

Raising Intercultural Sensitivity on the Bases of the Recognition of Own Cultural Aspects and
Other Cultures, in a Fifth-Grade Elementary English Class in a Public School in Cali

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ABSTRACT

This research project addresses the role of culture in teaching and learning foreign languages, using a Task-based Learning approach (TBLT) and a Flipped Learning Approach (FLA) with fifth grade students from a public school in Cali, Colombia. The purpose of the research is to awaken intercultural sensitivity by evidencing cultural characteristics of the students integrating the group. These characteristics were mainly focused on physical appearance, personal background, among others, using the foreign language as a means of exploration and communication. In this sense, this study reveals that most of the students recognize and value the cultural diversity that surrounds them. This is appreciated in their intercultural awareness and attitudes of respect and curiosity towards the otherness. Achievements in this regard allowed to transform the classroom into a place for promoting learning of a foreign language and for raising intercultural sensitivity, an important aspect in the process of teaching and learning foreign languages.

Key words: intercultural sensitivity, intercultural awareness, foreign language teaching, Task-Based Learning and Teaching (TBLT), Flipped Learning Approach (FLA), action research.

RESUMEN

Este proyecto de investigación aborda el papel de la cultura en la enseñanza y el aprendizaje de idiomas extranjeros, utilizando un enfoque de aprendizaje basado en tareas y un enfoque de aprendizaje invertido, con estudiantes de quinto grado de una escuela pública en Cali, Colombia. El propósito de la investigación es despertar la sensibilidad intercultural al evidenciar características culturales de los estudiantes que integran el grupo. Estas características se centraron principalmente en la apariencia física, antecedentes personales, entre otros, utilizando el idioma extranjero como medio de exploración y comunicación. En este sentido, este estudio revela que la mayoría de los estudiantes reconoce y valora la diversidad cultural que los rodea. Esto se aprecia en su conciencia intercultural y sus actitudes

de respeto y curiosidad hacia la alteridad. Los logros en este sentido permitieron transformar el aula en un lugar para promover el aprendizaje de una lengua extranjera y para la sensibilización intercultural, aspecto importante en el proceso de enseñanza y aprendizaje de lenguas extranjeras.

Palabras clave: Sensibilidad Intercultural, Conciencia Intercultural, Enseñanza de Lenguas Extranjeras, Aprendizaje Basado en Tareas, Enfoque de Aprendizaje Invertido, Investigación Acción.

1. INTRODUCTION

This research project approaches culture as an essential component in teaching and learning another language for the recognition and value of cultural diversity present in the foreign languages academic contexts. Concerning this, the foreign language teaching and learning process requires nurturing an open mind to the world and its diverse cultural behaviors. This process broadens its pedagogical focus from the purely linguistic to include the recognition of culture and the establishment of intercultural interactions. Being aware of the importance of approaching teaching from this perspective, this project aims at raising intercultural sensitivity on the bases of the recognition of own and other cultural aspects in a fifth-grade elementary English class in a public school in Cali.

This work is an action research project of qualitative nature carried out from March 2019 to November 2019 in a fifth-grade elementary English class in a public school of Cali, Colombia. The research followed three main phases: recognizing the context and the problem to address in the classroom, designing a pedagogical instruction which met the participants needs and interests, and implementing and evaluating this instruction. A needs analysis survey was adopted and used to collect information concerning the recognition of the context, and triangulated observations were used for keeping track of the effects of the pedagogical instruction. Besides, an intercultural sensitivity test was administered to explore the students' attitudes and behaviors towards interculturality in the classroom. Also, a focus group with some students was conducted to learn about their perceptions concerning intercultural aspects and the pedagogical instruction itself.

The results of the research showed a positive impact of the use of TBLT and FLA in the pedagogical instruction because the students were able to acknowledge themselves and the otherness as people who are culturally different. The participants also showed a broadened perception of the concept of culture, and raised awareness of the cultural diversity inside and outside the classroom context. Additionally, attitudes of openness and respect led the students to becoming intercultural beings, able to establish encounters with people from other backgrounds.

From the above, this research represents a significant proposal for its contribution to the foreign language teaching field, as it serves as a pedagogical reference for integrating

culture in young learners teaching contexts. The project is also pertinent for the Bachelor of Education Degree in Foreign Languages, given that it provides theoretical-practical knowledge to the pedagogical and investigative components in terms of interculturality and intercultural sensitivity in English as a Foreign Language (EFL) classrooms.

