and began to write the script to it. For example, a group of students chose a talk show where one host would interview international students about their perceptions of beauty. Another student chose to show three stages that, in her viewpoint, helped her accept, adapt, and integrate into a culturally diverse setting.

Step 3: Video recording. In this stage, the students met outside of class and did the process of video recording the scenes autonomously, following the script created in the previous step.

Step 4: Editing the video. The editing consisted of arranging the previously video recorded scenes into one single movie file. Students were not expected to exhibit professional quality digital editing skills; rather, the focus was on a shift from ethnocentric to ethnorelative views of culture to develop intercultural sensitivity.

Step 5: Watching and reflecting. During a two-hour class, students watched one another's videos and completed a reflection on each.

This project allowed students to move from ethnocentrism³ toward ethnorelativism⁴: they explored the early stages of denial, defense, and minimization, and gradually developed the stages of acceptance, adaptation, and integration of cultures. By positioning themselves in relation to cultural awareness, students learned about their own culture and that of the other, interpreting and relating to other cultures while using an additional language (English) to reflect on their cultural identities. This critical self-awareness empowered students to reflect on intercultural relations both inside and outside of the classroom. When communicating with people from diverse cultural backgrounds in Canada and/or in other countries, students can identify cultural differences, accept that cultures may have distinct worldviews, and express empathy toward others. In addition, the digital literacy project was used as a mediating tool that provided students with an opportunity to experience intercultural sensitivity through their peers' critical incidents. The videos produced by the students are valuable resources for other EAL students in Canada and in other countries.

This research was of great importance to us because of its way of proceeding. We have been able to understand that working on cultural aspects can become a difficult task, given the differences that may create conflicts among people. We consider that the researcher did an

³ The experience of one's own culture as 'central to reality'.

⁴ The experience of one's own beliefs and behaviors as just one organization of reality among many viable possibilities.

excellent job approaching the topic from the student's personal experiences, taking advantage of the context. Bringing up situations the students can actually relate to make the experience much more valuable and touching. For this reason, we decided to take into account this proposal and even if the context of study is different from Galante's, we made an effort to include questions that promoted reflection in students regarding the different situations in which they have experienced being rejected, left aside or not understood due to cultural differences.

A third work of reference is Castañeda Usaquén (2012) who developed a qualitative, exploratory and interpretative case study. It was conducted in a high school located in the southeast of Bogotá. The participants were a group of 51 students who were in eighth-grade. It aimed at exploring how the target group made sense of the culture-based materials implemented in the English lessons, and at describing their perceptions about foreign cultures. Also, it purported to explore students' knowledge about culture, finding out the relationship between the culture-based materials implemented in the lessons and analyzing students' perceptions about culture. The researcher elaborated a general question and two sub questions which were: How does students' interaction with culture-based materials inform us about students' intercultural awareness? How does a student's reflection upon culture based materials inform us about their understanding of their own culture? How does interaction with culture based materials inform us about student's understanding of foreign cultures? The means utilized to do this research were surveys, field notes, audio and video recordings.

For the pedagogical design, the author followed eight criteria that had been previously proposed by other authors: social identity and social groups, social interaction, belief and behavior, social and political institutions, socialization and the life cycle, national history, national geography and stereotypes and national identity. Following them, the author designed

classes for an intervention that lasted ten months. The author concluded that students read the foreign culture in light of their own reality by using their previous knowledge. They made connections between foreign and home issues learned from the media, using home culture standards to assess their own reality, acknowledging foreign culture development, and reshaping their beliefs about the foreign culture. When students interacted with something new that did not have any kind of equivalent in their home culture they tended to look for a suitable and familiar referent to make sense of it. This process was influenced by the students' previous knowledge and experiences.

In the analysis of this paper, we found a great source of ideas regarding the creation of culture based materials. Taking into account that our purpose was to create a didactic sequence that included specifically cultural aspects, this document became of great help and represented a guide for us to turn to. Moreover, in this research, they conclude that students read the foreign culture in light of their own reality by using their previous knowledge. That is why we planned to expand the students' view of their own culture. We tried to reflect on the importance of respect and tolerance regardless of difference for diversity to be embraced.

Another source of reference is Vásquez (2019) who aimed at promoting and raising intercultural awareness through a didactic sequence. More specifically, to compare what students understood by intercultural awareness before and after a didactic sequence implemented amid the research process and to analyze how much those resources contributed to raising intercultural awareness. This research took place at a public high school in Cali, with students from I.E.T.I. Donald Rodrigo Tafur, which is located in República de Israel neighborhood. The participants were 28 seventh grade students. In order to carry out this project, the researcher proposed the following questions: To what extent did the resources in the didactic sequence benefit students to

notice and discuss some features related to intercultural awareness? Specifically, to what extent did the resources in the didactic sequence benefit students to become aware of what it implies to use English in the global contexts? What were seventh graders' beliefs regarding the use of English as a Lingua Franca, where intelligibility and meaning negotiation play a key role, before the work with the didactic sequence? Were there any significant differences in promoting curiosity, self-awareness, reflection and critical thinking, among other aspects related to intercultural awareness, after the work with the didactic sequence? In order to find answers to the set of research questions, a qualitative descriptive approach was used, one based on interpretive analysis. The research was divided into three stages in order to gather information about the possible significant outcomes of the intervention.

Stage 1: Here, the author gathered information about the target students.

Stage 2: This included a one-month period working with the didactic sequence.

Stage 3: Here, the results were gathered and evaluated.

At the end of the research the author affirmed that it was worth highlighting that the sequence did make a difference in the students' intercultural awareness. In sum, the research was effective.

This work provided us with the idea of making a test before and after the intervention to have a clear and objective understanding of the difference in the students' awareness of the intercultural component. We think this is a fair means to measure the impact of one's work and as a result, we made the decision to use a test twice in our research. However, it was not easy for us to identify the difference in the results before and after the implementation of the didactic sequence in this research. For this reason, we considered that it was paramount to use a method of evaluation pre and post intervention that could clearly show the effect of our instruction. That

is, analyze carefully the questions we ask the students and strategically choose an instrument to measure the student's grade of intercultural sensitivity.

Lastly, Mellizo and Pérez (2020) proposed an action research in which they aimed at raising intercultural sensitivity on the bases of the recognition of one's own and other cultural aspects. This research was carried out in the public Institución Educativa Técnico Industrial José María Carbonell. The participants were 76 students who belonged to two fifth-grade classes. The majority of the participants were from Cali but some were from cities like Medellín or Bogotá, among others and there were also foreign students. The question that founded this project was: What is the impact of a TBLT and flipped learning approach (FLA) pedagogical instruction for raising intercultural sensitivity in a group of fifth grade students in a public school in Cali, by focusing on the recognition of the participants' own culture and on other cultures? The process followed by the researchers was: recognition of the context, identification of the focus for the pedagogical instruction, design of the pedagogical instruction, intervening in the classroom, assessment during the instruction and analysis of the information and writing of the final paper. The instruments used to collect information were: institutional document analysis, interview with the English teacher, needs analysis survey, observation notes, intercultural sensitivity scale, and focus group interview. The researchers made an analysis of the data and results with each instrument to validate each tool's usefulness and effectiveness.

In this document we also found a great source of guidance for our project as the researchers worked on intercultural sensitivity using task-based learning. Reviewing their task design really enlightened and encouraged us to use a task-based approach in our research as well. Also, this paper provided us with information that allowed us to better understand concepts, such as intercultural awareness, intercultural sensitivity and intercultural competence, which tend to

present confusion. “Most studies of intercultural sensitivity lack a clear conceptualization and are entangled with intercultural awareness and intercultural competence” (Chen & Starosta, 1997, p.12). In fact, understanding these concepts helped us make a decision regarding the direction and development of our research since from the beginning we had the clear objective of working on the students’ recognition and acceptance of difference.

Theoretical Framework

The issue that gave place to this study was the development of intercultural sensitivity in a group of eighth-graders. As previously discussed, the inclusion of culture in the classroom is recently a matter of great importance in EFL. Nonetheless, this acknowledged interest has not tended to be put into practice in the school since culture has been isolated from language teaching. In this regard, this project proposes the implementation of a didactic sequence designed to integrate culture into the foreign language classroom with the purpose of raising recognition of one's own cultural aspects and awareness and acceptance of other cultures. We strongly believe that developing positive attitudes toward cultural diversity will significantly reduce stereotypes and discrimination in the school. Consequently, these constructive practices represent healthy interactions among participants from varied cultural backgrounds.

In order to attain such an ambitious intent, it was necessary to define clear theoretical foundations that allowed us to reach a valuable pedagogical instruction by means of TBLT. Therefore, the following theoretical framework presents the core concepts that led this research. First, some important ideas and principles of the communicative approach are described. Second, the concept of language and culture is clarified and a relationship between these two notions is proposed. Then, the intercultural approach in foreign language teaching is encompassed. Within this perspective, some key concepts such as intercultural competence, intercultural sensitivity and assessment of the intercultural communicative competence are studied. Finally, the basic principles of task-based language teaching are reviewed.

Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach originated in the seventies as a response to the dissatisfaction felt toward different methods to language learning. This was due to

the fact that even though communication was understood as the goal of teaching, the focus was mainly on the grammatical and linguistic competence and as explained by Halliday (1973) communication needs more than possessing the knowledge of the linguistic structure as language is fundamentally social.

Several authors have given different definitions to CLT and even though there has not been an agreement on this, Richards and Rodgers (2014) state that common to all versions of communicative language teaching is an approach that starts from a communicative model of language and language use. It intends to reach a communicative purpose instead of controlling structures. However, this line of thought does not discard the use of the structure of the language since “one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (Littlewood, 1981, p. 1).

According to Larsen-Freeman and Anderson (2011) there are some principles to take into account to carry out this approach, among them there are:

- The teacher’s goal is to empower students to communicate in the target language. To make this possible, students need knowledge of the linguistic forms, meanings, and functions.
- The teacher’s role is to enable communication. Their main responsibility is to create situations that boost communication.
- Almost everything done in the classroom must be done with a communicative purpose. Students should make plenty of use of the target language through communicative activities.
- The teacher might introduce some parts of the lessons and also act as the facilitator of the activities. However, most times they set up situations that give rise to communication among students.

- Students' feelings are taken into account by giving them the opportunity to express their ideas and opinions with regularity.
- Language is used for communication. It is important to take into account the linguistic competence, the knowledge of forms and their meanings as well as the knowledge of the functions. Culture is the language users' everyday lifestyle.
- Language functions might be emphasized over forms. But, several forms are introduced in each function.
- The use of the L1 is permitted in CLT. Nevertheless, the L2 should prevail and not only be used during communicative activities, but also for explaining activities.
- The teacher evaluates the students' accuracy and also their fluency because who performs best with the structures and vocabulary is not always the best communicator.
- Errors of form are natural and part of the process of developing communication skills. Students that do not master the linguistic aspects of the language can still be successful communicators.

Thus, we can affirm that this approach to teaching intends to place communication in the target language as the main focus in the classroom. Nonetheless, language form is also included in the functions. Also, students are active participants in the classroom and the teacher acts as a facilitator. We considered the teaching-learning view explored in this conception to be meaningful and important to take into account in the development of our instruction. With the importance of communication in mind, we also intend to explore the cultural dimension that despite not being excluded in CLT, its integration has not been deepened and we perceive it as an enriching complement for this research.

Articulation Between Language and Culture

With the purpose of successfully developing this work, it is important to define the key concepts for this study. In this sense, we will address the concepts of language and culture. Afterwards, we will mention the relationship there is among them in the foreign language classroom.

Language

Giving a definition to the concept of language is a task that many scholars have intended to do. Taking this into account, we have decided to present the definitions of three important authors. First, Liddicoat and Scarino (2013) give a definition of language from three different perspectives: as a structural system, as a communicative system and as a social practice. Second, Shohammy (2006) includes various important aspects in order to provide a broad and meaningful definition of language.

Language as a Structural System. From this perspective, language is understood as a series of meanings that have been already established following an assembly of a set of rules. In this view, grammar is so privileged that vocabulary and language use are excluded almost entirely. Hence, understanding language as a structural system equals the creation of limitations as it is reduced to a fixed and finite matter where the complexities and variations given by the people who use it are ignored.

Language as a Communicative System. By going beyond a structural perspective of language, it can be seen as more than just forms and move to the understanding of its purpose. The problem lies in that even though this may sound as a step forward, if language is to be understood as a communicative system, it is paramount to have a clear understanding of what communication is. Nevertheless, this concept usually remains underdeveloped, in fact,

communication is oftentimes distinguished just as the use of grammar to express a message to a passive listener.

Language as a Social Practice. Language is recognized as a social practice where meaning-making and interpretation take place. It is a way of viewing, understanding and communicating with the world. In short, it is social and cultural. Therefore, words are not only the representation of an object, instead, their meaning is constructed through a consensus that results from their use among people. Language is considered to be an essential condition of social life. Hence, knowing a language means more than knowing a linguistic system or communicating information, it implies engaging in social practices using that system in order to participate in social life and establish interpersonal relationships.

In addition, Shohammy (2006) specifies five characteristics of language that define it:

- Language is personal, creative, dynamic, open and free with no fixed or closed boundaries.
- A number of languages, dialects and codes are able to coexist harmoniously, creating varieties, hybrids, fusions, multi-codes and multi-modalities, beyond fixed and marked languages.
- This implies no need for strict and prescribed rules of correctness, choice of words and other means of expression as these can impose on personal freedom of expression.
- “Languaging” occurs not only through language itself but also through such means of communication as gestures, numbers, food, fashion, images, architecture and other means of expression.

- These aspects point to a view of language as a tool for free expression. To suppress language and speech is therefore to suppress, control and oppress a person's individual rights.

The previous definitions allowed us to understand the evolution there has been in defining language. Also, it was possible to understand that this is a complex concept; it is social and personal, dynamic and ever changing. Language goes beyond forms and it is essential in the establishment of relationships among humans and it is humans who have the power to modify it, mix it and transform it.

Culture

Culture is a multidimensional concept; it has been given different definitions throughout the years. Determining one specific meaning for this complex conception is not always an easy task. Below, we present some authors who have attempted to achieve this goal.

From a general perspective, Kramsch (2012) affirms that culture is the interpretation that members of a social group give to the discursive practices they share in a given space and time and over the historical life of the group.

Moving to a more expanded definition, we find that Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO) (2001) suggests that:

Culture should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. (n.p.)

In the previous definition, there is a distinction between two different perceptions of culture, which are more enlarged by Richards and Schmidt (2010) who state that sometimes

culture might be divided in “High” and small “c” culture. The former refers to literature and the arts, the latter has to do with attitudes, values, beliefs and everyday lifestyles.

This division is widely known and it is important to understand it. It is equally necessary to make clear that in this research we intend to focus more on what is usually known as small “c” culture or deep culture as opposed to superficial culture. In this matter, it is important to refer to Hinkel (2001), who emphasizes on the term deep culture or what is also called invisible culture which can be understood as those complex meanings related to the norms, worldviews, beliefs, values, and ideologies that, in general terms, are shared by a group or community.

Additionally, Liddicoat et al. (2003) affirm that culture is a complex system of concepts, attitudes, conventions, behaviors, practices, rituals and lifestyle of the people who make up a cultural group. Several years later, Liddicoat and Scarino (2013) complement this definition by adding that “culture is not simply a body of knowledge but a framework in which people live their lives, communicate and interpret shared meanings, and select possible actions to achieve goals” (p. 22).

Similarly, Spencer-Oatey (2008) states that the culture of a given group can be seen as a complex web of cultural representations relating to different types of regularities, or themes, such as orientations to life and beliefs; values and principles; perceptions of role relationships, including rights and obligations associated with them and behavioral rituals.

In general, deep cultural meanings are relative because they are transformed by people over time and can be individual or collective, context-dependent, and transformative as they are not always suitable and homogenous for all the members of a nation (Greenblatt, 1995).

Finally, we would like to include a definition that encompasses all the aspects already mentioned by different scholars in one. In approaching culture, Moran (2001) believes that it

comprises products, practices, perspectives, communities and persons and concludes the following:

Products are all artifacts such as clothing, written documents, written or spoken language, family, education, politics, economy and religion. Practices include language or other forms of communication or of self-expression and actions associated with social groups and use of products. Perspectives represent the perceptions, beliefs, values and attitudes that underlie the products and that guide persons and communities in the practices of the culture. Communities include the specific social contexts, circumstances, and groups in which groups carry out cultural practices. Persons constitute the individual members who embody the culture and its communities in unique ways. Each person is a distinct mix of communities and experiences, and all persons take on a particular cultural identity that both links them to and separates them from other members of the culture. (p. 25)

As it has been evidenced, there have been various ways of approaching culture. Even though there are some differences, we would like to highlight that for the purpose of this research, culture refers to a set of characteristics by which a group of people is guided. It has an impact on a person's worldview and behavior. It varies depending on the time and space and it cannot be assumed that a person belonging to a culture automatically identifies with it. Humans are diverse and changing, this can result in the desire of challenging pre-established ways of perceiving reality or understanding the world.

Language and Culture as one in Language Teaching

When it comes to teaching a foreign language, it is paramount to understand the existing interrelation between language and culture, as expressed by the following scholars.

Matsumoto (2013) remarks that:

The influence of culture on language is pervasive. Through the use of language, an individual is transformed into an agent of the culture. The feelings, associations, connotations, and nuances of language both influence and are influenced by the culture. Over time, an individual embodies the very essence of culture via language, and in using the language, he or she reinforces language's concepts of culture. (p. 237)

Moreover, Hymes (1996) points out that the learning of culture is an essential part of language learning because it determines the speakers' appropriate understanding of the sociocultural relationships, norms, and behaviors of a cultural community.

Furthermore, Rodríguez (2003) states that teachers cannot teach the culture itself, but they can present language activities in which culture is discussed and structural goals are met. By providing elements of the target language, teachers highlight elements of the target culture while making students more aware of their own culture. As a result, students will be aware that there is no such a thing as a better or stronger culture but every culture is different and makes part of diversity.

Taking into account these contributions, we recognized the existing interrelation of language and culture. Therefore, as teachers we have the responsibility of presenting culture naturally in the language classes. Students must be aware that when they learn a new language they dive into a process that goes beyond learning the linguistic structure but also all the aspects that are incorporated in the people who speak the language being learned.

Intercultural Communicative Competence

The intercultural dimension in foreign language teaching comes as a response to the scarce role that culture had in communicative language teaching, an approach that despite recognizing in a certain way the importance of including culture in the EFL classroom, focused

its greatest interest on understanding language as a tool for conveying information. In fact, Byram (1997) states that:

Foreign language teaching is concerned with communication but this has to be understood as more than the exchange of information and sending of messages, which has dominated ‘communicative language teaching’ in recent years. Even the exchange of information is dependent upon understanding how what one says or writes will be perceived and interpreted in another cultural context; it depends on the ability to decentre and take up the perspective of the listener or reader. But successful ‘communication’ is not judged solely in terms of the efficiency of information exchange. It is focused on establishing and maintaining relationships. (p. 3)

In this respect, the intercultural dimension seeks the development of the foreign language learner as an ‘intercultural speaker’ who is able to interact appropriately in contexts of multiple identities (Byram et al., 2002). In order to become intercultural speakers, individuals need to develop the intercultural communicative competence (ICC) which, broadly speaking, has been defined as “the ability to interact effectively with people from cultures that we recognise as being different from our own” (Guilherme, 2000, p. 297). Consequently, ICC is perceived as a link between the culture of the foreign language learner and the target language and culture since it is through the acquisition of this competence that the learner can perform adequately in intercultural encounters and in the building of intercultural relationships by finding a balance between their own cultural background and the validity of the other’s culture with the intention that intercultural communication can be achieved, which is communication based on respect for the others (Byram et al., 2002).

Furthermore, Byram (1997) sets out his Developmental Model for ICC, in which he proposes that the students should get five ‘savoirs’ in order to become intercultural and critical beings. This model consists of three components which are knowledge, skills and attitudes, starting from attitudes since these are considered to be the precondition of intercultural competence.

- Intercultural attitudes (savoir être): Curiosity and openness toward difference and willingness to question stereotypes established toward other cultures. This by relativizing one’s own values, practices and beliefs and recognizing the validity of the other’s culture. This means to have the ability to ‘decenter’.
- Knowledge (savoirs): It refers to the knowledge that learners bring to an intercultural interaction. It is divided into two categories: knowledge about communities in one’s own country and in the interlocutors’ country and knowledge of processes of interaction in individual and societal levels.
- Skills of interpreting and relating (savoir comprendre): Capacity of the individuals to interpret documents and events from the other culture and to relate them to their own.
- Skills of discovery and interaction (savoir apprendre/faire): Constant acquisition of knowledge about a culture and ability to integrate the previous attitudes, knowledge and skills in order to perform successfully in real-time communication.
- Critical cultural awareness (savoir s’engager): Ability to recognize that one’s own values and beliefs influence one’s view of the culture of others. This implies a critical evaluation and reflection of the way in which the learner perceives the world.

Taking into consideration the Model of ICC proposed by Byram, we found two important conclusions. First, we learned that developing the intercultural competence is a challenging task

due to the complex components that need to be integrated in the EFL classroom in order for learners to become intercultural speakers. Therefore, the implementation of a very well-constructed didactic sequence becomes strictly necessary to bring about positive results in terms of effective intercultural education. Second, we understood the attitudinal element as the basis for achieving intercultural communicative competence, for this reason this work will focus mainly on the development of this component.

Intercultural Sensitivity

Bearing in mind the importance of promoting positive attitudes and emotions toward other cultures in the foreign language classroom, it becomes necessary to work on raising intercultural sensitivity, which “includes one’s ability to receive and express an emotional response which leads to accepting (respect) the cultural differences” (Tümen & Hussein, 2020, p. 7). With the purpose of having a good understanding of this concept, we will discuss two significant models that seek to define and provide steps and principles for the development of this component.

Chen and Starosta’s Model

In order to consolidate an accurate definition of intercultural sensitivity, Chen and Starosta (1997), begin by clearing up the confusion that has existed between the concepts of intercultural awareness, intercultural sensitivity and intercultural competence. According to them, intercultural awareness refers to cognitive aspects. Intercultural sensitivity deals with affect, although it does not neglect the cognitive and behavioral dimension. Finally, intercultural competence is understood as the result of the two previous aspects and deals with behaviors. From this clarification, Chen and Starosta state that intercultural sensitivity can be defined as the ability of a person to develop positive feelings toward cultural differences. This means

understanding, recognizing and embracing the values of individuals that are part of communities culturally different from one's own. These attitudes will facilitate successful communication in intercultural contexts since interlocutors are able to show and perceive conducive responses before, during and after interaction.

Furthermore, Chen and Starosta propose six elements that learners need to possess in the process of becoming interculturally sensitive individuals. These elements are described below:

- Self-esteem: This refers to having a high self-esteem as this helps to be more confident in interactions with others and to establish stronger intercultural relationships.
- Self-monitoring: This is an individual's ability to regulate and adapt their behavior to different situations which will allow them to have an effective social interaction.
- Open-mindedness: This is the willingness to recognize and embrace different perspectives and values. Also, it is important to be willing to share own ideas and conceptions and accept others' explanations.
- Empathy: Empathy allows learners to understand the world from the perspective of the other and accept that their beliefs and conceptions are valid as well.
- Interaction involvement: This is the ability to be interested in interaction. Being responsive and attentive makes it easier to address and maintain communication.
- Suspending judgment: This refers to staying calm in an interaction and avoiding making rash judgments without sufficient information that often lead to misconceptions. People who avoid judgments tend to feel more satisfied in an intercultural encounter.

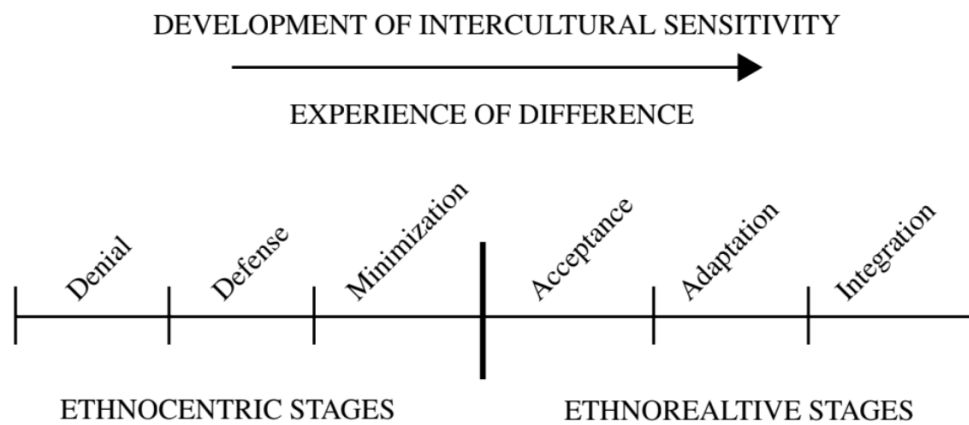
In brief, the model proposed by Chen and Starosta portrays intercultural sensitivity as the favorable emotions and attitudes that people express or experience while interacting with individuals from other cultures. In addition, it proposes six key elements that contribute to the

development of this affective aspect. Therefore, we learned that it is necessary to foster these skills in our pedagogical intervention.

The Developmental Model for Intercultural Sensitivity

Bennett (1986) Conceives intercultural sensitivity as the ability to have a more meaningful personal experience of alterity. He understands this concept as a developmental process in which individuals are able to move from ethnocentric to ethnorelative attitudes, this by transforming themselves cognitively and affectively. Therefore, he proposes the Developmental Model of Intercultural Sensitivity (DMIS), a culture-general model that describes six stages that need to be resolved in order to become interculturally sensitive individuals. This model seeks for learners to go from stages in which they consider their culture as universal and evaluate other cultures based on preconceptions originated in the standards of their reality to stages of open-mindedness and empathy in which they recognize, value and appreciate the presence of cultural diversity.

According to Bennett, these linear stages are divided into two groups and each stage constitutes a way of experiencing difference. The first three stages include denial, defense and minimization (ethnocentrism) and the other three, include acceptance, adaptation and integration (ethnorelativism). Figure 1 illustrates the six stages and shows that “intercultural sensitivity increases with the movement to the right towards more “relative” treatments of difference” (Bennett, 1986, p. 181).

Figure 1*The Developmental Model of Intercultural Sensitivity*

The six stages of DMIS will be presented below:

Stage 1 Denial. This occurs when individuals deny the existence of cultural differences. It can also happen that there is no knowledge of the difference due to the lack of exposure to intercultural contexts. This might cause discrimination since the own world view is perceived as central to all reality. There is no intention of interacting with participants of other cultures. This attitude is the ultimate ethnocentrism.

Stage 2 Defense. Once the issue of denial has been overcome, individuals move to defense against cultural differences. This occurs when individuals intend to protect their values by opposing the perceived threat. At this stage the difference is recognized but it is rejected by establishing a distinction in the category of "us" and "them" where the "us" is seen as a superior cultural group and the other is denigrated by attributing negative characteristics. This is the stage in which there is more discrimination and formation of stereotypes.

Stage 3 Minimization. This phase represents the last effort to preserve ethnocentric attitudes. After having left behind the defense issue, individuals acknowledge the presence of

cultural differences but attempt to hide or minimize them by identifying cultural similarities. These cultural differences, tolerated to a certain extent, are actually based on superficial aspects that are not transcendental for the culture of the other. Furthermore, the similarities identified are based on the assumption that one's own experiences are shared by everyone.

Stage 4 Acceptance. This stage constitutes a move from ethnocentrism to ethnorelativism. Individuals start to accept the existence of differences. These can be behavioral or underlying cultural differences, the latter become essential to intercultural communication. Individuals develop attitudes of curiosity, respect and openness for the other, although criticism can also occur. This phase does not allow an adaptation due to the little cultural knowledge of the individual.

Stage 5 Adaptation. This is the ability to act outside one's own cultural worldview and embrace the values that govern the reality of the other. Real interactions do not happen but these are done through simulations. Individuals become empathic to cultural differences and start to experience a "biculturalism" which refers to the condition of shifting into different identities. In this sense, they perceive cultural diversity as closer to their reality and become better social interlocutors even if intercultural relationships are not completely established.

Stage 6 Integration. This is the final stage, in which complete ethnorelativism is achieved. Individuals have interactions and create relationships with people from different cultures and reach such an immersion that it even becomes complex to define what their "native culture" is. Individuals have a flexible identity that moves from one to another culture as they are constantly in the process of constructing their cultural affiliations. Finally, individuals become sensitive to diversity and experience "difference as an essential and joyful aspect of all life" (p. 186).

In conclusion, intercultural sensitivity is seen as the affective capacity of an individual to react positively toward people belonging to other cultures. It is the ability to develop favorable attitudes toward cultural differences that may arise in multicultural contexts. These attitudes include emotions and behaviors such as: curiosity, interest, respect, empathy, open-mindedness and acceptance of the other. Besides, intercultural sensitivity is a developmental process in which foreign language learners move from ethnocentrism to ethnorelative postures in order to question the values established by their own culture, recognize the existence of difference, embrace the diversity of cultures and integrate into the target culture.

Assessment of Intercultural Communicative Competence

Taking into account the nature of this research, it became necessary to discuss the concept of assessment because as Brown (2018) points out “a good teacher never ceases to assess students, whether those assessments are incidental or intended” (p. 3).

In our desire to develop meaningful and complete research, we decided to implement the intercultural sensitivity scale proposed by Chen and Starosta (1997) before and after our pedagogical intervention as an assessment tool. This is an instrument used to measure a person’s emotions and behaviors toward one’s own and others’ cultural characteristics. We did so with the purpose of having visible and precise information that reflects the students’ evolution in their process of becoming interculturally competent individuals.

Nevertheless, referring to the intercultural communicative competence assessment, Lázár et al. (2007) suggest that educators have to hold back the use of tests by using informal or other alternative assessment strategies. The decision-making process is also enhanced because teachers need to use multiple sources of data and information. The teacher should become an observer of processes and not only of products.

Hence, we decided to follow a second assessment procedure that represents a more holistic perspective which results from a process of observation of the students' work and progress. This way of assessing was appealing to us because it represents an ongoing undertaking of monitoring the students' learning process. It can be done by both teachers and students and it focuses on identifying gaps to improve the instruction and the students' internalization of knowledge (Trumbull & Lash, 2013).

Within this paradigm, we followed Liddicoat and Scarino (2013, pp. 123-140) who propose a complete assessment cycle for intercultural language learning that consists of four interrelated macro processes.

1. Conceptualizing: it refers to what will be assessed. The authors specify that it should focus on an analysis and reflection of the students' performance, concepts and conceptualization and language.
2. Eliciting: makes reference to how to assess. The procedures used should be dynamic, such as ongoing observations, portfolios of spoken and written work, logs that record intercultural observations and experiences, among others.
3. Judging: it alludes to how to judge the students' performance. They might include making observations about the students' linguistic and cultural positioning, it should be possible to evidence that the students analyze and interact with the materials assigned in class and the students should show reflection and understanding of the process of interpretation of the activities they do.
4. Validating: it has to do with how to justify inferences and examine consequences of the assessment. There needs to be a range of critical questions about the assessment carried out to make sure it is accountable with respect to the students' learning process.

To conclude, assessment is a fundamental component of any learning process, and assessing ICC represents a great challenge given that it is not measurable. Nonetheless, in this research we aim at making an outright assessment procedure by presenting the culturally related results of our intervention based on both, a specific evaluation of the students' progress with an intercultural sensitivity test and a general formative assessment centered on regular observations of the students' work and attitudes in class.

Task-Based Language Teaching

Nowadays, it is very common to see the use of task-based language teaching as a means to implement instructions in foreign language learning due to the evolution it represents, being an excellent medium for promoting real communication and approaching a great range of themes of interest just as intercultural sensitivity is for us. On account of that, this research in particular follows TBLT for the development of our pedagogical intervention. In order to have a clear understanding of this important framework, it is necessary to start by discerning the concept of 'task'.

According to Willis (1996) a task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p. 23).

As per Nunan (2004) a task is:

A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p. 4)

Additionally, Van den Branden (2006) claims that a task is an activity that requires the use of language. People engage in a task with the purpose of attaining a communicative objective that has been previously established.

Moreover, there are four defining criteria to distinguish a task (Ellis, 2009). They are:

1. The focus should lie on meaning. This means that form is delegated to a lower position and the priority is the meaning of the utterances.
2. There must be a goal to fulfill. This means that there should be a gap to fill, an objective to work toward.
3. Learners should be recursive. This means that they should use their own resources to accomplish the task.
4. The outcome is specifically defined. Language is just the means to achieve it.

In addition, specifically referring to language, Van den Branden and Van Avermaet (1995) state that from a task-based perspective, people not only learn language in order to make functional use of it, but also by making functional use of it. The previous statement reinforces the idea of language representing a vehicle through which goals are achieved.

It is important to make clear that in this approach grammar is not neglected. In fact, there is a very close relationship between meaning and form. Some researchers (Long & Norris, 2000; Skehan, 1998) refer to them as a marriage that represents a meaningful characteristic of task-based language teaching.

Another component that is relevant when understanding TBLT is that the tasks should always be meaningful. Even if this approach is being carried out in contexts where the language proficiency is not high;

however simple the vocabulary and grammatical structures involved in the first pedagogic tasks may be, students are still invited to exchange meaningful messages (i.e. comprehend and produce them themselves) in an attempt to reach a communicative solution and a (simulated or real) non-linguistic goal. (Hall, 2016, pp. 241-242)

Furthermore, TBLT takes into consideration motivation as one of its important constituents. The goal in this matter is for the students to experience a motivational process during task completion. That objective is not very easy to achieve because it is subjective and depends on the students' disposition, expectations and the learning environment (Van den Branden, 2006).

In this regard, Dörnyei (2002) states that there are three phases of the motivational process. They are:

- a. The preactional stage. In this stage, motivation needs to be brought about, the learners need to arrange goals for themselves and get ready for action.
- b. The actional stage. Here, it is necessary that the motivation the students acquired previously be kept. There needs to be stimulation during the task completion so that further action can be met.
- c. The postactional stage. In this stage, the students make an evaluation of their experience during the task completion in order to decide the kind of activities they will be motivated to perform in the future.

These stages portray the importance of being aware of the fact that the tasks proposed to the students need to be an inspiration to work. It is paramount that the students feel motivated and engaged with content in which they are willing to invest time and energy. Consequently, even if a task is challenging, the students will persist and work hard to achieve the goal set.

To carry out the implementation of TBLT in the classroom, we will follow Ellis (2006) who proposes a framework to design task-based lessons that includes three phases: Pre-task, during task and post-task. These stages will be explained below:

In the first stage, students prepare for the task to come and the purpose and the utility of the task are approached. Here, there are a variety of activities that can be done such as performing a similar task, the teacher can provide a model, the time can be used for planning or there can be an introduction of background information that students might need to perform the task.

In the second stage, it is the moment to perform the task, which involves a number of process options that both teachers and students need to decide on, there are three task performance options. The first one requires deciding if the students can complete the task in their own time or if they will have a set time limit. The second process option implies deciding if the students will have access to the input data while they perform the task. The third task performance option consists of deciding whether or not to introduce a surprise element at the beginning of the task presentation in order to perhaps enhance the learners' production.

In the third stage, there are three main goals. First, providing an opportunity to repeat the performance of the task. Second, encouraging reflection about the outcome of the task. Third, dedicating time to forms, especially those specific grammatical aspects that were problematic to the students throughout their task performance.

We can conclude that TBLT is a methodology that has the goal of effectively achieving the performance of a meaningful task. It has certain characteristics from which we highlight the focus on meaning and the perception of language as a means to achieve a goal instead of it being the end of the task. Also, working on activities in which students feel engaged so that motivation

becomes an inherent characteristic in the development of the tasks is a facet that we find appealing and paramount. This language teaching approach is relevant for our research because we aim at developing activities where the students become protagonists of their learning process and use language for communication and intercultural reflection while elaborating meaningful ideas.

Methodology

This section of the document presents the methodology adopted in the research work. The information is organized as follows: Firstly, the research focus based on (Creswell & Creswell, 2018). Then, the type of research and its characteristics according to (Burns, 2010), (Creswell, 2015) and (Colmenares & Piñero, 2008). After that, the research context and the data collection methods in relation to the steps. Finally, the research steps and the data analysis and interpretation (Creswell, 2015).

Research Focus

This research is founded in a qualitative approach. Qualitative research “is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell & Creswell, 2018, p. 41). These two authors also state that this approach entails connecting questions and actions, data usually gathered in the target context, analyzing data inductively and the researcher interpreting the information collected.

Type of Research

Within the qualitative paradigm, there is action research. This type of research consists of an interest to identify and work on possible problems present in a given context. Referring specifically to action research in English language teaching, it is important to recognize that it implies the transformation of the teacher into a researcher. The central idea of AR is to intervene in a deliberate way in a problematic situation aiming to bring about changes and, even better, improvements in practice (Burns, 2010). Similarly, Creswell (2015) states that AR addresses a particular, practical issue and seeks to obtain solutions to a problem.

Within AR there is a basic research design that represents the interests of this study, which is practical action research. It is particular in that it studies local practices, it involves

team-based inquiry, it focuses on teacher development and student learning, it implements a plan of action and leads to the teacher as researcher. This type of research fits our needs because our purpose is to work hand in hand with a group of students in an educational institution and the teacher in charge in order to contribute to a problematic situation, which is related to intercultural sensitivity and the implications that the lack of this cultural competence causes in English as a foreign language learners.