It is expected that this action-research project awakens the interest of future researchers in exploring more the intercultural component in EFL classrooms. Likewise, it is foreseen that this work motivates teachers to incorporate culture in their teaching, and use TBLT and FLA as effective methodologies to make this language learning process more dynamic and meaningful.

2. PROBLEM DESCRIPTION

In recent times, intercultural sensitivity has become one of the main issues when teaching and learning a foreign language (Altan, 2018, p.12). This aspect acquires importance in the foreign language classroom as it promotes the recognition of the learners' own culture, fostering their own identity and understanding the culture of the communities speaking the foreign language.

With the purpose of contextualizing the cultural topic in Colombia, we revised some documents which guide the teaching and learning processes in the educational field: *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés grado 4 a 5* (MEN, 2006), *Lineamientos Curriculares de inglés* (MEN, 1999), and Suggested English Curriculum for 4th and 5th grades (MEN, 2016)¹. In a pre-review, we could establish that the first document includes just a few aspects related to culture to be developed throughout the schooling process. The second and the third documents go a little further in relation to this aspect, as they incorporate the intercultural component more consistently in the EFL classroom. For instance, the Suggested English Curriculum aims at promoting

the development and therefore the assessment of the intercultural competence, which . . . results in children's ability to recognize their own values and cultural identity and

¹ Including the Pedagogical Principles and Guidelines. Suggested English Curriculum: Transition to 5th Grade Booklet for Teachers (MEN, 2016).

make them interact with those of others, to strengthen their acceptance and value of diversity. (p. 43).

To sum up, the intercultural component is presented as the possibility for students to learn more about both, the Colombian culture and the foreign one, while they learn English at school. Based on the review of these documents we confirmed that cultural issues are important in the foreign language teaching and learning educational context and, hence, they are pertinent to be explored from a research perspective. As a result, it became a topic of investigative interest for us.

From our experience as students of EFL in high school and in the foreign language program at Universidad del Valle, we have realized that interculturality plays a crucial role when teaching and learning a foreign language. As we have studied, the relevance of interculturality takes place due to the assumption that language cannot be taught isolated from cultural aspects (Liddicoat & Scarino, 2013). In other words, we can affirm that language and culture are strictly interrelated in the foreign language teaching context. However, English teaching at school has been mainly focused on grammatical aspects of the language, and when a cultural aspect is mentioned it refers specifically to the USA or the England culture, countries designing and distributing English books in the world. As a consequence, this perspective leaves behind the value of the Colombian culture and the possibility of recognizing one's own culture in relation to others. According to Cerezal (1999) a significant number of language textbooks present sociocultural aspects as simple anecdotes or as stereotypes; this orientation does not promote intercultural reflection and, on the contrary, limits intercultural learning. In addition, the author states that:

. . . en raras ocasiones los libros de texto van más allá de presentarnos situaciones en los países anglosajones del hemisferio norte; sin embargo, países en los que el inglés es lengua ampliamente utilizada, como India, Jamaica, Nigeria, Australia, y un largo etc., son ignorados o invisibilizados de una u otra manera. (p. 6)

Regarding this context, we could identify the need not only to expose foreign language students to other cultural backgrounds, but also to create the appropriate context for them to recognize their culture and build their own identity. Through this work learners might raise awareness of differences and similarities among cultures and develop positive attitudes towards them. Thus, students can improve their knowledge about the target language and turn

into culturally sensitive individuals, an aspect which prepares them to interact harmoniously with communities of the world.

About the aforementioned issue, we explored two related perspectives that define the concept of intercultural sensitivity. On the one side, Bennett (1993) proposes the Developmental Model of Intercultural Sensitivity (DMIS), which allows students to move from an ethnocentric attitude to an ethnorelative one. This can be possible by following the early stages of denial, defense, and minimization, and gradually developing the stages of acceptance, adaptation, and integration of cultures. He assures that with this model the students will increase their intercultural awareness by valuing first their own culture, contrasting it with another, and understanding and valuing all the cultures with which they come into contact.

On the other side, Chen and Starosta (1997) state that intercultural sensitivity refers to “an individual’s ability to develop a positive emotion towards understanding and appreciating cultural differences that promotes appropriate and effective behavior in intercultural communication.” (p. 5). Unlike Bennett’s model, Chen and Starosta (1997) conceive the intercultural sensitivity as the affective dimension of people’s interactions, which involve six fundamental elements including self-esteem, self-monitoring, open-mindedness, empathy, interaction involvement and suspending judgment.

In the recognition that interculturality is essential when teaching a foreign language, according to various authors, such as Byram (1997) and Liddicoat & Scarino (2013), we think that this aspect should be integrated in the elementary level curriculum. However, we have found that most of the research on the topic is carried out in the secondary school with teenage students. The identification of this gap led us to define our interest in approaching this very important subject at the elementary education level and seek to develop intercultural sensitivity in students through cultural aspects present in their EFL classroom.

Taking into account the exposed panorama, we formulated the following research question: *What is the impact of a TBLT and 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?*

3. RATIONALE

During the last decades, the Colombian Ministry of National Education (MEN) has given recognition to culture in EFL teaching. This component can be found in some national documents, such as *Lineamientos Curriculares* (MEN, 1999), Suggested English Curriculum (MEN, 2016), and Pedagogical Principles and Guidelines (MEN, 2016), that remark the importance of English learning alongside the development of awareness of own and of other cultures, to promote cultural value in this globalized society. In this respect, the classroom is seen as a significant place for intercultural exchanges, in which learners have the opportunity to become active participants and critical individuals towards their own culture and foreign ones (MEN, 2016). Equally important, the National Bilingual Program (NBP) highlights the relevance of developing English skills for being able to communicate with people from other cultures and have more academic and professional opportunities in the Colombian context increasingly globalized and culturally diverse. In relation to this remark, Mejía (2011) states that if this program (NBP) contributes to develop both linguistic and cultural competences, for the acceptance and value of alterity, the constraints of this bilingual project might be overlooked.

Despite the cultural integration in the bilingual policies for the Colombian educational field, studies show that, in the public sector, English teaching is mainly based on linguistic aspects. On this subject, Cadavid, McNulty, and Quinchía (2004) affirmed that “English that is being taught to children in public elementary school is rather limited, or is comprised of basic vocabulary, grammar and pronunciation” (p. 45). Therefore, the intercultural component is left aside in the teaching process. Due to this lack of intercultural dimension in the EFL classroom, our research project finds meaningful to address culture and language jointly in foreign language teaching, in order to raise consciousness of the relevance of the cultural diversity in the foreign language learning context. As it is mentioned in the Pedagogical Principles and Guidelines (MEN, 2016), this intercultural competence should become part of language teaching because of its “dialogical relation between the culture inherent to the language being learned and the individual culture” (p.37). Having visibilized the unbroken link between culture and language along with the value of one's own and others' cultural identity when learning a language, our research becomes significant by giving language

teaching a more communicative and intercultural focus for favoring positive interactions among learners with varied backgrounds. The importance of our work is articulated with the perspective of the teacher in charge of the fifth grades regarding the relevance of incorporating culture in the English classes.

Another contribution of our research lies in the type of participants we worked with. Given that there have not been many Colombian studies that approached interculturality in elementary language learners, our work provides a proposal for implementing this intercultural component in English teaching and raising intercultural sensitivity from an early stage of the students. Regarding this primary level, the MEN (2014) states that the intercultural competence is “even more important if it is considered that at these stages children are consolidating their abilities and incorporating knowledge easily” (as cited in MEN, 2016, p. 38). That means, this is an accurate age for learners to start identifying their own culture and other ones, and developing values (e.g. respect and acceptance) to build rapport with people from different cultural backgrounds. Therefore, these are strong reasons for giving culture a more active role in the foreign language teaching and learning process since childhood.

In addition, our project evidences benefits from implementing learner-centered methodologies in the foreign language teaching, such as TBLT and FLA. Concerning advantages, we can say that on the part of TBLT, we highlight the possibility to potentiate the four language skills developing communicative tasks. They can get adapted to students' levels, needs and interests. On the part of the FLA, it can be highlighted the optimal use of class time, since learners come more prepared to sessions thanks to the input left as homework (especially through audiovisual materials). This shift allows students to mainly dedicate themselves to reflect on the topic and do group activities to practice the target language. Indeed, these two methodologies turn language teaching into a more dynamic and meaningful process that promotes students becoming the protagonists of their own learning.