Characteristics of Action Research

According to Creswell (2015) there are some characteristics that are of great importance since they help better understand, design, read and evaluate action research. They are:

A Practical Focus

Action research more than advancing knowledge, aims at solving real problems.

The Teacher - Researcher's Own Practices

Action researchers engage in participatory or self-reflective research. They focus on their own educational practices.

Collaboration

Action researchers work with other people. Whether they are individuals within a school or other researchers, there is always collaboration.

A Dynamic Process

Action research does not follow a linear pattern. There is a constant back and forth, going from reflection, data collection, trying a solution and then going back to reflection.

A Plan of Action

It is important to formulate a plan of action after the problem has been identified.

Sharing Research

Action researchers tend to share reports with people close to them and their research interests because it is essential to promote change.

Additionally, some other specific aspects of action research in the educational context are proposed by Colmenares and Piñero (2008):

Object of Study

Action research explores educational situations as it happens in natural settings. It aims at understanding a problematic situation and implementing practical solutions to work on the case. The purpose is not to focus on issues that are important for experts or scholars but problems that are affecting social actors.

This research focuses on a problem that affects peaceful coexistence among students. This study aims at learning the students' negative perceptions about difference, understanding why they have them and working on their acceptance and embrace toward it, that is, intercultural sensitivity.

Intentionality

The purpose of this type of research is to link together theory and practice, action and reflection by gathering the social actors involved. Throughout joint work, it is possible to reflect, negotiate and make sense of the implications of education.

This study also intends to become a significant contribution to the education setting. By involving the teacher in charge of the course, we are creating a chain of knowledge that we hope will be shared with other educators so that this problem is also treated the best way possible in other educational contexts.

Social Actors and Researchers

In action research it is possible to find what is called a research group. This makes reference to all the individuals being part of the research process such as parents, students, teachers, observers and representatives of other institutions. This means that every actor being affected by the given issue and contributing to the creation of a solution are equally seen as researchers and are directly involved in the problem object of study.

In this study our research group was formed by an English teacher, the students of eighth-grade of Institución Educativa Técnica Comercial LITECOM and us, two students of Universidad del Valle. Together, we worked toward the development of intercultural sensitivity in the classroom. The knowledge that evolved during this research will also help future research and other individuals close to the ones involved in this study.

Research Context

This research was carried out in Institución Educativa Técnica Comercial LITECOM. This institution was founded on October 27th, 1973 as a response to the need of an establishment to be in charge of education in Jamundí. This is a public school that has the responsibility of educating kids in elementary level in its branch Nuestra Señora del Portal and adolescents in secondary school in its central branch, where this research was conducted. This institution is located in the commercial sector of the urban area of Jamundí, more specifically on calle 11 # 11-05 in Villa de Ampudia neighborhood. It is directed by the principal Judith Caicedo Nagles and has an emphasis on the technical and commercial areas. Hence, there is a clear focus on helping the students to develop skills that enable them to become innovative and resourceful for business. Also, this institution takes seriously the importance of integrating the students who belong to the different communities which Jamundí is enriched with. As a result, in their PEI,

(Nagles, 2012) states that LITECOM is an ethno-educational institution. This institution was taken into account for carrying out the intervention since the directives opened its doors to us from the beginning without any type of obstacle, this in part because one of us is a graduate.

Infrastructure Description

LITECOM consists of a large building. There is one entrance gate and one exit gate which are only for pedestrians. In the first one there is a space for the doorman, there are some trees around and a space for motorcycles and bicycles. After crossing the gate, there are two rooms which are the secretary's office and the principal's office. Right after that, there is a school stage and a soccer and basketball court. The school has the shape of a letter L with two big halls. There are two floors, the first one is big and spacious, where we can find classrooms, staff rooms, common areas and others. There are fifteen classrooms located parallel to each other only separated by a wall, each one has been assigned a subject. Every classroom has a big board, two fans, a TV, a trash can, six lamps and some of them have bookshelves and a desk for the teacher. In some classrooms there are writing pad chairs and in others there are school desks and classroom chairs. These are in good condition, but they are scratched and dirty. In addition, the laboratories have counters, sinks and faucets.

The second floor consists of a long and narrow corridor. There is a small drinking fountain, a space to wash the mop and eight classrooms aligned, only separated from each other by a wall. All the classrooms are equipped with the same articles as the ones on the first floor. There are two stairs that connect this floor with the first one and they have handrails to protect the students.

Institution Foundations

The mission and vision statements will be presented in Spanish to preserve its meaning and avoid any interference in the message conveyed.

Misión. Desde una concepción etnoeducativa pretendemos formar integralmente bachilleres técnico-comerciales idóneos para ingresar a la educación superior. Individuos educados en los derechos y valores humanos, competentes en el uso de las TIC y el manejo de la segunda lengua; personas que educadas en el pensamiento pluriétnico, pluricultural, crítico, la sensibilidad socioambiental y el espíritu emprendedor, sean capaces de construir sus proyectos de vida, practicando ciudadanía activa y comprometida.

Visión. Desde una concepción etnoeducativa, se proyecta hacia el año 2020 ser una institución educativa líder en la formación integral, ética, emprendedora, y democrática de bachilleres técnico-comerciales, pionera en la formación de ciudadanos con pensamiento pluriétnico, pluricultural y crítico, que a través de sus proyectos personales y laborales sean constructores de calidad de vida individual, social y ambiental.

Teaching Conception. Principle 1. Teaching is thought of as the joint creation and construction of teachers and students in the zone of proximal development. It is assumed to be the main driver of development.

Principle 11. Teaching is not conceived as contingent on development, that is, it is not necessary to wait for the level of development of the student body to structure the teaching process. It is not conceived to study the child in his development outside the social environment, but to consider the child and his environment as elements of a single interactive system in which development consists of the slow and progressive individualization of a basically social organism at its origin. For Vygotsky there is no development without learning and no learning without

development. In such a way, both processes are interdependent, and it is in this interdependence that learning guides development. Here, language is the main mechanism of school interaction, it is the key mediator of cognitive activity and the teaching-learning process.

Learning Conception. Principle 16. Learning is conceived as the result of the subject's intentional social interaction with others and with the environment that surrounds him/her (dialogic communication). The student is a subject who learns through social interaction and must be understood as a social being, product and protagonist of the multiple social interactions in which he is involved throughout his school and extracurricular life.

Principle 17. Students are ultimately responsible for their own learning process. They build knowledge and nothing and no one can replace them in that work. This active role of the student body must be interpreted in terms of the student who builds meanings and attributes meaning to what he/she learns.

EFL Environment Description

Regarding the foreign language environment, we noted that there are 5 English teachers who according to the classroom signs are masters. All grades from 6th to 11th have 3 hours of English weekly. There are about 38 students per group and class time lasts approximately 55 minutes. The institution does not have an English coordinator. Instead, the most senior teacher is in charge of leading the others and together they create the Plan de Área and have meetings where they discuss the situations going on in the English classes and propose innovative ways to reach the students.

Referring to the inclusion and illustration of English, the institution has some posters only at the entrance of the school and these contain motivational phrases in English. However, there is no more reference to the foreign language. There are no bilingualism programs, activities or

events aimed at English immersion. In the case of the EFL classroom, it has two posters that allude to the foreign language. One describes the class rules and the other shows the silhouette of the human body with its main parts. This classroom is big and unlike the others, has windows to keep it cool with the air conditioning it has. It also has a tv, a trash can, one fan, forty writing pad chairs, a desk for the teacher, a shelf that has English Please books for the students, a first aid box and two boards.

Target Group Description

The grade we are working with is 8-3. This group has English class on Mondays from 2:35 pm to 4:50 pm (30-minute break between the first and the second class hour) and on Wednesdays from 1:40 pm to 2:35 pm. This group consists of 36 students whose ages range from 12 to 16 years of age. They come from various cities in Colombia and some of them are originally from Venezuela.

Data Collection Methods

The following methods were used in order to collect the data required for this research:

Institutional Documents Analysis

We started by analyzing the school's documents PEI and PA in order to find information regarding the methodology used and therefore understand what we needed to take into account to intervene in the institution harmoniously. Also, we reviewed these guidelines with the purpose of finding the importance the institution gave to the integration of cultural aspects in the classroom.

Classroom Observation

We made a complete observer type of observation since our purpose was to observe the students interact in class naturally. This, with the intention of recognizing the students' behavior with their classmates and identifying possible actions demonstrating lack of intercultural

sensitivity. Besides, we intended to see if the teacher included the intercultural component in his class. The observation was done through note taking.

Interview

We conducted a one-on-one interview with the teacher in charge of the course we worked with. This served us to gather information regarding the teacher's personal details and background, his perception of language education, the methodological approach he identifies with, a characterization of the target group of students, the relationship between language and culture from his point of view and his thoughts on the integration of culture in foreign language teaching.

Surveys

In this research we applied two different surveys. The first one was a needs analysis survey that helped us with the context recognition and the second one was an intercultural sensitivity test which was useful for the diagnosis of the students' grade of intercultural sensitivity.

Needs Analysis. This was a useful tool, as it allowed us to learn about the students' personal information, their access to technology, their interests and motivations, their English related background, their learning process and their attitudes toward culture. This information facilitated the design of our pedagogical instruction.

Intercultural Sensitivity Scale. This is an instrument used to measure a person's intercultural sensitivity. We chose the intercultural sensitivity scale which contains twenty-four statements concerning intercultural communication (Chen & Starosta, 1997). We adapted this scale to the context we approached.

Research Steps

Even though Creswell (2015) describes AR as a flexible process in which there are no rigid rules about how to proceed, there are eight steps that can provide guidance to new researchers. In this section we present four of these eight stages, which show the process followed in our study:

Step One

Identify a Problem to Study. Being the core of this research the resolution of a problem, the identification of one was only the starting point of our research.

First, we visited the institution to make a characterization of it and identify the spaces designated to learning English and we analyzed the institutional documents PEI and PA. Additionally, we observed a total of three classes which was equivalent to five hours. In these observations we used note-taking from different spots in the classroom to build a general panorama of this particular context. Furthermore, we interviewed the English teacher to explore some general cultural aspects. Moreover, in this step we applied a NA and the ISS that helped us to know more about the students and learn about their understanding of the concept of culture. Finally, after collecting this data, we analyzed data with the purpose of characterizing the instruction observed and to explore possible problematics affecting the classroom observed. At this point the identified problem can be introduced.

Step Two

Develop a Plan for Action. Developing a strategy to carry out some ideas that might solve the problem.

We dedicated one month for the design of the didactic sequence. We did this taking into account the information found in the first step, the literature reviewed and the educational

framework TBLT. We sketched a total of two tasks that were to be carried out in ten hours of class.

Step Three

Implement the Plan. Trying out the proposal of a potential solution to the problem.

The tasks were developed in two months, nine classes, a total of ten hours. These took place on the 1st, 6th, 8th, 13th, 15th, 22nd of June, 18th, 25th, the 27th of July and the 3rd of August, 2022. The sessions were given with some interruptions on the timeline because of vacation time in the public institutions. Regardless of that, they took place efficiently, counting on the students' perceptions of the class every three sessions in order to improve and make the intervention more appealing for them.

Step four

Monitoring and Reflection. Monitoring and reflecting on what has been learned in the process.

This step was taken into account throughout the whole implementation of the plan. In every class, we took notes and reflected on the impact that our interventions were having on the students. Also, we monitored their progress and behavior to recognize aspects that could be improved in the next classes. Besides, this step was important in the end of our research as it served us to make a general evaluation of the process, the effectiveness of the tasks and its effect on the students and on ourselves as researchers and teachers.

Data Analysis and Interpretation

In order to make an analysis of the data collected in our research, we chose to follow three of the steps for analyzing and interpreting qualitative data proposed by Creswell (2015).

Preparing and Organizing the Data

In this step the researcher organizes the data, transcribes the interviews and types field notes. Finally, it is important to decide whether the data will be analyzed by computer or by hand.

This process was carried out before, during and after the interventions. The interview with the teacher was transcribed, the NA and intercultural sensitivity test answers were transferred from paper to google forms to have a better overview of them and the classroom observations before and after the interventions were analyzed critically and categorized in order to find aspects that needed to be worked on with more rigor. Data was analyzed by hand, considering that it facilitates the process of examination.

Representing and Reporting Findings

In qualitative research, findings are presented through visual graphics, such as diagrams, figures and tables.

All the data collected was presented in a written report that included tables and bars that portrayed the information clearly and was easy to understand. This was an important step, given that the readers should be able to go through the information without needing to make a long, deep analysis of the data, it facilitates the research paper comprehension process.

Interpreting the Meaning of the Findings

In this step, the researcher makes an interpretation of the work done. Here, there is reflection about the differences and similarities between the literature and the research. Furthermore, there are considerations about future research.

Here, we made an interpretation of all the processes done, taking into account every step taken that led to the creation and implementation of activities to raise intercultural sensitivity. All

this, from an objective and critical perspective that allowed the work to be scanned, highlighting both positive outcomes and things to improve. This three step analysis and interpretation is presented in detail in the section of findings.

Findings

In this section, we present the results of the pedagogical instruction taking into consideration the data gathered through the collection methods used to conduct this research. This examination helped us have a clear picture of the effects of our instruction in the rise of intercultural sensitivity in the group of students participating in the study. These findings are presented below, considering each method in the following order: institutional documents analysis, observations of the target group prior to the pedagogical instruction, a teacher interview, a needs analysis survey, intercultural sensitivity scale before and after the implementation of the didactic sequence and observations of the target group during the instruction period.

Institutional Documents Analysis

As a way to begin the examination of the school, we did an analysis of some of the most important documents of an official educational institution: Proyecto Educativo Institucional and Plan de Área. In this exploration, we focused on searching for information regarding the pedagogical orientation the school follows and the inclusion, if any, of the intercultural component.

In PEI, we found that the school follows the pedagogical model *histórico cultural comprensivo* based on Vygotsky's line of thought and it outlines an interpretative and critical and emancipatory mindset. Additionally, throughout its pages it includes some topics and concepts related to our research focus. These were culture, diversity, empathy, pluralism and inclusion. All of them have great importance in the institution given that its location merits it since Jamundí is naturally multicultural.

In the case of PA, we discovered that it takes into account approaches to teaching, such as task-based approach, cooperative learning and meaningful learning. Also, it establishes the development of communicative competence as the main goal of the English classes. It also states that:

Learning English shares an intercultural education, that is, it responds to overcoming language barriers. This contributes to the establishment of specific relationships, to mutual understanding, to the right to enjoy cultures, to tolerance; interculturality, it means, cultures in constant dialogue of knowledge, it implies interpretation and decoding, that is, understanding of the cultures involved. (Viafara, 2022, p. 3)

Furthermore, the perception of language that the school has reflected in PA is interesting. It is mentioned that language plays an important role in the formation of critical thinking and construction of knowledge, for it is necessary to analyze and transform reality. Learning takes place based on previous knowledge of the students, which promotes an active role on their part in the learning process, while the teacher is described as a guide and facilitator. This view of language matches our pedagogical proposal which tries to give voice to foreign language learners and seeks the creation and maintenance of intercultural relationships.

Similarly, PA recognizes a strong link between language and society. Therefore, the English subject considers language as a social phenomenon that evolves and has an important cultural load, such as customs, norms, beliefs and values. Understanding language as a channel for the exchange of culture suggests important benefits such as the reduction of ethnocentrism to question one's own practices and value those of others.

In conclusion, through the analysis made to the institutional documents of LITECOM, it is possible to affirm that the cultural component is not disregarded. In fact, this institution

assumes the inclusion of culture in ELT as paramount due to the diversity present in the classroom and the necessity to adopt conducive attitudes that result in healthy intercultural interactions among students. These aspects should appear and be identified in classroom observations. Also, they should be included in the planning of the various areas that make up the institutional curriculum.

Classroom Observations Before the Pedagogical Instruction

We did in total three observations that were equivalent to five hours of class, these were done through note taking in the month of March, 2022 (see Appendix A). This instrument allowed us to collect information from the two researchers' perspectives. The analysis led to the classification of the information into some categories: strategies, type of activities and materials used in class, students' behavior and the use of L1 and L2 (see Table 1).

Table 1

Aspects to Improve in Class Based on Classroom Observations

Category	Description	Reflection
Strategies	• The teacher takes the lead in most activities. • The teacher uses grammar explanation and focuses on learning the structure of syntactically correct sentences. • Translation is one of the main tools used by the teachers and the students.	We should propose activities that give more leadership to the students, in which the teacher can be seen as a guide and not as the one in control. These should also raise their interest and performance in class. Also, we need to work on activities that do not revolve mainly around grammar. We should find strategies so that the students do not see translation as the main resource when studying English. Additionally, we should try

	● Scolding is sometimes used as a tool to call the students' attention.	to find a way of calling the students' attention that is more friendly with them.
Students' behaviors	● One of the students' main distractions is their cell phone. ● Some students showed discriminatory behaviors. Examples of this are when they heard the word "fat", they immediately laughed. Also, when they saw a candidate for <i>personería estudiantil</i>, they seemed to mock her because unlike the others, she looked heavy. ● The students are very talkative and undisciplined.	There are some negative behaviors and attitudes that we should try to work on so that respect prevails in any given situation. We would like to propose activities that require more interaction and participation on the part of the students, where they are more active agents as well as ones that get their attention to keep them more focused in the class.
Use of L1 and L2	● English is only used for short expressions such as greetings. The few times it is used it is immediately translated into Spanish. ● Spanish is the predominant language in class. It is used to give	Spanish surpasses by far the use of English. Even though L1 can be a beneficial tool, we need to focus on the use of L2. One of our goals must be for English to be the predominant language by using strategies to limit the use of Spanish.

	instructions, explanations and examples.	
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This classification allowed us to evidence many positive aspects in the class. However, there were also some shortcomings and situations that could be improved to reach an efficient development of the classes as well as a more suitable learning process for the students. Similarly, this analysis made it possible to identify some important aspects to be taken into account in the design of the didactic sequence.

The categories found in these observations support the development of our pedagogical instruction since there are some voids that need to be filled. There is an evident lack of coherence between the interests exposed in the institutional documents and what is developed in class. There was no inclusion of cultural content in the classes observed, instead, grammar was the focus of content development in the English class and there were some negative behaviors toward difference as well. This makes it prevailing to introduce cultural aspects that work in accordance with the approaches sought by the institution.

Teacher Interview

This interview was carried out on February 14th, 2022 through Google Meet. We made use of notepads and an audio recorder to keep all the information, which was transcribed later. The analysis of the information generated six categories: information about the teacher, his perception of language education, the methodological approach he follows, a characterization of the target group of students, the relationship of language and culture from his point of view and his thoughts on the integration of culture in foreign language teaching (see Appendix B).