In summary, our research makes a change in the traditional language teaching in public schools, commonly based on the use of translation and grammar activities. This change consists of the integration of the intercultural component by implementing TBLT and FLA methodologies with young language learners. Hence, our paper contributes to the educational field by directing foreign language teaching not only to communicate in another language, but also to instruct with a sociocultural purpose, as proposed in the official curricular guidelines.

4. OBJECTIVES

4.1 General Objective

Determine the impact of a TBLT and 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.

4.2 Specific Objectives

- Characterize the institution and the classroom in relation to culture and language, and to culture and language teaching and learning.
- Design a pedagogical instruction based on the recognition of the students' needs and interests concerning English as a foreign language and on the curricular guidelines for the development of cultural elements in the classroom.
- Evaluate the effects of the pedagogical instruction on the intercultural sensitivity.

5. PREVIOUS WORK

Interculturality has been a topic of interest in foreign language education in recent years (Moya-Chaves, Moreno-García and Núñez-Camacho, 2018). This topic includes aspects such as intercultural communicative competence, critical cultural awareness, intercultural communication, and intercultural sensitivity. Although the intercultural component has been well developed theoretically and practically, especially, in secondary students in an international context, there are just few works about intercultural sensitivity in children. Moreover, we cannot find many studies that address this last topic at the national or the local level. Considering this panorama, we present six previous works that are related to the main area of interest of our research project. Three works belong to the international level, two to the national level, and the last one to the local level.

First, Galante (2014) described the implementation of a digital literacy project with adults in an English as an additional language (EAL) program in a college in Ontario, with the purpose of providing learners the opportunity of exploring different subjective cultural aspects

(such as behaviors, beliefs and values). To achieve this goal, the researcher chose students who needed to improve their language skills for entering postsecondary education. Besides, she followed five steps that integrated Bennett's model and that were developed in a period of 6 weeks:

- Reflective discussion: in this stage, the students explored cultural misunderstandings and experiences about living in Canada (target culture). This phase integrated the first three ethnocentric stages of Bennett's model (denial, defense, and minimization of cultures).
- Script writing: this step included the writing of a script for reflecting on cultural misconceptions students had faced in their real life. This second stage introduced the other three stages of Bennett's model: acceptance, adaptation, and integration of cultures.
- Video recording scenes: for this stage, the students used digital literacies (videos) for expressing their own views of their intercultural approach.
- Editing: in this fourth part of the work, the students developed their digital skills to improve the video but, most importantly, they demonstrated decenterness from their culture to be more open to others.
- Final reflection: in this last stage, the students expanded their comprehension of intercultural practices based on their own experiences and those of their classmates. This was possible because these practices allowed them to acknowledge similarities and differences between cultures to finally become respectful towards them. Consequently, the students moved from ethnocentrism toward ethnorelativism as they developed acceptance, adaptation and integration of the foreign culture.

Among the results obtained in this work, the students learned about their own culture and that of the target language once they developed both cultural awareness and critical self-awareness. This allowed them to compare the cultures using the foreign language (English) to reflect on their respective cultural identities inside and outside the classroom. Likewise, the students raised intercultural sensitivity studied from Bennett's model through the development of a digital literacy project.

We think that Galante's study exposes an exemplary methodology to develop intercultural sensitivity in English as a foreign language teaching, and that it bears relevant implications to our own context, which is characterized by its multiculturalism. The model

used in this project (Bennett's model) seemed appealing to us. Its stages called our attention since we can find in society that many people refuse to share, understand and respect different cultures. Moreover, we consider this digital literacy project very helpful for our work because it allowed us to realize that foreign language teachers have an important role in teaching. In recent times, we have seen that many pre-service and in-service teachers focus more on the target language than on its cultural aspects. Cultural aspects cannot be left aside because language and culture are interrelated. In this line of thought, this development of intercultural sensitivity is one of the reasons we decided to carry out an action-research to raise understanding, respect and to value both our own culture and the foreign one. Thus, students can learn the target language and expand their worldviews as well.

Second, we find the study conducted by Catroux (2009). The aim of the research was to analyze the effectiveness of first sessions of cultural and language sensitivity during foreign language classes for elementary students (cycle 1 and 2) in France. The analysis was in terms of the development of linguistic and social competences in which students had contact with the target language and culture through interactions, and regarding decenterness from their own language and culture for being aware of cultural diversity.