The teacher in charge of the target group is a licenciado en lenguas extranjeras Inglés - Francés graduated from Universidad Santiago de Cali. He has taught English for the past five

years to children, teenagers and young adults. He has taught in schools and language institutes, he has been working at LITECOM for the past seven months. He is in charge of seventh, eighth, and ninth grades. He works in the afternoon and teaches Arts and English, the latter being his main focus.

He understands teaching a language as potentiation of communicative skills, both in the comprehension and production of texts as well as in oral production and comprehension. He admits that within this there are many more things such as linguistic skills, the semantic and morphological part. The purpose of teaching a language is first of all that people can communicate, understand each other and also have tolerance toward other people, that they make use of different variations of the language, and that they identify different ways of communicating.

Regarding the approach he is more familiar with, he follows the communicative and the intercultural approach. In his comprehension of this approach he expresses that it is focused on creating dialogues so that students become familiar with it and are able to use it in different contexts, that is in intercultural encounters, so that they understand that there are different cultures, that a word or a phrase can mean something different depending on the context. He said it is very important to have knowledge of all this, since it helps not only for the communicative part but also to have respect for the different ways of thinking, of seeing; that is, the intercultural dimension. He uses the textbooks provided by MEN which are useful because there is information related to issues that happen in Colombia. This helps students to learn about different cultures, places, dances, customs and typical food.

Even though the teacher is interested in the approaches mentioned above, he admits that there are other aspects that must be included such as grammar. He affirms that it has to be taught

because it is necessary for the students to learn how to make sentences. He tries not to focus so much on that, but he does try to teach his students the grammatical structure so that when they need to make a sentence they already know how to do it.

As for the students' attitudes toward difference he admits that he has not focused much on that topic. However, based on his knowledge, he tries to teach them the importance of respect. A strategy that he uses is that when it comes to working in groups, he decides which students will be in each group so that they can share with different peers. Additionally, he highlighted that some relationships among students are healthy but others are not. There are some students who want to be the center of attention, so they use derogatory comments toward some of their foreign classmates.

The teacher understands language as the tool we use to communicate, those symbols or signs that a community uses to communicate among themselves and with people from other communities. As regards culture, it is the set of knowledge, customs, ways of dressing, traditions, everything that characterizes people. For him there is a relationship between the two concepts. People can even be categorized at a socioeconomic level by the way they speak. For example, if people do not speak very well, it will be said that they are not educated.

Finally, he states that it is completely beneficial to integrate the cultural component in the foreign language curriculum. He expresses it is very important because it helps the students to be more tolerant with other people and also to find an interest in other cultures. Also, he said it helps the students to improve their communicative skills, which he considers to be very important to make our society function. Further, he has tried to make an integration of the cultural component in the foreign language classes by asking questions regarding the experiences the students have had and these have been shared with the group. This is to encourage dialogue

and see what the other students think of their peers' experiences. He tries to teach them about respect and show culture as something interesting and show that we are all equal.

The foreign language panorama presented by the teacher helped shaping the pedagogical instruction. We took into consideration three important aspects in the design of the didactic unit.

First, the teacher sees communication as one of the purposes of teaching a language. Therefore, he intends to develop his classes taking into account the communicative and intercultural approach which are closely related. However, he admits teaching grammar is something necessary for the students as they should learn structures in order to be able to build language structures on their own. Consequently, we aim at designing activities that do focus on communication without disregarding forms but making the former the center of the didactic sequence.

Second, although he acknowledges the importance of respect toward others, he admits he has not worked on the students' attitudes toward difference even though he has witnessed some derogatory comments among the students mainly toward foreign classmates. For that reason, we see it is necessary to create activities where the differences of everyone are highlighted and followed by reflections which lead to coexistence in the group.

Third, he recognizes the significance of including culture when teaching a foreign language and although he insists on tolerance and interest toward cultures as being something key, he concludes that it is important to show the students that everyone is equal. Based on Bennett's (1986) developmental model of intercultural sensitivity we find the ethnocentric position of denial on the part of the teacher. On that account, we seek to point up the cultural differences present in the classroom and in the world.

Needs Analysis Survey

This survey was applied on March 28th, 2022 to 35 students and it lasted 30 minutes. We used it with the purpose of getting to know the students better and therefore present activities that resulted in meaningful and appealing experiences for them. Also, this was an important source for characterizing the target group in terms of cultural aspects. This needs analysis survey was composed of 23 questions, which were divided into the next six categories: personal information, background, motivations, learning process, attitudes toward culture and access to technology (see Appendix C). These will be presented and analyzed below.

Personal Information

There are 17 girls, 17 boys and one student prefers not to mention their gender. The students' ages range from 12 to 16 in the same course, being 12 the less predominant age and 14 the mean age. Most of the students are from Colombia, from different cities such as San Andrés, Bogotá, Armenia, Ibagué, Santander de Quilichao, Puerto Tejada, Jamundí and Cali, the two latter being the most representative. Besides, there are pupils from Venezuela, coming from Santa Ana de Coro, Estado Carabobo and Barcelona. Moreover, many students consider themselves to be blanco with 31,4% and the rest of them identify with afrocolombiano 28,6% and mestizo 28,6%, 2 students do not identify with any category and one sees themselves as indígena.

Background

More than half of the students (62,9%) have studied English in a place different from the school, 31,4% independently and 17,1% in a virtual course. Also, some of them have studied this language in institutes and with private tutors. Likewise, 74,3% of the students admitted to having had a conversation with a foreigner and their perceptions about it were varied, going from

excitement because they learned new things and listened to different accents to indifference because they did not understand that much.

Motivations

In this category we found that 85,7% do like English, which represents the majority of the class. Many students expressed this by saying they like the pronunciation of the foreign language and the way it sounds. The ones who do not like it said that it is difficult and confusing. Further, 91,4% of the students think this language is going to be useful for them in the future and they consider it to be important because first, it will allow them to get a better job, second, because by knowing English it is easier to study in another country and third, because it allows them to travel and visit other countries. Besides, they enjoy most of the activities that revolve around working in pairs or groups, doing pronunciation, vocabulary exercises and listening to songs.

Learning Process

The skill they have developed the most is listening, the one they consider to be average at was writing and the skill the students were less efficient at was speaking. Also, 51,4% said to feel normal about learning English, confident 22,0% and lastly enthusiastic 20,0%. Additionally, 42,9% said they do not dedicate any time at all to English outside of class, but there is a 40% of students who dedicate less than 30 minutes to it and 8,6% said between 2 and 4 hours. Furthermore, 68,6% of the students said the skill they would like to improve the most is speaking, then writing with 14,3% and reading with 11,4%. The activities they considered to be more suitable for the improvement of their skills were exercises related to speaking, vocabulary, writing and pronunciation.

Attitudes Toward Culture

Some students showed a general idea of what it is, they related it mainly to language, religion, and traditions. Some others said they did not know what it was and others said it was difficult to explain. Besides, 91,4% said they would like to get to know cultures different from their own. Since there are students from various cities in Colombia and some from Venezuela, they were asked if they considered their classmates to be different from them, 60% said no and the rest said they do think they are. To be more specific, they considered their classmates to be different in their attitude, culture and way of learning. They thought their classmates are different in that they speak weird and have weird cultures, they express differently and have different customs and personalities. One student said that they are different because not all of us think and act the same way. On the other hand, the ones who considered their classmates not to be different from them said it was because we are humans and we are all the same, nothing makes them look different. Another one said that they are not different but he would like to learn from them.

Out of the ones that thought their classmates were different (51,4%) said that they show interest in dialogue with those people to understand their differences and learn from them. Likewise, 20% of them said they dialogue with those people to understand their differences but try not to get involved with them that much. Also, 17,1% said they are not interested in either understanding them nor getting involved with them. Additionally, there were an 8,6% and a 5,7% who said those people cause them anger, little reliability and they do not get involved with them because they feel uncomfortable.

Access to Technology

77,1% of the students have access to wifi against a 22,9% that does not. In terms of technological devices, 77,1% of the students possess a cell phone. However, only 42,9% of them have a computer and 14,3% say they do not have access to any device. This information was vital for the construction of the didactic sequence, although it did not greatly affect our intervention since it was done in person, it helped us understand that we could not propose homework that involved the use of technology because not all the students would be able to complete the assignment.

Overall, in this needs analysis we found that there is diversity in the classroom in terms of the students' origin and ethnicity. This is an excellent opportunity to work on the study of cultural diversity. From this cultural richness can come out activities of self-recognition of cultural identity and that of others.

This NA evidenced the need to create activities where the students use the receptive skills such as reading short pieces which prepare them to write their own. Also, listen to excerpts that motivate them to speak since there was correspondence between the students' weaker skills which were writing and speaking and the ones they would like to improve the most, adding up reading. Besides, there must be an emphasis on pair and teamwork for they prefer them over individual work. In addition, listening to songs and speaking, vocabulary, writing and pronunciation exercises need to prevail in the tasks because these were chosen as their favorite activities to improve their skills.

Additionally, we can say the students have a superficial understanding of culture based on language, religion and traditions. This is a clear call to present deep cultural aspects that demonstrate that culture goes beyond what we can easily perceive, it is enriched with various

different characteristics, it can be surprising and sometimes shocking. This can be done by presenting different mindsets of cultures around the world taking advantage of the students' interest in getting to know other cultures different from their own.

Moreover, more than half of them think their classmates are not different. This is a perspective that we also observed in the English teacher. According to Bennet (1986) this is the first stage of ethnocentrism. In the path of reaching intercultural sensitivity the denial of difference is the most premature way to react to difference. This implies that there needs to be an intervention that includes familiarization with differences so that the students can move to more ethnorelative stages.

In contrast, some students did recognize their classmates as different from them. However, within that recognition there were attitudes of disinterest, mistrust and rejection toward them. This paves the way for the study of positive attitudes toward cultural diversity as a basis that allow us to coexist in the midst of difference.

Intercultural Sensitivity Scale

This test was applied on March 9th and July 27th, 2022 to 35 and 36 students respectively, it lasted 35 and 28 minutes. It was applied in the classroom and paper-based (see Appendix D). It was adapted from Chen & Starosta (1997), we omitted some statements that we did not consider necessary for this particular context due to the students' ages, the test's length and complexity of certain concepts. This instrument had the purpose of measuring the students' intercultural sensitivity before and after our pedagogical intervention in order to determine the impact that our didactic sequence had on their attitudes (see Table 2).

Table 2*Intercultural Sensitivity Scale Before and After the Instruction*

Affirmations	Before the Instruction			After the Instruction		
	Never	Some times	Always	Never	Some times	Always
1. I like to interact with people from different cultures.	7	22	6	0	3	33
2. I find it very difficult to speak in front of people from different cultures.	5	18	12	26	8	2
3. I don't like being with people who think differently from me.	3	21	11	35	1	0
4. I respect the values of people from different cultures.	2	17	16	0	1	35
5. I tend to wait before forming an impression of people who are culturally different from me.	9	19	7	2	3	31
6. I am very observant when interacting with people from different cultures.	17	10	8	0	7	29
7. I do not accept the opinions of people from cultures other than mine.	6	18	11	36	0	0
8. I try to get as much information as I can when interacting with people from different cultures.	10	18	7	0	22	14
9. I think my culture is better than others.	9	16	10	36	0	0

10. I respect the way people from different cultures behave.	4	18	13	1	2	33
11. I avoid situations in which I have to deal with people who are culturally different from me.	7	24	4	2	2	32
12. I enjoy the differences between my culture and other people's.	6	26	3	0	1	35

In the first implementation of the test it was found that the students were a little indecisive regarding culture and their attitudes toward differences since there was a clear predominance of *Sometimes*. From these findings, it was possible to affirm that the majority of the students were in initial phases corresponding to ethnocentric positions. This was due to the fact that there was no clear intention of relationship and adaptation to a foreign culture and that some attitudes of rejection were reflected toward difference. This realization was important to describe the target group in terms of intercultural sensitivity and define the aspects to be taken into account to develop culturally sensitive individuals.

Four months later, after having worked on culture throughout two complementary tasks, we applied the test a second time. The results evidenced a clear and well defined perception of their own culture and others'. For example, the students chose *Always* in affirmations that described positive attitudes toward culture: I like to interact with people from different cultures, I respect the values of people from different cultures, I tend to wait before forming an impression of people who are culturally different from me, I respect the way people from different cultures behave, I avoid situations in which I have to deal with people who are culturally different from me, I enjoy the differences between my culture and other people's. In addition, they chose *Never*

in affirmations that represented negative attitudes toward cultural differences: I find it very difficult to speak in front of people from different cultures, I don't like being with people who think differently from me, I think my culture is better than others.

From these results it is evident there was growth and movement toward more sensitive attitudes which represents intercultural sensitivity according to Chen and Starosta (1997). The students moved from possibly seeing their culture as better to never, they went from being reluctant to differences, to accepting them and even wanting to interact with people who are culturally different from them. These results were achieved by guiding the students through the discovery of differences as something interesting. Since they saw themselves as different and also experienced rejection, it helped them change their perspective. They were encouraged to constantly give their opinions in different situations which pushed them to realize the importance of difference and seeing value in it.

Classroom Observations During the Pedagogical Instruction

Based on the needs we could identify by analyzing all the data, the shortcomings we perceived and the theoretical information that enriched us with intercultural foundations, we designed a didactic sequence (see Appendix E). That is, the interest of the institution LITECOM in promoting healthy intercultural interactions in ELT, the lack of their inclusion in the English classes observed as well as the predominance of grammar over communication. Also, the need to recognize the diversity present in the classroom and work on positive attitudes toward difference given the presence of negative attitudes toward it among the students.

Additionally, a position of ethnocentrism based on Bennett (1986) on the part of the teacher and some students. Further, the necessity to work on the four language skills with an emphasis in writing, speaking and reading in accordance with the students' self-perception and

the inclusion of activities the students feel more attracted to such as listening to songs, vocabulary and pronunciation exercises in order for the classes to be more appealing to them. Moreover, the indispensable work on a deeper understanding of culture and the indecision shown by the students regarding important attitudes toward difference presented in the intercultural sensitivity test.

Based on it, we conducted a pedagogical instruction from June to July, 2022. We carried out these activities in two different tasks, which were tracked through observation notes (see Appendix F). It is important to mention that this didactic sequence was built and executed following a task-based approach.

Task 1: What I Have to Say About Me as a Social and Cultural Being

This task arose as a response to the necessity of promoting identity construction and recognition of cultural characteristics that make the students who they are. The specific purpose of this task was to raise cultural identity based on the recognition of individual and community cultural representations.

Pre-Task. We began with an activity in which the students could get to be more familiarized with the concept “Cultural Identity”, they gave their opinions on what they believed the two words meant, constructing the meaning together, as a group. In a second activity the students were able to know the definition of key concepts for the task such as community, beliefs, customs, culture, identity, among others. These were presented and explained with examples that were familiar for them. Then, the students worked in groups to make a matching exercise about the vocabulary previously learned.

The activities described allowed the students to have an approach to the vocabulary that would be used throughout the classes. Also, the students worked together indirectly (first

activity) by giving their opinions and complementing their own ideas and directly (second activity) by working in groups in a preparation task that required each learner's participation in order to reach the expected results.

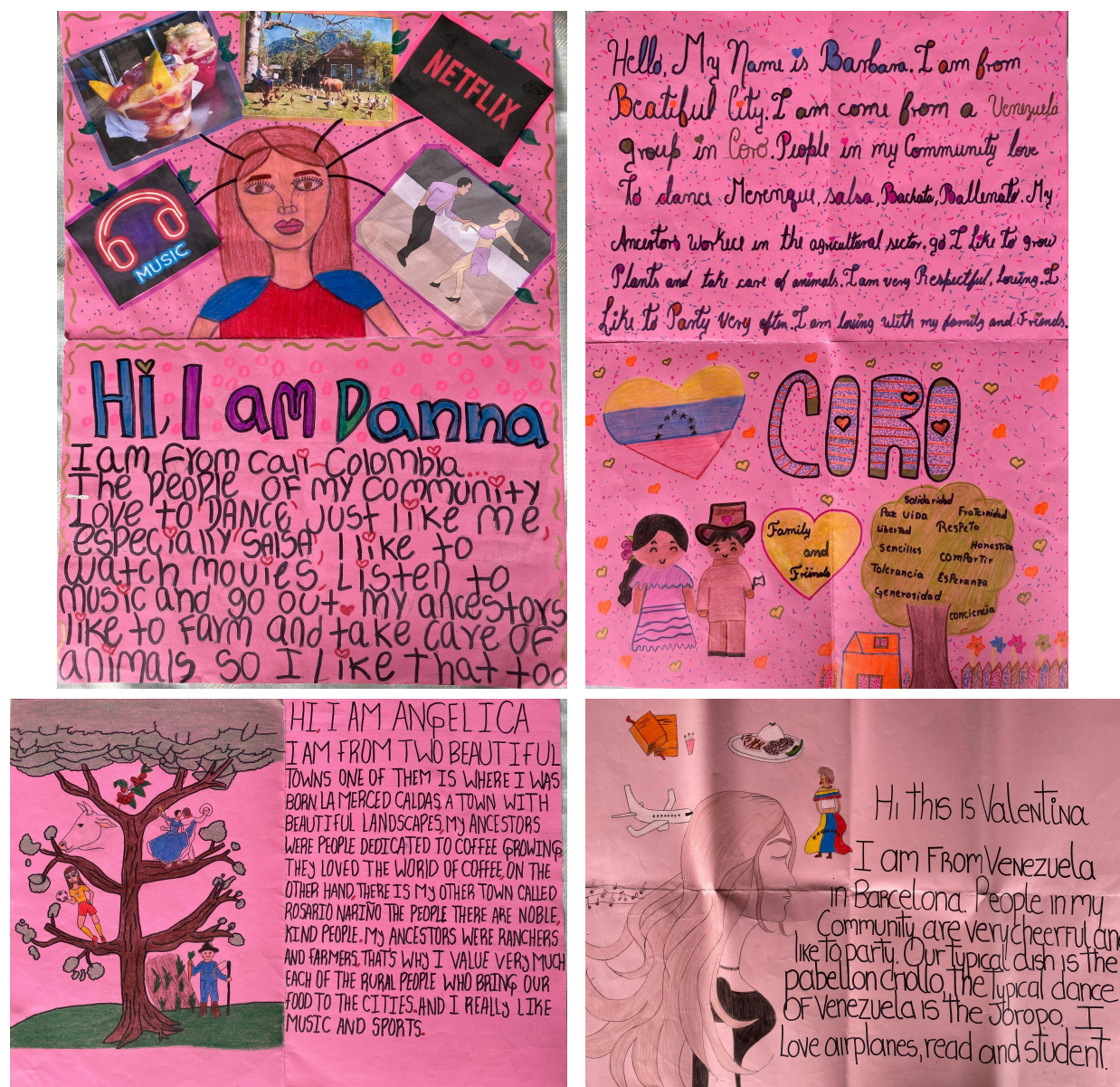
During Task. In the first activity we began by exploring Moana's cultural identity through the song *I am Moana*. The students analyzed her main features and the reasons behind those aspects being part of who she is such as the place where she was born and the community she belonged to being closely linked to her desire to navigate the ocean. In the next activity, the students got to know more about themselves from their classmates' perspectives. Through music and movement, they could write about their classmates and read positive things that others thought or assumed about themselves. This allowed the students to see beyond their own eyes and get connected with others. After that, they could explore the cultural identity of some characters who came from different regions of Colombia, these were selected based on the students' origins. In groups, they read short texts and identified the cultural characteristics that represented those people. Then, as a group, they reflected on specific aspects that delineate the way people think: cultural background and many other hidden aspects that are frequently not taken into account when figuring out the identity of a person.

The main activity of this task was called "I have a cultural identity". The students were invited to write a paragraph about themselves and make a representation through a drawing, this was the outcome of the task (see Figure 2). They were shown some examples of posters done by other students so they understood better the product they were expected to do. They included aspects such as their background, origin, characteristics of the communities they belong to and the things they like. The students were invited to share their products with their classmates in

groups, each one talking about himself/herself and asking some questions to get more information from their classmates.

Figure 2

Example Pictures of Students' Posters for the Activity "I Have a Cultural Identity"



In general, the activities developed throughout the during task phase helped the students to be more prepared to carry out their outcome successfully. They got to explore deep aspects of

other people and how to identify them. This was done through activities that included songs and required them to stand up, walk around the classroom and take part in class from beyond their seats. There was also teamwork and participation as a group to reflect on a topic they felt familiar with which motivated them to participate. The main activity represented an opportunity for the students not only to get to know more about themselves but also about their classmates who are culturally different beings. This activity allowed the students to exteriorize their creativity and work on something they usually know and care about: themselves.

Post-Task. The first activity consisted of exercises to study adverbs of frequency, which were included in the activities of the pre-task and while task, especially in the written texts in activity 5. The students were invited to read some examples with adverbs, taken from the texts worked in class, and were also asked about their real life situations. Moreover, as a group, they completed some online exercises that were feasible because the topic had been previously understood. Additionally, the students played a game about questions that asked about their routines. This was done using a wheel picker, two balls and music. Next, there was some time for reflection where the students had the space to talk freely about what they had learned. Students started using some of the concepts or expressions learned in the instruction process. This showed progress in the cognitive aspect and the language skills on the part of the students as the use of L1 was reduced and the students managed to use studied vocabulary and hold significant interactions in L2 (see Table 3). Furthermore, they expressed what they thought about the classes they had and their learning process. Finally, we had the time to give them some feedback on their performance giving special attention to the good work they had done and also clarifying some specific aspects that could be improved in future activities.

In this last part of the task, the students could practice the grammatical aspect that was included in the task. This was done through games and exercises that did not include the use of their notebook. The students had the opportunity to enjoy this part of the language class. Also, they were encouraged to speak and use the foreign language to express their feelings.

Excerpts taken from the final reflection of task 1 through observation.

Table 3

Illustration of Interactions Teacher-Students Task 1

Interactions Teacher-Students Task 1 June 22nd, 2022	
Perceptions of culture	Teacher 1: Guys, are we all the same? Student 1: No, somos diferentes. Student 2: We are different. Teacher 2: What differences did you identify when you shared your cultural identity and learned about your classmates' cultural identity? Student 3: Origen. Teacher 1: You can say that in English, we learned that. Student 2: Origin! Teacher 1: Excellent! What else? Student 2: Beliefs. Teacher 1: Good! What else? Student 4: Values?

Student 1: Lo que les gusta, que a veces depende de la familia de donde vengan.

Teacher 2: So can you give me examples? For example: Gabriela is from, she likes to, she is...

Student 10: Daniela is from San Andrés, she speaks creole.

Teacher 2: Wow, that is very interesting! So can you guys speak creole?

Student 1: No.

Student 5: No.

Student 6: Nooo.

Teacher: Okay! It means that it is a special characteristic of Daniela. It is part of her...

Student 2: Identity...

Teacher 2: Great! What other examples can you give us? More examples?

Teacher 1: Hmmm for example, what can you say about Jhorwin?

Student 7: Le gustan los números.

Teacher 2: He...

Student 2: like... He like numbers, accounting.

Teacher 1: And what can we say about his family?

Student 1: They have stores, les gusta hacer cuentas, they like numbers too.

Teacher 2: Imagine... If we were all the same, same skin color, same faces, same hair, same likes, would you like that? Do you think it would be nice?

Student 3: Nooo.

Student 5: Nah qué pereza.

Teacher 1: You wouldn't like that?

Student 13: No!

Teacher 1: So we learned that we are different.

Teacher 2: Are those differences good or bad?

Student 2: Good!

Student 3: Good!

Student 8: Nice!

Teacher 2: Why?!

Student: Porque así no somos todos iguales.

Teacher 1: That is good, so should we be ashamed of those differences or should we value them?

Student 2: Value!

Student 4: Value!

Student 3: Value!

Teacher 2: Exactly! We should value those differences because they make us unique, únicos! What else?

	Student 2: Special. Student 8: Claro, a uno siempre le parece interesante una persona diferente a uno. Teacher 2: Exactly! So do you like being different and unique? Student 2: Yes. Student 10: Yes!
Perceptions of pedagogy	Teacher 2: Guys, do you like the classes that we have had? Student 2: Yes. Student 6: Sí, claro. Student 4: Yes. Teacher 1: Why? Student 8: Teacher pues todo, es que han sido diferentes. Student 7: Yes, I like to play. Student 3: Listen to music. Student 12: Y profe, pues es chevere hablar de cosas diferentes, hablar de uno mismo. Student 14: Por ejemplo nunca dibujamos y a mí me gusta, eso es chévere, usas otras cosas diferentes al cuaderno. Teacher 2: Do you guys like to draw? Student 1: Yes.

	Student 4: Yes. Student 5: Yes. Student 7: I like it because we were together and we speak English! (Background laughter) Teacher 1: The adverbs of frequency activity? Student 2: Yes! Teacher 2: Any other opinions? Student 9: En general me ha gustado profe, ustedes son chéveres y le ponen cuidado a uno. Student 15: Yes, we learn different.
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In these interactions we can evidence two important results regarding language learning and the development of intercultural sensitivity.

First, the interventions of the students in this final reflection shows some improvement in the use of L2. Nevertheless, it is possible to see that the students make use of L1 to communicate with the teachers, but they do try to speak in English when they are asked, utilizing simple sentences or loose vocabulary to convey their ideas.

Second, as for intercultural sensitivity, the students are able to identify different characteristics of their classmates' cultural identities and their own. Also, they understand that their background considerably affects their own mindset. The students acknowledge the presence of difference in the classroom, understanding that we are not equal which represents progress

overcoming the most basic stage of ethnocentrism. The differences discovered began to be perceived as valuable and special characteristics of each individual.

Task 2: We Belong to Culturally Diverse Backgrounds

This task emerged as a complement for task 1. After every student was able to recognize their cultural identity as unique and important and understand that there are differences among them in a classroom even though they appear to be part of the same community. The purpose of this task was to raise intercultural sensitivity by encouraging the recognition and appreciation of cultural diversity and raising favorable attitudes toward differences given in other countries. This was an important complement for the first task as it allowed students to interact with deep cultural aspects of foreign cultures, in order to achieve intercultural communicative competence, reduce ethnocentric behaviors and promote coexistence in the group.

Pre-Task. The first activity aimed at studying vocabulary that represented positive and negative attitudes that could be taken toward diversity. The students worked in groups to come up with some of them. Then, they did a matching exercise and everyone participated in organizing the vocabulary learned. Eventually, the positive vocabulary was stuck on a bulletin board, since those were the attitudes we were focusing on. For the second activity, the students got to know some curious and interesting aspects of different cultures around the world. As the aspects presented were very different from what they were used to, they asked questions and wanted to know more about every particularity.

These activities allowed the students to get familiarized with vocabulary that would be used in the next activities. One of these activities included teamwork and even though in the other one they did not work in groups, it actually brought together most of them, connecting them through the curiosity of the unknown. It is important to mention that this caused some

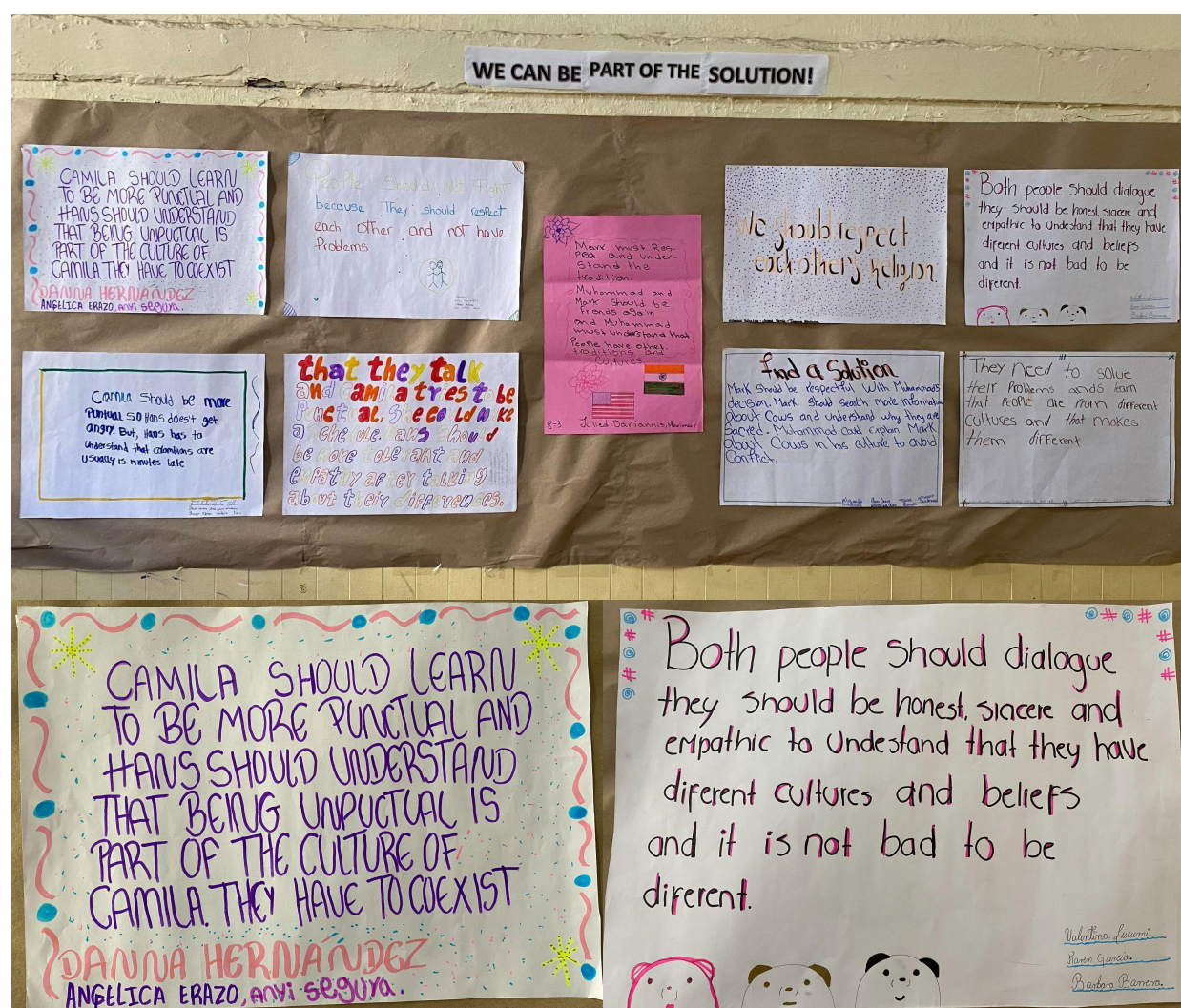
negative comments and some mocking attitudes that were dissipated by the understanding of the reasons behind those customs and the importance they had for its practitioners.

During Task. For the first activity the students watched a video where foreigners who spoke English expressed their opinions toward caleños and their culture. Here, they watched a woman who highlighted negative aspects and a man who focused on the good matters. The students categorized the attitudes in positive and negative. Then, they gave their opinion on the foreigners' perspectives where most students had something to say. Eventually, the students reflected on the importance of recognizing and respecting the characteristics of other cultures. In the second activity, the students worked in groups and went through a process in which they identified a conflict given between participants of two different cultures. They worked on a solution basing their decisions on the principles studied in the first activity, choosing the most suitable way out for both sides.

The main activity of this task was called "We can be part of the solution". The students represented the problematic situation they had worked on and the solution they gave to it on a piece of cardboard, this was the outcome of the task (see Figure 3). After that, they shared the problematic situation with a group of classmates that did not know the conflict and presented their solution to the rest of the class. Next, they stuck their creation on a kraft paper mural that was placed on the back wall of the classroom. Eventually, there was time for a reflection where the students shared how they discovered their solutions and what they took into account in order to solve a difficulty given because of cultural differences.

Figure 3

Example Pictures of Students' Mural for the Activity "We Can Be Part of the Solution"



The activities developed throughout the during task allowed the students to see themselves as victims of people who see culture carelessly, make assumptions about them and are willing to be disrespectful. They had the opportunity to experience what it feels like to be the source of criticism, the center of attention for wrong. They also solved a problem between cultures by considering both sides practicing empathy in simulated situations where cultural

differences could become an obstacle between people with different worldviews. This helped them reflect on the fact that even if they do not relate to another culture, they need to understand that those differences are part of others, they enrich our world and the most important thing is to appreciate them and try to integrate to this new culture.

Post-Task. For the post task, we studied connectors of contrast, which were incorporated in the video of activity 3 and in the worksheets of cultural conflicts of activity 4 from the during task. This was done through a worksheet with questions and filling in the blank sentences. This activity was developed in pairs and discussed with the rest of the class. Then, we gave them feedback on the activities in task 2 as well as on their performance along all the classes. Finally, the students expressed their opinions regarding their learning process and all the activities carried out. Besides, there was an opportunity to reflect together and in the foreign language on important concepts and attitudes that guided our intervention, such as cultural diversity and respect toward differences so teacher-student interaction was promoted one more time (see Table 4). Here, the students practiced the language structure with their classmates, sharing their knowledge to complete the task. It worked as a group discovery of the correct answers. Also, the students were encouraged to express their thoughts as active contributors of the class who help to improve it and play a part in the construction of future classes.

Excerpts taken from the final reflection of task 2 through observation.

Table 4

Illustration of Interactions Teacher-Students Task 2

Interactions Teacher-Students Task 2 August 3rd, 2022	
Perceptions of diversity	(Foreigner showing negative attitudes toward caleños and their culture) Student 4: Whaaat?? Student 6: ¡Atrevida! Student 3: (Surprised) Teacher 1: What do you think of her opinion? Student 1: No teacher, it is not good. Teacher 2: Do you agree with her opinion about caleños and their culture? Student 8: No! Student 10: No, teacher la verdad muy atrevida, Who is she? Teacher 2: Why? What do you think of her opinion? But, do it in English. Student 10: Teacher, she is disrespectful. Student 11: She doesn't like my culture. Teacher 1: Perfect! What else? Student 19: Rude.

Student 9: Teacher, ella no debería portarse así, it is not fair.

Teacher 2: Exactly! And why do you think she says that? Do you think her culture is similar to Caleña culture?

Student 4: No, it is different.

Teacher 2: Very good.

Student 1: She thinks because we are not similar we are bad.

Student 6: That's right!

Teacher: And... is she right? Is that correct? Are caleños lazy?

Student 15: Nooo.

Student 12: No!

Teacher 1: So do you think it is good to say bad things about another culture? About other people?

Student 3: No, bad.

Student 7: No one has to do that.

Teacher 2: Exactly, very good.

Student 3: Yes, it feels bad.

Teacher 1: Okay guys, now you are going to tell us what you learned in these classes.

Student 2: Teacher! I am different, my classmates are different! Other people too.

Teacher 1: Excellent! That is very good! And what happens with that? What should we do?

Teacher 2: ...So, in general what did you guys learn?

Student 4: Understand, respect, ponernos en el lugar del otro.

Teacher 1: Empathy, great!

Student 11: Tolerance, curiosity for difference.

Teacher 1: So, can you guys give us an example of a culture that is very different from ours?

Student 8: People eat with the hands.

Teacher 2: Yes! Where? Who remembers the country?

Student 3: In...India.

Teacher 2: Yes, thank you. So this happens all over the country? Everybody in India eat with their hands?

Student 16: No, algunas personas.

Teacher 1: You can say that in English.

Student 16: Some people.

Teacher 1: Exactly, very good, we should not generalize.

Teacher 2: Another example of a culture that is different from ours? Another custom? Or a beauty standard, what is considered beautiful in other cultures?

Student 7: To look like a crocodile.

Teacher 1: Yes, that is true... Why do people in that culture think that is beautiful?

Student 14: Because they think that their ancestors are animals, crocodiles.

Teacher 1: Yes! Excellent and do we think here in Colombia and in Venezuela, do we think that our ancestors were crocodiles?

Student 4: No.

Student 17: No.

Student 14: No.

Student 4: No.

Teacher 2: Very good. So... if we meet people from that culture, different, that are not like us. What should we do guys? How should we behave?

Student 3: Respect, tolerance, curiosity...

Student 1: Appreciation, interest...

Teacher 1: Excellent.

Teacher 1: And do you think difference is a reason for conflict?

Student 4: No.

Student 13: No.

	Student 6: No. Teacher 2: So if you meet a person that is very different from you and does not understand you because you have different customs and beliefs and it becomes a problem, what do you do? Student 4: I explain my culture and I try to understand his culture too. Teacher 2: So, you try to solve the problem and coexist, right? Student 16: Yes, because to be different is not bad.
Perceptions of pedagogy	Teacher 1: Guys, do you like these English classes? Student 10: Yes. Student 19: Yes Teacher 1: Why? Student 13: Son chéveres... different. Student 15: I liked teamwork Teacher 1: What else? Student 3: New things of other cultures. Student 6: You are nice people. Student 2: Yes, nice! Teacher 1: Thanks for your words. Do you have any suggestions for future classes? Student 6: Me gustaría hacer más juegos como el que hicimos con la pelota.

	Student 3: We like the classes y todo lo que aprendimos. Teacher 1: Thank you very much. We really enjoyed spending this time with all of you. You are very intelligent students!
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The interventions of the students in this final reflection demonstrates a clear improvement in the use of the L2 compared to what was seen in the observation before the instruction. The students feel more comfortable using the language and utilize it every time they know something, especially turning to vocabulary learned throughout the task activities. This does not mean that L1 is not used. In fact, the students have a tendency to make use of their mother tongue but with the help and encouragement of the proposed tasks, they do show an increased use and improvement in the production of English.