Talking about the methodology of the work, the first lessons were designed to explore the students' representations of linguistic phenomena. These were followed by a reflection on the different sounds of languages and the existence of various alphabets. The topics were introduced through elements of civilizational type concerning "living together" and "discovering the world." It is important to mention that the classes were mainly given in the mother tongue of the students due to their beginner level. Classroom interactions were analyzed according to Byram's model of Intercultural Communicative competence (*savoir-être, savoir-faire et savoir-comprendre*), in order to identify the components of a metalinguistic awareness. Besides, audio recordings were used for collecting and analyzing the data regarding student-teacher and student-student interactions.

Among the main results of the research, it was possible to find the emergence of intercultural awareness components and the bases for the construction of a competence that would not be reduced to information, but that would allow the development of skills and attitudes towards the target language and culture. Additionally, it was observed the students' attitudes of openness to the otherness, which are meaningful for the development of intercultural competence, and their tolerance towards difference when recognizing the

coexistence among languages and cultures. Furthermore, it was identified the emergence of metalinguistic function through the understanding of the distinction among languages, and of the students' experiences and heritage thanks to the intercultural sensitivity sessions.

As this work is one of the few ones developing intercultural sensitivity in the primary school, it was useful for our project because it provided us with theoretical bases such as the definition and components of intercultural competence according to the Common European Framework of Reference for Languages (CEFR henceforth) and Byram's view, and the notion of the cultural component within foreign language teaching. Besides, the research gave us an idea of the way to use students' cultural background and perspectives for designing the pedagogical instruction. Moreover, it allowed us to reflect on the stigmatization of the role of the mother tongue in the foreign language classroom. Last, this paper helped us to clarify the assessment of the intercultural communicative competence by means of *savoirs* and analyze the intercultural sensitivity aspects in elementary students.

Next, we want to review Jensen's (2019) research paper on the use of flipped learning for developing critical cultural awareness (from Byram's Intercultural Communicative Competence model) with undergraduate students from a North American university learning German as a foreign language. Apart from dealing with the development of critical cultural awareness, FLA was introduced to tackle the issue of insufficient class time for teaching. Twelve undergraduate students from East Carolina University without knowledge or little ideas of the German culture participated in the study. For the development of the research, written textbook content was replaced for digital materials that included YouTube's videos, blogs, websites and PowerPoint slideshows. The instruction implemented homework and personalized tasks that involved different language skills, real life situations and cultural content of the target language. The former was analyzed and worked deeply in class with communicative activities that included discussions and reflections regarding culture.

Regarding the data collection, two surveys were used: one surveyed students' attitudes towards their own cultural elements and the ones of the target culture at the beginning of the research. The other, administered at the end, asked for students' opinions about the flipped approach in their classes, their language progress and their interest in continuing with the next level of the German course.

The obtained data was analyzed from a qualitative perspective and showed that FLA favored students' increase in their foreign language level. This was due to the change of classroom structure that allowed students to take more advantage of the class time to use dynamic communicative activities with more cultural content rather than grammar content. Consequently, students' interest arose and different skills were developed. Moreover, it was evident that this approach fostered cross-cultural critical awareness through students' engagement in reflective tasks to develop both cultural understanding and their thinking skills in the foreign language learning process.

Taking the above aspects into account, we consider that this research article is pertinent for our work because it helped us clarify some concepts including *flipped classroom* and *flipped learning*, and *cross cultural critical thinking*. Likewise, we could better understand the dynamic of the class based on FLA, which includes two moments: before class (homework) and in class. The first one incorporates memorizing (L2 vocabulary and grammar), understanding (L2 reception) and applying (guided language use). The second one integrates creation of personally relevant cross-culturally informed responses in L2, evaluation of the significance of cross-cultural constructs (L1 and L2), and analysis of cross-cultural phenomena as constructs (L1 and L2). In addition, we could confirm the advantages of flipping the classroom mainly for reaching the goal of raising intercultural awareness in students while improving their language and thinking skills.

At the national context, we want to highlight the study carried out by Castañeda Usaquén (2012). The purpose of this work was to explore how the eighth-grade adolescents, in a public high school in Bogotá, internalized culture-based materials used in their English classes. Also, this project aimed at describing their perceptions about foreign cultures. For its development, the author employed a qualitative, exploratory and interpretative case study carried out in 10 months in classes with about 51 students. These classes were divided in two sessions per week: one session of 110 minutes and the other one of 55 minutes. The participants were around 11 and 16 years old and had an elementary English level. For the pedagogical design, the author prepared the activities taking into account eight criteria: social identity and social groups, social interaction, belief and behavior, social and political institutions, socialization and life cycle, national history, national geography, and stereotypes

and national identity. These activities were developed principally by using videos and readings with American and British content.