Regarding intercultural sensitivity, we can see that by putting the students in the position of victims of rejection because of their cultural characteristics helped them have a clearer picture of why we should not have negative attitudes toward others when they are different. With these interventions we can tell that huge advances have been achieved. The student's development of intercultural sensitivity is evidenced in that they understand the importance of having positive attitudes toward cultural differences regardless of how strange they might seem to them. They understand differences as never being a source of conflict and feel capable of acting with respect, avoiding conflicts, proposing solutions and promoting peaceful relationships among people from different cultural backgrounds.

This task made it possible to introduce and work on cultural aspects, integrating clarification and appropriation of grammatical aspects in context. The emphasis throughout the task was to study intercultural topics that helped the students recognize themselves as cultural

beings, be aware of the diversity there is near them and in the world. Above all, we intended to lead the students to a state of respect and appreciation toward those differences inhabiting them and others in order for them to be able to live together with others in a globalized world that makes it prevailing.

Additionally, we tried to present activities that required the students' constant participation and intervention. By talking about themselves and bringing comments about their closest culture we aimed at making the students feel familiar with the English class, where topics closely related to them were discussed. Also, the indiscipline in the classroom was addressed through the use of memes that indicated that they should pay attention, and should not use their cell phone.

Moreover, in terms of the use of L1 and L2, we made an effort to have English as the main language used. At the beginning of the interventions, we introduced some common concepts and expressions that were expected to be used during the sessions. With the purpose of reinforcing and facilitating the production of concepts and expressions related to the topics developed, the vocabulary was stuck on a bulletin board. Further, we took advantage of the tv there was in the classroom and made use of slides with representative vocabulary images very often, so that the students could recall them easily by having a visual memory of it.

Regarding assessment, we used both a specific evaluation of the students' progress and formative assessment. The former was done with the intercultural sensitivity scale to measure the students' grade of intercultural sensitivity before and after the instruction. The latter was approached through continuous description and general and personalized feedback when necessary at the end of each task. Yet, every activity was accompanied and supervised by us according to the students' needs. This made it possible for us to effectively monitor the progress

of the students. Besides, peer correction was encouraged by teamwork with which every student could help each other and make suggestions to their classmates' work.

In short, the results achieved with this pedagogical instruction were positive. The students demonstrated clear progress in the development of intercultural sensitivity which was the general objective of the didactic sequence. This can be evidenced in the results of the collection methods, mainly in the intercultural sensitivity test, in the observations during the intervention period and in the interactions between students and teachers at the end of each task.

We can affirm that the activities implemented guided the students in the development of positive attitudes toward difference. This is also evidenced in the pictures of the students' production work for each task. In task 1, learners appropriated their own culture, recognizing aspects of their cultural identity and sharing it with others through representative drawings. They got to know about others from a position of respect and appreciation of the other and oneself.

In task 2, the students were able to find a solution to a conflict occurring because of cultural differences between two people. For example, they proposed curiosity and empathy to understand differences, which do not represent negative positions. This task was enriching because it was the result of a collaborative and cooperative work between students who went through a process of dialogue and reflection in order to reach the portrayals shown in Figure 3.

To monitor the process, we used note taking and constant accompaniment in the students' process. We did ten observations of the classes which were triangulated and analyzed after each class ended in order to find strengths and weaknesses so that the next class could fulfill the students' needs. Also, we dedicated time to approach the students individually and ask them about their doubts regarding language and cultural content to support them in every step of the way, we also asked them about their feelings and nonconformities with the classes. In such a

manner, we had reciprocal feedback. All this helped us have a clear panorama of the students' learning process and a timely evaluation of our own performance so as to take action at the right time.

Nonetheless, it is important to mention that better results can be achieved if the times of work are more consistent. For example, even though we tried to make the L2 the main means of communication, Spanish was always present along the interventions. We consider this to be due to the fact that first, the students need to have an immersion in the foreign language classes for a longer period. Second, in addition to the short time we had there were interruptions in the process with weeks of recess and exams, which forced us to stop and retake everything some days and even weeks later. This represents an abrupt break that might negatively affect the foreign language learning and practice process of the students.

The above contributed to the blossoming of an effective pedagogical instruction that was built to meet the students' need of enhancement of their language skills and the development of intercultural sensitivity.

Discussion of Results

In this section we present the most important results found through the methods for collecting information in relation to cultural identity, intercultural sensitivity, foreign language learning and TBLT. They take into consideration the theoretical framework and some previous works in the area. This discussion intends to demonstrate the attainment of the objectives of this research.

Cultural Identity

Through the analysis of the institutional documents of LITECOM, it was possible to have a clear understanding of the foundations of this institution. Among the valuable information obtained stood out the interest in promoting healthy intercultural relationships among the students.

Based on this interest, there was a class exploration and study to see the compliance of this relationship in the real context. In the eighth grade group of students we found some negative attitudes that showed voids regarding cultural matters. Those lacks are supposed to be non-existent for these are usually expected to be filled by the teacher.

However, the lack of the inclusion of these aspects was acknowledged by the teacher in the interview, where he admitted that although he did recognize its importance he had not worked on that. This, including the voids found in the NA that reaffirmed the lack of cultural knowledge implied a necessity for the study of those aspects.

Therefore, a didactic sequence was implemented where the missing aspects were studied and this resulted in the students' better understanding of others based on a prior recognition of their own cultural identity. Galante (2014) portrays the importance of studying one's own cultural

identity in her study. The inclusion of critical self awareness was very important in the understanding of other cultures. Similarly, the pedagogical instruction in this research went from the study of the students cultural identity and the understanding of the background that originates them. This also facilitated the comprehension of others being different. We also brought up activities where the students were challenged to see their own cultural characteristics from a different perspective in order to be critical and more open to differences.

As Byram and Chen and Starosta point out, it is necessary to have self-esteem because in order to reach effective interactions among cultures there must be a balance between one's own cultural background first and then that of others. Understanding this, we designed a task about cultural identity where the students worked on activities that helped them discover the meaning of culture and what it represents.

The students were able to talk about themselves with their classmates representing cultural characteristics that sometimes they did not even recognize. They understood that there are worldviews that come from our ancestors, parents, relatives, which as a tradition continue being part of ourselves. We found examples such as liking a specific religion or wanting to own a store because their predecessors had done the same. Also, the students were able to recognize themselves as members of a community such as samarios, caleños, jamundeños as well as students of LITECOM.

The students were able to study themselves deeply and understand that who they are is the result of a mixture of cultures and characteristics that they have inherited or learned throughout their lives. As a result of this recognition and the sharing, the students reached the conclusion that every person is different and those differences make them special. They do not conceive every person being the same as them, they recognize they would find that boring.

Therefore, they built a mindset in which each characteristic of themselves should be cherished because it adds uniqueness and enriches each individual.

In brief, we can say that working on this particular aspect was fruitful. It accomplished the goal of preparing the students for the study and appreciation of other cultures. The implementation of this starting point, in the approach to cultural content in the context of teaching and learning a foreign language, shows that the recognition of one's own culture is the basis for the understanding of difference and for recognizing the value of one's own in relation to the constructions and appreciation of other cultures.

Intercultural Sensitivity

The results regarding intercultural sensitivity were discussed based on the model of Chen and Starosta (1997) and the developmental model of intercultural sensitivity proposed by Bennett (1986). Before the instruction, it was possible to discover through the intercultural sensitivity scale and classroom observations that the majority of students were in what Bennett calls “minimization”, a stage in which difference is recognized but hidden by identifying cultural similarities. These ethnocentric attitudes were reflected before our instruction in some discriminatory behaviors in the classroom and through little interest and curiosity about the culture of the other. However, throughout the instruction period, in which activities that sought reflection, appropriation of one's own culture and exploration of difference were done, slight movements toward ethnorelative positions began to be seen. This didactic sequence had such achievements in terms of development of intercultural sensitivity, that at the end of the instruction, favorable behaviors and attitudes toward difference were evidenced, postures that represented a significant openness toward diversity. These results suggested a movement toward

premature stages of ethnorelativism, such as “acceptance” and “adaptation” in which students had more contact with the target culture and were able to function effectively.

Likewise, the students showed the possession of the elements proposed by Chen and Starosta to become interculturally sensitive individuals.

- The first element (self-esteem) was developed through the recognition of one’s own culture, the construction of cultural identity and the value and appreciation of the characteristics that make us unique.
- Self-monitoring was evidenced through attitudes of respect for the different opinions and perceptions of the world of others, which were not necessarily shared.
- Open-mindedness was visible through the interest shown by students toward new and different aspects of other cultures. These attitudes of curiosity directly contributed to the acceptance of cultural diversity since they showed differences as interesting.
- Empathy was evidenced by achieving an awareness of the validity and relevance of the other’s culture. The students developed understanding and tolerant attitudes toward difference, which allowed them to perceive a situation from different angles.
- The element of interaction involvement was crucial to achieve a correct flow in the intercultural communication to which the students were exposed. These showed involvement by being interested in the other and having an active role in the interaction.
- Finally, the development of the previous elements prevented the students from randomly judging aspects of the foreign culture. Therefore, suspending judgement was achieved through a desire of continuous learning and understanding rather than making rash judgments that would lead to misunderstanding.

The identification of all these aspects and the process the students followed to reach ethnorelative postures, was possible thanks to the constant classroom observations made during all the instruction period taking into account the students' general performance, their behaviors, attitudes and feelings.

A step by step that describes this process can be seen in the students' attitudes in task 2-activity 2, where they were presented with different cultural characteristics of various cultures in the world. There, the students expressed their disagreement and displeasure toward them. Then, in task two-activity three, the students could see themselves from the perspective of foreigners who came from different cultures and who saw their cultural characteristics as negative. After that, in task two-activity five, where the purpose was to find a solution to a problematic situation given because of cultural differences, a student, in her search for an answer said naturally after reading the conflict assigned: "They should respect each other, just understand that they are different, nobody has to disrespect another person because they are different, just let the other person be". This was the clearest utterance we found that evidenced the development of intercultural sensitivity, but there were many more that took more time and reflection but ended up projecting a more sensitive perspective of cultural differences.

From this, we conclude that based on a scale designed to measure intercultural sensitivity and by following a formative assessment, the purpose of determining the development of intercultural sensitivity was met. This pedagogical instruction was effective in transforming the students' perception of cultural diversity and prepared them for possible intercultural encounters where difference could become an obstacle which they could bring down and walk toward a peaceful coexistence.

Foreign Language Learning

The improvement in the language learning process was a transversal exercise to the development of intercultural sensitivity. In the observations we made and the Needs Analysis Survey applied, we had different important discoveries. During classes, L1 was the main source of communication between the students and the teacher as well as among students. The use of English was very reduced and when it was used, translation was always present, making Spanish always the end. We consider that as teachers, we could work on strategies to make English the main source of communication. For that reason, we carried out lessons that were fully in English, Spanish was present but the L2 was predominant.

It is important to acknowledge that using the L2 was not easy at the beginning, sometimes we also turned to translation. However, as this research was based on a constant reflection and evaluation of our own work as educators, we noticed the mistakes made and implemented even more resources to make it possible to increase the use of English.

In spite of the efforts made to make English the main source of communication in the classroom, we acknowledge that the students did not end up advancing as much as we expected. In the final reflections of each task, we could see that students felt more comfortable speaking, expressing their ideas in Spanish. They did use the L2 but mainly after we reminded them to do so. Nonetheless, we highlight the students' understanding of English. We went from seeing classes in which everything was translated and students seemed to not understand English to having classes, especially the last ones where the students could easily understand the language, they followed the instructions and answered our questions with no problem.

Achieving what was previously mentioned was a gratifying result. To do it, we made use of different strategies such as images, gestures and memes that facilitated understanding. Every new vocabulary word was represented with a picture, every question the students made were also answered being supported with images. Further, we gave great importance to body language, we tried to move around the classroom, imitate sounds and movements, in general we were willing to find a way to convey the meanings to the students.

In conclusion, even though we expected to have a higher use of English in class on the part of the students, we did reach important results. First, we understand that having the students use the L2 more naturally in class there needs to be work that is done throughout a longer period of time. The students need to have more exposure to the foreign language and they also need to continue being encouraged to use it frequently.

Moving to the achievements, we can say that having the students understand foreign language classes developed fully in English was a huge gain. Even more so seeing their process of improvement and advance. From the results reached, we understand the use of all the resources available and the creation of new ones as a fundamental part of language teaching. We cannot reduce foreign language teaching to just working on the language, as teachers we need to integrate culture and be resourceful and adjust our classes to the students' needs.

Task-Based Language Teaching

The tasks designed in this didactic sequence were intended to meet the students' needs regarding their proficiency as well as their interests. Through this methodology we could integrate both linguistic and meaningful themes for the students. For this, the results found in the needs analysis survey played a significant role.

The pre-task phase was meaningful as its activities prepared the students with the vocabulary and study of previous knowledge required in order to perform the upcoming activities. Throughout them, the students could recognize vocabulary and an opening for what was going to be done. In both tasks, this phase was evidently a need for the process that was developed in the next stages.

After the previous stage, the students faced the development of the task itself where they could put into practice the language as a means and worked on culture. In this during task phase, they did the activities successfully using the input given in the previous activities and also asking for information to the teachers when it was necessary. Within this process there were moments of reflection and questioning of the self and others regarding culture that enriched the students' increase of intercultural sensitivity.

The post-task stage represented an important complement of the activities. Here, the students dedicated time to studying forms that were included throughout the activities and also had some time to reflect on their own performance and their accomplishments. This phase was paramount because it gave space for the students to express their feelings and thoughts. They participated actively, showing once again a crucial role that made them the center of the learning process.

Moreover, the integration of motivation worked transversely for we proposed activities where the students needed to talk about personal characteristics and have an active role in situations that required someone's opinions and perceptions. Also, we integrated the type of activities and materials that the students mentioned as more interesting or necessary for them in the NA survey. Similarly, through the classroom observations during the instruction period, we

could observe that the motivation of the students was maintained in a high grade, which facilitated their enjoyment and interest in each activity they developed.

In short, the inclusion of task-based language teaching represented important contributions to this work. This approach was effective for the development of positive attitudes toward difference since it promoted interaction between students, which made constant discussion and intercultural reflection on the cultural reality possible. Nevertheless, the benefits of TBLT did not revolve solely around the integration of culture in the language classroom. It is important to highlight the usefulness of this methodology for the implementation of significant tasks that fostered the solution of real-life conflicts while working as a team and putting the four basic skills into practice. Further, this learner-centered approach made it possible to design activities based on the interests, needs and learning process of the students, in addition to promoting an active role in all the participants in the classroom. There was always space for grammar but we could develop it inductively as students worked on significant tasks.

In closing, the strategies and approaches utilized in this research were successful. Each one of them had a positive impact on the students and contributed to their growth toward a more sensitive perspective of cultural diversity, including their own, as well as an improvement of their use and understanding of EFL.

Conclusions

As described before, this investigative work had the purpose of determining the grade of intercultural sensitivity in a group of students from eighth-grade in an English as a foreign language course. For this, we started by raising sensitivity through the implementation of a didactic sequence composed of two tasks, each with a very clear purpose. The first task, *what I have to say about me as a social and cultural being*, aimed at building cultural identity from the recognition of individual and collective cultural representations. The identification of these cultural aspects, raised the importance of studying cultural difference and the need to understand that each community has its own characteristics and these must be valued. This realization gave rise to the design of the second task, *we belong to culturally diverse backgrounds*, which aimed at raising favorable attitudes and emotions toward participants of different cultures which led to appreciation of alterity.

After a detailed analysis of the results of this study and taking into account the objectives set from the beginning, the research problem, the literature consulted and the methodology followed, this section aims at presenting the final considerations of the implementation of a didactic sequence that had as its purpose the development of intercultural sensitivity in a group of learners of English as a foreign language.

First, it is necessary to point out the achievements obtained in terms of intercultural sensitivity as it was possible to observe a significant increase in favorable attitudes toward difference. Throughout the classes, there was evidence of progress in relation to the recognition of the characteristics that are part of one's own culture and that therefore build cultural identity. In addition, there were positive results in terms of awareness and acceptance of otherness. All this was possible to determine by the implementation of the intercultural sensitivity scale since it

showed a clear contrast between the grade of sensitivity developed at the beginning and end of the pedagogical instruction and the observation notes recorded for each class as they made it possible to record descriptions and interpretations for a continuous control of the students' progress in terms of intercultural attitudes. In short, this project was successful in clearly determining the development of emotions and behaviors in accordance with the intercultural dimension where students went from ethnocentric positions to ethnorelative attitudes. Also, it was successful in transforming the classroom into an intercultural place in which students coexist with other classmates and are able to interact and create strong bonds among them.

Second, this work showed positive results by succeeding in characterizing the context in which it was developed. For this, collection instruments such as the analysis of institutional documents and the observations made before the instruction played a crucial role. Through these instruments it was possible to establish a contrast between what was exposed by LITECOM and what was really experienced in the classroom, since despite the fact that the institution claimed to take into account the inclusion of culture in educational processes, the observations made in the eighth-grade EFL classroom prior to our instruction, did not display corresponding behaviors. This precise description of the context was fundamental for the subsequent instruction that we carried out as it made evident the need to implement a didactic sequence that linked language and culture and responded to the clear intention of the institution to develop learning based on intercultural principles.

Also, this project was consistent in defining the initial grade the students had before the instruction in terms of intercultural sensitivity and based on this, incorporating activities, practices and strategies conducive to increasing it. The fact that through the intercultural sensitivity scale, the needs analysis survey and the classroom observations before the instruction,

students were found to have limited intercultural sensitivity suggested that activities that directly contributed to the appropriation of their own culture and the exploration of others should be integrated. Consequently, the first task we designed proposed activities that sought reflection and construction of the learners' own culture, taking into account their origin, customs, beliefs, values, practices, among other aspects. In the second task, several activities were developed that sought to confront students with simulated intercultural contexts in which they explored cultural aspects of communities other than their own, both at international and national levels, questioned their own ways of seeing the world and found solutions to intercultural conflicts.

Next, this study was successful in defining the content, linguistic and learning resources appropriate for the instruction. The choice of these aspects was guided by the results found in the surveys and the interview with the teacher. In general, it was evidenced that having taken into account the interests, needs and learning processes described in the NA survey had a positive effect on the development of the instruction since there was a continuous commitment and enjoyment on the part of the students, which influenced their attitudes for the use of L2 and openness toward cultural diversity. Nevertheless, we think it would be pertinent to explore the role of critical thinking in foreign language learning in future research as it promotes deep reflection in relation to the injustices that occur toward minority cultural groups and an important contribution to achieve social transformation. This would represent a greater openness toward difference and a decrease in discriminatory behavior and the formation of stereotypes.

Furthermore, it is important to recognize the role that continuous observation had in monitoring the students' process in the development of intercultural sensitivity. This instrument represented an excellent tool to nurture the description, note-taking and recording of perceptions made by each class. It was through descriptive and detailed observation that it became possible

to control and measure the progress of students in their acquisition of ethnorelative attitudes and their transformation into intercultural speakers.

Finally, we consider it important to describe the contributions of this research for our personal and academic growth. This project gave us the opportunity to reinforce key theoretical foundations in our learning area. This due to the extensive review and reading of literature concerning our investigative interest. However, the success of this project came from putting theory into practice effectively. We had the purpose of designing and implementing a didactic unit, which in an innovative and attractive way integrated the cultural component and at the same time took into account the communicative skills of language. This process of observation, design, implementation and evaluation was important for the training as pre-service teachers for this is a process that must be constantly followed in future classes. Furthermore, this work motivated the development of valuable educational techniques, strategies and practices for a good performance in terms of class management. Lastly, we consider that the experience of teaching in a public school was highly enriching for us because it gave us the chance to learn a little more about the reality of the Colombian educational system and present the foreign language classroom as a significant place to promote intercultural communication.

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Appendix A

Illustration of a Classroom Observation Log

Table A1

Time	Description	Codification
2:30 pm	The teacher arrives early in the classroom and he waits for the students.	
2:36 pm	The students just start entering the classroom. The teacher greets them kindly and asks them how they are and they usually answer "Fine, thank you" warmly.	
2:38 pm	The class begins. The teacher starts by writing on the board: Objectives: I can give advice. Learn: Peace and Democracy vocabulary. Key words: should and shouldn't. There is no noise from outside and the classroom has good illumination. The teacher usually speaks in Spanish to give instructions and explanations. Sometimes he speaks in English for basic vocabulary such as numbers or pronouns or some instructions. When the teacher starts using English a lot, the students ask him to speak in Spanish. There are 29 students in the classroom. The teacher tells the students that they will do an activity in groups of three, they ask immediately in Spanish if they can choose their classmates and the teacher says no and	Use of English

2:54 pm 3:05 pm	begins to point at them organizing the groups. When everyone is organized, the teacher gives each group a book “English Please”. In the book there is a text, the students have to identify the unknown vocabulary and write it on their notebooks. While the teacher explains the instructions in English, some students are distracted so the teacher has to explain several times in Spanish. The teacher begins to call attendance, in the meantime some students are judicious, but there are others who seem to not have understood. They ask the teacher again, always in Spanish and the teacher answers in Spanish as well. Most students finish with the unknown words. After that, the teacher asks the students to repeat after him as he reads from the tv the text they took the unknown words from. He stops every time a sentence finishes in order to translate it. As he does this, he asks the students to say the meaning in Spanish of certain words. There are three students who always participate and ask questions. Some students repeat after him while some others try to finish the previous activity. After doing the reading repetition exercise the students have to match some comments about problems that are expressed in the text with some advice with possible solutions, this includes should. It takes the students some minutes to understand the instruction as the teacher gives	Use of Spanish Materials Teacher’s strategies Class description
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3:20 pm 3:30 pm 4:06 pm 4:10 pm	it first in English and then in Spanish. The students finish matching the comments with the advice. Some students pay attention and some others don't. But actually almost half of the class shows interest for some moments. When the students hear the word "fat" and since they understand it, they laugh. There are some students who participate and enjoy English. The students leave the classroom for their half an hour recess. The students enter the classroom but not all of them so the class doesn't start yet. The students are already organized and the teacher shows them a video about the options for el <i>personero estudiantil</i>. That is a video the teachers must show the students because they are in the election of <i>personero</i> process. In the video, there are different 11th grade boys and girls expressing their proposals and especially when seeing one girl, they laugh, apparently mocking her appearance.	Topic of the class Instructions Students' behavior Participation
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4:19 pm 4:38 pm	The class starts again. The teacher begins to explain conjugation because in the next class the students will have a quiz. He talks about the third person singular and he begins to write sentences on the board. The students must write them too and the idea is for them to turn the sentences into interrogative and negative or affirmative depending on the sentence written by the teacher. The teacher gives an example: Camila loves soccer. Does Camila love soccer? Camila doesn't love soccer. The students begin to work by themselves; they work on five sentences, which are: a) My best friend is angry. (- and ?) b) He doesn't want to speak to me. (+ and ?) c) I feel bad today. (- and ?) d) It's not fair. (+ and ?) e) You need more practice. (- and ?) Sometimes, the teacher stops writing in order to clarify doubts the students have. Since there is not enough time the teacher says in Spanish that the exercises are homework, it will be checked next class. The class finishes and the students leave the classroom,	Activities
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4:55 pm	some of them say “Good bye teacher”, he farewells in English too.	
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Table A2

Categories	Subcategories	Description	Reflection
Teacher's strategies	- Kindness - Groups organization - Repetition - Translation from English into Spanish - Evoking students' participation - Use of L1 and L2 to give instructions - Grammar explanation - Giving examples	The teacher makes use of many strategies to carry out his class. He uses kindness as a way to approach students and that way creates a closer relationship with them. He takes the lead when it comes to teamwork, we consider he does that as a way to help all the students to integrate. He repeats the instructions and topics as many times as the students need it, so that they can really understand everything. He also makes the students repeat after him in order to work on pronunciation. He sometimes tries to encourage the students to participate when he thinks they know the answers to what he is asking. The teacher makes use of English and Spanish to give instructions and communicate with the students, he uses the L1 90% of the time because his goal seems to be that they grasp exactly what they must do. The teacher uses grammar explanation and gives examples on how to make sentences syntactically correct.	We think the strategies used by the teacher are very helpful. But, we consider we should implement some that are different to the ones the students are used to because that might help raise their interest and performance in class.
Language use	- Spanish - English	The teacher uses English to greet the students and to say goodbye. He also	The teacher uses the L1 because it is very

		uses L2 for basic vocabulary the students already understand. Additionally, sometimes he gives explanations in English. Spanish is predominant in class, the teacher uses it to give instructions, explanations and after using English he uses the L1 in order to make sure the students have understood.	difficult for the students to understand him in English. We consider that we must be prepared for this and use Spanish as a tool. However, we think that it can be a good idea to bring to the class the vocabulary that we will be using in English throughout the class. If we take some time to show it (even with images) and explain it to them at the beginning of the class, it may help them better understand when we speak in English.
Students' behavior	- Participation - Distraction - Attitudes towards English - Discrimination	Around five students participate actively in some class activities, they answer questions and go ahead to decipher meanings and pronunciation of words, they show positive attitudes and seem to enjoy learning the language. In contrast, more than half of the students are usually distracted using	There are some negative behaviors that we should try to work on so that respect, enjoyment, interest and participation in class be given by the

		their cellphones or chatting with their classmates. We also perceived some attitudes that could be discriminatory. The first one was when they heard the word “fat”, they immediately laughed. The second one was when they saw a candidate for <i>personeria estudiantil</i>, they seemed to mock her because unlike the others, she looked heavy.	majority of the students and not only five of them.
Materials	- Marker - Board - Book - TV	The teacher used the markers and board to write the grammatical aspects, examples and the objectives of the class. English Please is the book assigned by the school to this grade, so the teacher used it to make some activities. The teacher also uses a TV that is in the classroom to project the exercises of the book they are working on so that everyone can see exactly what the teacher is reading.	We consider that the materials used by the teacher are fine, but we could try out some that make the students be more active so that they have a more leading role in the class.
Activities	- Vocabulary - Pronunciation - Matching - Writing sentences	There was vocabulary exercise. The students had to write the words they did not know from a text. They also had to repeat the teacher’s pronunciation of the same text, trying to do it as well as possible. They also had to match some problems exposed in the text with some advice and suggestions. Finally, they	Even though the activities presented are very useful for EFL learning, we would like to propose activities that require more interaction and participation on the

		had to write affirmative, negative and interrogative sentences following some examples and basic sentences.	part of the students.
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Appendix B

Teacher Interview

Opening:

- Professor, it gives us great pleasure to have this space to share with you. We would like to start by asking you about your experience teaching in times of pandemic.

I. Personal information and background

- What is your education level? What is the qualification you obtained?
- How many years of teaching experience do you have? How long have you been teaching in LITECOM?

II. Perception of language education

- How do you understand language education? What is the purpose of teaching a language?

III. Methodological approach

- What methodological approaches in language teaching are you familiar with? What do you know about them?
- What methodological approach do you identify with the most? Why? Do you follow it/them in your classes?
- What strategies do you use in order to follow your preferred language teaching approach?
- What are the most common types of activities you implement in your classroom?
- What type of resources do you feel work better in the classroom?

IV. Characterization of the target group

- Do you think that the students enjoy the activities, materials and resources implemented in class? Why?

- What are the student's attitudes toward different thinking or different behavior present in class?

- Do the students have healthy relationships? Please tell us more about their interactions.

V. Concept and relationship of language and culture

- How do you understand the concept of language?

- How do you understand the concept of culture?

- What is the relationship you find between these two concepts? If any.

VI. Integration of culture in foreign language teaching

- Do you identify any benefit of integrating the cultural component in the foreign language curriculum?

- Would you tell us any example of this integration, if you do it in your classroom?

Closure:

- Professor Edwin, it has been really important for us to learn more about you and the 8-3 group. In this sense, we would like to know how you felt in this interview.

Appendix C

Needs Analysis Survey

La siguiente encuesta tiene como objetivo reconocer tus intereses, experiencias y opiniones en relación con el aprendizaje del idioma inglés. De igual manera, es muy importante para nosotros conocer un poco más acerca de tus percepciones hacia la diversidad cultural, un aspecto muy importante y considerado actualmente en la enseñanza de lenguas extranjeras. Teniendo en cuenta lo anterior, te invitamos a hacer parte de este cuestionario el cual es de carácter confidencial y no busca evaluar tus respuestas, ya que estas no son correctas o incorrectas, son únicamente tus opiniones.

INFORMACIÓN PERSONAL



1. Edad _____
2. Género: Femenino _____ Masculino _____ Prefiero no decir _____
3. País y ciudad de origen _____
4. Te identificas como:
 - a. Blanco _____
 - b. Mestizo _____
 - c. Indígena _____
 - d. Afrocolombiano _____
 - e. Ninguno _____
 - f. Otro _____ ¿Cuál? _____

ACCESO A TECNOLOGÍA



5. ¿Tienes acceso a WI-FI en tu casa?
Sí _____ No _____
6. ¿Con cuál de estos dispositivos dispones?

- a. Celular _____ b. Celular con plan de datos _____ c. Computador _____
 d. Tablet _____ e. Ninguno _____ f. Otro ¿Cuál? _____

INTERESES Y/O MOTIVACIONES



7. ¿Te gusta aprender inglés?

Sí _____ No _____

¿Qué es lo que más te gusta o lo que menos te gusta?

8. ¿Crees que el idioma inglés te será útil en el futuro?

Sí _____ No _____

9. ¿Por qué crees que el inglés es importante? **Tacha las 2 opciones que encuentres más importantes.**

- a. El saber inglés nos permite obtener un buen trabajo _____
 b. Si sabemos inglés podemos acceder a más información o entretenimiento _____
 c. Si sabemos inglés será más fácil estudiar en otro país _____
 d. Con el inglés podemos viajar y conocer otros países _____
 e. El inglés nos permite conocer otras culturas _____
 f. El inglés no es importante _____
 g. Otra. ¿Cuál? _____

10. Encierra las actividades que más disfrutas hacer en la clase de inglés. **Encierra las 2 opciones que más disfrutes.**

Trabajos individuales	Trabajos en grupo	Ver películas
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Ejercicios de gramática	Ejercicios de vocabulario	Ver vídeos
Ejercicios de pronunciación	Realizar presentaciones	Juegos online
Conversaciones o discusiones	Escribir textos	Actividades de lectura
Escuchar canciones	Otra ¿Cuál? _____	

ANTECEDENTES



11. ¿Has estudiado inglés en un lugar distinto al colegio?

Sí _____ No _____ ¿Dónde?

- a. En un instituto _____
- b. De manera independiente _____
- c. Con un profesor/a personalizado/a _____
- d. En un curso virtual _____
- e. No aplica _____
- f. Otro ¿Cuál? _____

12. ¿Has tenido algún encuentro o conversación con una persona proveniente de otro país?

Sí _____ No _____

Si tu respuesta anterior fue afirmativa por favor cuéntanos cómo te sentiste.

PROCESO DE APRENDIZAJE



13. ¿Cómo evalúas tus habilidades en inglés? Encierra la letra que corresponda.

B= Bueno

R= Regular

D= Deficiente

Lectura B R D

Escritura B R D

Habla B R D

Escucha B R D

14. ¿Cómo te sientes al estudiar inglés?

a. Seguro _____ b. Entusiasmado _____ c. Normal _____ d. Inseguro _____

e. Desanimado _____ f. Otro ¿Cuál? _____

15. ¿Cuánto tiempo a la semana dedicas al estudio del idioma inglés? (Por fuera de las clases)

a. Menos de 30 minutos _____ b. Entre 30 minutos y menos de 2 horas _____

c. Entre 2 y 4 horas _____ d. 5 horas o más _____ e. No le dedico tiempo _____

16. ¿Cuál de estas habilidades te gustaría mejorar? Tacha solo una opción.

a. Lectura _____ b. Escritura _____ c. Habla _____

d. Escucha _____ e. Gramática _____ f. Vocabulario _____

17. ¿Qué actividades consideras que podrían realizarse con más frecuencia en la clase de inglés que te puedan ayudar a mejorar tu nivel?

ACTITUDES FRENTE A LA CULTURA

18. Para tí, ¿Cuál es el significado de cultura?

19. ¿Cuáles son tus características culturales? (Por ejemplo: costumbres, modos de vida, tradiciones, etc)

20. ¿Te gustaría conocer más sobre culturas distintas a la tuya?

Sí _____ No _____

21. ¿Existen personas provenientes de otros países o ciudades en tu salón de clase?

Sí _____ No _____

22. ¿Consideras que estas personas son diferentes a ti?

Sí _____ No _____ No aplica _____

Si tu respuesta anterior fue afirmativa por favor cuéntanos en qué sentido son diferentes a ti.

23. ¿Cómo te sientes respecto a estas diferencias? **Tacha una sola opción.**

a. Me intereso en dialogar con estas personas para entender las diferencias y aprendo de ellas _____

- b. Dialogo con estas personas para entender las diferencias, pero intento no involucrarme mucho _____
- c. No me interesa ni entenderlas ni involucrarme mucho con estas personas _____
- d. No me involucro con estas personas porque me siento incómodo(a) con ellas _____
- e. Estas personas me generan rabia y poca confianza _____
- f. No aplica _____

¡Muchas gracias por tu tiempo!



Appendix D

Intercultural Sensitivity Scale

Table D1 (March 9th, 2022)

Afirmaciones	Nunca	A veces	Siempre
1. Me gusta relacionarme con personas de diferentes culturas.	7	22	6
2. Me resulta muy difícil hablar delante de personas de diferentes culturas.	5	18	12
3. No me gusta estar con personas que piensan diferente a mí.	3	21	11
4. Respeto los valores de las personas de diferentes culturas.	2	17	16
5. Tiendo a esperar antes de formarme una impresión de personas culturalmente distintas a mí.	9	19	7
6. Soy muy observador cuando interactúo con personas de diferentes culturas.	17	10	8
7. No acepto las opiniones de personas de culturas distintas a la mía.	6	18	11

8. Intento obtener toda la información que puedo cuando interactúo con personas de diferentes culturas.	10	18	7
9. Creo que mi cultura es mejor que otras.	9	16	10
10. Respeto la forma de comportarse de las personas de diferentes culturas.	4	18	13
11. Evito las situaciones en las que tengo que tratar con personas culturalmente diferentes a mí.	7	24	4
12. Disfruto las diferencias que hay entre mi cultura y la de otras personas.	6	26	3

Table D2 (July 27th, 2022)

Afirmaciones	Nunca	A veces	Siempre
1. Me gusta relacionarme con personas de diferentes culturas.	0	3	33
2. Me resulta muy difícil hablar delante de personas de diferentes culturas.	26	8	2
3. No me gusta estar con personas que piensan diferente a mí.	35	1	0

4. Respeto los valores de las personas de diferentes culturas.	0	1	35
5. Tiendo a esperar antes de formarme una impresión de personas culturalmente distintas a mí.	2	3	31
6. Soy muy observador cuando interactúo con personas de diferentes culturas.	0	7	29
7. No acepto las opiniones de personas de culturas distintas a la mía.	36	0	0
8. Intento obtener toda la información que puedo cuando interactúo con personas de diferentes culturas.	0	22	14
9. Creo que mi cultura es mejor que otras.	36	0	0
10. Respeto la forma de comportarse de las personas de diferentes culturas.	1	2	33
11. Evito las situaciones en las que tengo que tratar con personas culturalmente diferentes a mí.	2	2	32
12. Disfruto las diferencias que hay entre mi cultura y la de otras personas.	0	1	35

Appendix E

Didactic Sequence

Table E1

Task 1: What I Have to Say About Me as a Social and Cultural Being		
Subject: Cultural identity	Task total time: 6 h	Language Level: A.2
Rationale: The justification for this task was made taking into account various aspects: classroom observations, implementation of a needs analysis (NA) questionnaire to the students in the group, and analysis of national and institutional documents that guide the teaching and learning processes of the foreign language in this educational context. The observations showed that the activities in the class revolved around grammatical aspects and translation. The NA showed, in general, the students' desire to work in activities that promoted oral and written communication in group work, as well as to involve music in their academic activity. The students' interests coincide with the requirements of the <i>Plan de Área</i>, which proposes, for this level (main objective), the development of communicative competence and the recognition of the important role of intercultural aspects. Based on our pedagogical comprehension, we propose activities based on a more communicative perspective, oriented to develop intercultural sensitivity. This orientation might contribute to overcoming linguistic barriers and favor intercultural relations in the group of students.		
Task Objective: To raise cultural identity based on the recognition of individual and community cultural representations.		
Product: A poster with illustration and description of individual and community cultural representations.		
Language Functions	- Categorize specific vocabulary related to culture. - Identify personal and collective characteristics. - Describe people, recognize similarities and differences.	

	- Talk and write about important personal information and cultural characteristics.
Language Forms	- Adverbs of frequency.
Previous knowledge	- Vocabulary on routine. - Verb to be. - Present simple tense. - WH questions.
Materials	- Material 1: https://drive.google.com/file/d/10Fs0L7SmCbHqBr_5RbnX0SvGdHdc6Lvm/view?usp=sharing - Material 2: https://docs.google.com/presentation/d/104vTS9hSSe6dXOW7Tfh6umtV9gb4ipw09ERZZonlL48/edit?usp=sharing - Material 3: https://drive.google.com/file/d/1DxpeaiGHO73VzSaNe5Tufscyv95Egfls/view?usp=sharing - Material 4: https://www.youtube.com/watch?v=SgXpsZa8_i4 - Material 5: https://drive.google.com/file/d/1EHILfQskSHRph14EhdRpYNv-sbO504ra/view?usp=sharing - Material 6: https://docs.google.com/presentation/d/1PZwfRXFP-NEIU76iPXxHkZgKkNRIB10WUJNU5O9jy00/edit?usp=sharing (slide 2) - Material 7: https://docs.google.com/presentation/d/1PZwfRXFP-NEIU76iPXxHkZgKkNRIB10WUJNU5O9jy00/edit?usp=sharing (slide 3) - Material 8: https://drive.google.com/file/d/1Q0ZKpGfya4ietLJKm01LzLGfn046-epx/view?usp=sharing

	- Material 9: https://drive.google.com/file/d/1okBxD_289MQSenKSz3F4_yuwhDE8yavw/view?usp=sharing - Material 10: https://docs.google.com/presentation/d/1PZwfRXFP-NEIU76iPXxHkZgKkNRIB10WUJNU5O9jy00/edit?usp=sharing (slide 4) - Material 11: https://drive.google.com/drive/folders/1pt8KPkTTN33IFsy33LSoTNkfACPxOEH9?usp=sharing - Material 12: https://drive.google.com/file/d/1Ek6Sy90vIbAVOuXJGwVhEdtNVRtumx-h/view?usp=sharing - Material 13: https://agendaweb.org/exercises/grammar/adverbs/frequency-2 - Material 14: https://wordwall.net/es/resource/6862917/adverbs-of-frequency - Material 15: https://docs.google.com/presentation/d/1PZwfRXFP-NEIU76iPXxHkZgKkNRIB10WUJNU5O9jy00/edit?usp=sharing (slide 5) - Material 16: https://docs.google.com/presentation/d/1PZwfRXFP-NEIU76iPXxHkZgKkNRIB10WUJNU5O9jy00/edit?usp=sharing (slide 6)
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Time	Activity	Material
Pre-task		
20 min	Activity 1: Previous knowledge about the concept <i>Cultural Identity</i> Objective: Awaken previous knowledge about the topic.	Material 1: A representative image in Drive. - Board and markers.

	Description: This activity will propose students to look at an image presented on the TV and say in English or Spanish what they see. First, they will try to mention each item and after that, they will say what they think the image is portraying as a whole. Once the students, with the help of the teacher, have reached the words <i>identity</i> and <i>culture</i>, the teachers will draw attention to these words and introduce the topic with a brainstorming session on the understanding of the concepts. The task with its characteristics will also be introduced at this point.	
40 min	Activity 2: Further Vocabulary activation Objective: Learn vocabulary related to cultural identity. Description: The teachers will introduce new vocabulary through a matching activity. For this, they will have pieces of paper with words (taken from the previous activity and adding new ones) and other pieces of information in relation to the words. All the papers will be distributed in the group and the students will be invited to make groups of three participants finding matching pairs: <i>word/definition/example</i>. Once the pairing is finished, each group will write on the board a word and read aloud the definition and the example contained in the papers.	Material 2: Google Slides. Pictures illustrating new vocabulary. Material 3: Pieces of paper with vocabulary.
During Task		
30 min	Activity 3: Moana has an identity Objective: Identify the personal and cultural characteristics of Moana and understand that these elements shape her identity. Description: This activity will propose students to watch and listen to <i>I am Moana</i> (song of the ancestors) and	Material 4: Video <i>I am Moana</i> Material 5: Worksheet with the lyrics of the song.

	identify the aspects described in the song that characterize Moana, by following the steps below: <u>Before</u> - Infer the theme of the song from the image that illustrates it. <u>First listen</u> - Grasp the topic and general idea of the song. (to do it, teachers will introduce the basic structure of a main idea with examples, taken from the students' context) <u>Second listen</u> (with a worksheet) - Match the vocabulary that describes Moana and fill in the blank spaces of the lyrics of the song. - Underline information related to cultural identity. <u>After</u> (in trios) - Answer questions that ask about explicit information. - Reflect on the relationship between the personal and cultural characteristics of Moana, which shape her identity and the community she belongs to.	Material 6: Google Slides. Comprehension questions about the song.
45 min	Activity 4: "I didn't know that about me" Objective: Recognize one's own personal and cultural traits from the voices of others. Description: This activity will propose students to write short positive statements about personal and cultural traits of their classmates on the basis of the perception they have developed throughout their educational experience. They will be invited to use the knowledge acquired in the previous activities in relation to content and vocabulary. They will also be encouraged to ask the teachers when they have difficulty in writing down their thoughts.	Material 7: Google Slides. Follow-up questions for discussion. - Cardboard, pencil and tape.

	To develop the activity, the teachers will start by providing model phrases that the students might follow to describe their classmates. Then, the students will walk around the classroom while music is being played. When the music stops, the students will get together with the nearest person and will write a statement on the card that everyone will have pasted on the back. After, the same activity will be done again at least three more times. Finally, the students will return to their chairs, will remove and read the card, and will share something new they learned about themselves regarding cultural characteristics. This sharing will be guided by follow-up questions that ask about the students' attitudes towards their classmates' perceptions.	
70 min	Activity 5: What makes me “valluno”? Objective: Identify cultural aspects in descriptive short texts and relate this information to specific communities. Description: The students will be divided into six groups and each group will get a paragraph text with the description of a person. There will be three different characters who belong to different cities in Colombia. The students will be asked to identify the cultural traits that describe the character they got. For this, they will follow the steps below: <u>Before</u> - Predict the theme of the text from the title and the image that illustrates it. <u>While</u> - Do a collective, aloud reading focusing on general understanding of the text content.	Material 8: Three descriptive texts. Material 9: Hamburger image. - Board and markers.

	- Do a silent second reading for underlining information related to cultural identity. <u>After</u> - Gather the cultural information found in the text and write it on the board. Once the groups have finished, the information condensed on the board will be read and the students will be asked to identify the communities that have those cultural traits. Then, the students will think of the cultural traits that describe other communities, different from the ones studied. Finally, there will be a space for the students to reflect on the aspects that make themselves be part of a particular cultural group and recognize that their identity is at the same time, shaped by the cultural characteristics of that community. After this exploration is done, the teachers will introduce a hamburger image for explaining the suggested structure of a paragraph in English. First, the main sentence which needs to be general but not too broad. Second, developing sentences, giving information that broadens the topic. Third, the closing sentence which synthesizes the paragraph.	
100 min	Activity 6: “I have a cultural identity” Objective: Raise identity through the description and representation of one’s own cultural characteristics. Description: The students will design a poster that depict their identity. For this, they will write a paragraph that answers the question ‘who am I?’ This question should be answered from the recognition and representation of the culture they identify with. Then, they will represent this through a creative drawing.	Material 10: Google Slides: List of elements to include in the poster. Material 11: Examples of the expected product in Drive. - Cardboard, markers, pens, pencils, glitter,

	The students will follow 4 steps in order to carry out a successful activity: (1) define the cultural aspects they seek to depict, (2) write the paragraph and make the drawing, (3) prepare any additional information they want to share orally and (4) share their production in small groups (5 students). Finally, a reflection on their identity construction will be held.	glue and colored pencils.
Post-task		
35 min	Activity 7: Grammar formalization Objective: Reinforce the understanding and use of adverbs of frequency. Description: The students will work on exercises designed to practice adverbs of frequency. - First, a chart with the most common adverbs of frequency and their examples will be shared and explained. (10 min) - Then, an online exercise in which the students choose the right adverb depending on the frequency people do activities will be done. (5 min) - Finally, the students will answer questions that ask about routines. For this, they will play Hot potato with two balls, the ones that get the balls will answer one question from a random picker wheel. The wheel has eleven questions and it will be played until all of them are addressed. Mistakes when formulating the answers will be corrected. (20 min)	Material 12: Chart with adverbs of frequency (image). Material 13: Online exercise to practice adverbs of frequency. Material 14: Random picker wheel that shows “how often questions”. - Two balls.
10 min	Activity 8: Reflection on identity and culture Objective: Have a discussion about identity and culture and find a relationship between these two concepts. Description: This will be a space for the teachers and the students to have a last discussion and reflection on the	Material 15: Google Slides. Questions to reflect on the concepts of identity and culture.

	concepts of identity and culture and seek to identify a relationship between them. This collective reflection will be guided by discussion questions.	
Close 10 min	- The students will freely express their feelings and perceptions about the learning process and the topic. - The teachers will give feedback on the students' performance throughout the tasks and will clear up any doubt.	Material 16: Google Slides. Questions to learn about the students' feelings.

Table E2

Task 2: We Belong to Culturally Diverse Backgrounds		
Subject: Cultural diversity	Task total time: 4 h	Language Level: A.2
Rationale: This task makes up the second half of a didactic sequence dedicated to work on intercultural sensitivity. The previous task (task 1) had the purpose of raising cultural identity based on the recognition of individual and community cultural representations. Through the activities carried out the students learned more about themselves and were able to identify specific traits of their own culture. But, this also raised the importance of studying difference and the necessity of understanding that each culture has its own characteristics and they should be valued. This aspect was also a need identified in the process of recognition of the context. The intercultural sensitivity scale showed that some students were reluctant to cultural differences and perceived these as possible obstacles that interfere in the creation of friendly relationships. Therefore, this task aims at recognizing cultural diversity and raising positive attitudes toward it, so that effective intercultural communication can be achieved. With this purpose in mind, the task develops activities that explore cultural diversity, acknowledging its importance and seeking for the development of emotions and behaviors that favor the recognition of the otherness as something to respect, appreciate and embrace.		
Task Objective: To raise intercultural sensitivity by promoting the recognition and appreciation of cultural diversity.		
Product: A collective mural with representation of solutions to problematic situations arose from cultural differences.		
Language Functions	- Match vocabulary related to cultural diversity. - Recognize and discuss cultural differences. - Express perceptions on cultural topics. - Find solutions in contexts of cultural diversity.	
Language Forms	- Connectors of contrast.	

Previous knowledge	- Present simple tense. - Imperatives. - Past simple tense.
Materials	- Material 1: https://drive.google.com/file/d/1drzpvT2ghIZMCytp6_9Z1KOZlw2ViJU/view?usp=sharing - Material 2: https://docs.google.com/presentation/d/1nzx222jchLoQxOTl5L4o0WmTqSBU-r5Sq2nx8tMH3pc/edit?usp=sharing - Material 3: https://www.youtube.com/watch?v=im7dTpgMNBA&t=29s - Material 4: https://docs.google.com/presentation/d/1srf7uH8sKcdW33ZI8b7ME2v0cdZ-AyDHLoqOH2I9kDc/edit?usp=sharing (Slide 2) - Material 5: https://drive.google.com/file/d/1Gl8X4qw5_oKhG3_x5h6t3IMJxc_gvqKq/view?usp=sharing - Material 6: https://docs.google.com/presentation/d/11MauPQFV8BYyCUXuqIDe2jIssXIFHwgXySDt361uf44/edit?usp=sharing - Material 7: https://docs.google.com/presentation/d/1srf7uH8sKcdW33ZI8b7ME2v0cdZ-AyDHLoqOH2I9kDc/edit?usp=sharing (Slide 3) - Material 8: https://drive.google.com/file/d/1gxzJEVJNeJL-_acX_yxfCyBAiy3TgAHu/view?usp=sharing - Material 9: https://docs.google.com/presentation/d/1srf7uH8sKcdW33ZI8b7ME2v0cdZ-AyDHLoqOH2I9kDc/edit?usp=sharing (Slide 4)

Time	Activity	Material
Pre-task		
25 min	Activity 1: Vocabulary recognition Objective: Learn vocabulary related to attitudes toward cultural differences. Description: The students will be divided into groups and will be asked to come up with positive and negative attitudes toward diversity and write them down. The teachers will divide the board into the two categories and will ask each group to say the words they wrote; these will be arranged in the category they belong to according to what the students think. Once this is done, the students will get a worksheet with the vocabulary studied, containing the respective definitions and images for them to match. Then, the teachers will go through each word asking once again where it belongs. The students will participate saying their choice until all the words are organized in the respective category on the board. Lastly, the vocabulary representing positive attitudes will be stuck on a bulletin board.	Material 1: Copies with images and definitions of positive attitudes toward cultural differences. - Bulletin board, board and markers.
25 min	Activity 2: Others can be quite different! Objective: Raise awareness of cultural diversity by learning deep cultural aspects from various communities. Description: In this activity, the teachers will present some slides. Each one will contain a specific characteristic, behavior or costume of a culture, as well as its underlying origin. Also, it will be illustrated by representative images. The students will be asked to look at the information and the images shown, and find a relation between them in order to reach a better understanding.	Material 2: Google Slides. Deep cultural aspects from different communities.

	They will also be encouraged to ask questions and participate with any comment they have regarding what is being presented. In this process, the students will reflect on the importance of being respectful with the different cultures' views, in spite of how "strange" they might seem, because each behavior has its origin and is significant for the community to which it belongs.	
During Task		
50 min	Activity 3: Are we different too? Objective: Understand that one can also be seen as different and that being judged for this can lead to feelings of insecurity and dissatisfaction. Description: The students will be invited to make groups of five and then, a video with two interviews will be presented. The interviewees are foreigners who have visited the city of Cali. The first interview reflects not so positive attitudes toward the <i>caleña</i> culture, whereas the other depicts a positive view toward this. This activity will be developed as follows: - The students will be asked to predict the topic of the video based on its title. - Then, the video will be played for the first time for the students to grasp a general idea and share it with the group. - After, with a second watch, the students will be asked to recognize the attitudes that the foreigners show toward culture in Cali and to categorize what they say in positive and not so positive perceptions (studied in activity 1). - Based on the information provided, the students will be fostered to discuss the foreigners' postures concerning culture in Cali.	Material 3: Video with interviews of foreigners talking about their perception of the culture in Cali. Material 4: Google Slides. Questions to know about the students' feelings.

	- Finally, the teachers will invite the students to reflect on the importance of respecting and appreciating the cultural traits of other communities.	
50 min	Activity 4: An intercultural encounter Objective: Recognize possible solutions for a conflict that arises from an encounter between different cultures. Description: The students will be divided into eight groups of four or five and the teachers will give each group a paper with a problematic situation occurring due to cultural differences, half of the class will share the same situation. The students will start by doing a collective reading for the first time finding unknown vocabulary that will be represented with images on the paper and in a presentation on the tv. Then, a second reading will be intended for them to understand the text and recognize the problematic situation. Once the difficulty has been identified, they will be asked to suggest a solution for the situation following the steps below: 1. Discuss the problem. 2. Determine the cultural differences that come into play. 3. Picture themselves as members of the described cultures trying to think what would be best for them. 4. Take into account the positive attitudes that one should have toward diversity/difference. 5. Come up with possible solutions. 6. Pick the solution that fits best for the described situation.	Material 5: Papers with cultural conflicts. Material 6: Google Slides. Presentation with unknown vocabulary images.

60 min	Activity 5: We can be part of the solution Objective: Discuss the solution to a problematic situation given in an intercultural encounter. Description: In the same groups, the students will depict the solution proposed in the previous activity and will share it with another group. This activity will be developed as follows: - First, the students will write on cardboard the solution as well as a description of the conflict they were given. They will have some time to decorate their pieces. - Second, they will prepare to talk about the problematic situation and the solution. - Then, each group will be asked to join another that was assigned a different difficulty from theirs in the previous activity and will share with their classmates the problematic situation and the solution. Also, they will give the reasons behind that choice. - Afterwards, each group will paste their cardboards on a big mural, made in Kraft paper, stuck on the back wall of the classroom, where the products will be displayed. This mural will represent the condensation of their learning. - Finally, the students will be invited to ask or comment on the work of the colleagues and reflect on the process carried out to find solutions to conflicts given because of cultural differences. This reflection will be guided by discussion questions presented in slides.	Material 7: Google Slides. Questions for reflection. - Kraft paper, cardboard, markers, tape, colored pencils, pencils.
Post-task		
20 min	Activity 6: Grammar formalization	Material 8: Worksheet with

	Objective: Reinforce the understanding and use of connectors of contrast. Description: The students will work in trios on a worksheet that contains matching exercises and multiple choice questions designed to practice connectors of contrast. They will share their choices with their classmates and the teachers will eventually give the correct answers and explain them.	connectors of contrast.
Close 10 min	- The students will freely express their feelings and perceptions about the learning process and the topic. - The teachers will give feedback on the students' performance throughout the tasks and will clear up any doubt.	Material 9: Google Slides. Questions to learn about the students' perceptions.

Appendix F

Illustration of Observation Notes

June 6th, 2022. 2:35 pm - 3:30 pm and 4:00 pm - 4:50 pm

Description	Interpretation
After a brief warm up and review of the vocabulary learned last week, we continued with activity number two. We shared the slides that were missing from last class. Then, we moved on to the next instruction. The students made groups of three and were given some pieces of papers with all the vocabulary words learned, their meaning and an example sentence for each one. They matched the vocabulary and we were going from one group to the other helping them with this task. At the end, we shared the matching trios and the corrected answers were eventually shown on the tv.	We think that this activity helped us to understand the need to always make sure that the instructions are clear and even more so if the students are working in groups. As we were helping the groups we noted that some of them did not know exactly what they had to do, despite us having explained the activity more than once. Also, we find it interesting that the students were eager about finding if they had done a good job matching the words. This makes us feel that they enjoyed the activity.
The third activity proposed the students to watch the video of the song <i>I am Moana</i> and identify the cultural characteristics of Moana. We listened to the song for the first time trying to grasp the topic and general idea. The students participated saying what they had understood about the song and also expressed their liking for it. Then, we worked on a worksheet with the lyrics of the	We feel that the students were very excited with this activity which is not very surprising taking into consideration that the NA showed that listening to music was a quite enjoyable activity. Furthermore, the students were eager about Moana's characteristics which made us think

song and blank spaces to fill with vocabulary related to Moana's background. Once this was done, we shared the answers and played the song again, this time the idea was to sing together. Finally, there was a discussion about the relationship between the personal and cultural characteristics of Moana.	that the purpose of the activity was achieved.
Activity number four intended to make the students recognize and reflect on their personal and cultural characteristics from the voices of others. We started by giving the instructions and wrote some vocabulary and model sentences on the board for the students to understand what was expected from them and we proceeded to stick pieces of cardboard on the students' back. They walked around the room while music was played, when it stopped they wrote on their classmates' back their traits. This was repeated five times and then, each student removed their paper and read the statements. Finally, each student shared one new aspect found about themselves and expressed their feelings regarding the discoveries.	We think that this was a very rewarding activity because it allowed the students to get to know more themselves. They had a good attitude when walking around the room and also had the opportunity to practice their writing skills. They seemed nervous because they did not know who they were going to work with but they were having fun, some of them even danced to music. The last part of the activity was very interesting too. The students seemed caring, curious and receptive. This last attitude is very important for us because we were afraid that they would not react positively to the comments of their peers.