The data was obtained in a systematic way through surveys, field notes, audio and video recordings, students' artifacts and semi-structured interviews. Then, the information was analyzed through categories and common patterns identified in the instruments. The results demonstrated that the students could analyze, reflect, and contrast their own culture with the target considering their previous knowledge and experiences. This process allowed students to raise intercultural awareness. Equally, the learners had the opportunity to share their feelings, opinions, thoughts, beliefs and understandings about other cultures. In the same way, the adolescents reshaped their own values by accepting and respecting cultural differences due to the accurate selection of materials, such as mass media, readings, songs, pictures of famous people and landscapes. Likewise, the students made cultural changes inside the class in relation to the types of learning, the role of them and the teacher, and the academic routine.

This article is pertinent because it provided us with information about the type of activities that we could implement in the context of our research. We noticed that those activities had a great impact on English learning process of the participants because they took a critical attitude towards the world where they were involved in, they recognized their own culture and the foreign one, leaving behind misconceptions, stereotypes, etc. Furthermore, we could realize that cultural aspects cannot be ignored as they are related to a language and, therefore, give identity to a social group. For this reason, language teachers should teach their learners that culture is what makes us special and different from others. Thus, it is crucial that students value their own culture and respect others while they are learning the foreign language. To do this, teachers should implement a variety of materials with cultural content that call students' attention to promote meaningful learning. Considering all this, the work confirmed that raising intercultural awareness is a fundamental element of foreign language teaching rather than being only focused on linguistic aspects of the language.

Chivata and Oviedo (2018) conducted an action research study to explore students' perceptions of the use of FLA in an English as a foreign language class in a Colombian public university. 84 undergraduate students who took English as a complementary subject participated in the study. Within this methodology, the project carried out four stages: planning the instruction, applying the instruction, observing the impact of the instruction, and evaluation and reflection on the collected data.

Speaking of the development of the sessions, it was conducted with different pre-class, during-class, and post-class activities by using the FLA. This with the intention of developing the four language skills of the students. The teachers provided the students with different types of videos on Playposit and their respective exercises as homework for the learners to be more prepared for the class. It is important to mention that for planning the sessions, there were integrated lesson objectives, flipped activities (homework), warming up, practice activities in the classroom, wrap up, and post-class work. About the latter, the learners expressed anonymously their thoughts about what they did in class. This exercise was called “feedback Post-It station.” We want to add that the students were assessed through four online quizzes along the semester and a final written test, required by the institution, at the end of the semester.

For the qualitative data collection, the researchers used instruments designed in accordance with the first three pillars of the flipped approach: Flexible Environment, Learning Culture, and Intentional Content. These included immediate feedback, an online questionnaire, and a focus group interview that were analyzed according to the three pillars using categorizations and statistics. About the findings, the FLA increased the students’ engagement as they took an active role in class and became more responsible for their own learning process. In addition, the learners’ perceptions of group work were positive in terms of interaction and communication among them. The students also showed their like about the use of digital materials in the classroom and acknowledged teachers’ work regarding the content they prepared based on the individual learning process of the students.

This article helped us enrich our theoretical bases of the FLA concerning its definition and methodology. About the latter, the structure of the flipped learning class gave us ideas about how to organize our pedagogical instruction for the students to learn the language in a meaningful and autonomous way. Besides, the role of digital materials was relevant for implementing them in foreign language classes in recent times when students have constant contact with technology in their daily lives. In this sense, we believe that the authors’ advice about teachers creating the videos by themselves for making them more significant for students was considered to design the audiovisual materials we implemented in our pedagogical instruction.

Finally, at the local level, we can find a study conducted by Manrique-Ramírez (2009) which sought to help students (children of Centro Cultural Colombo Americano in Cali)

develop a better understanding of the target culture and contrast it with their own. This with the aim of raising intercultural awareness by adapting the contents of a textbook-based course through task-based instruction, which emphasized on cultural knowledge.

The researcher implemented a qualitative work following the Action Research model by Burns (1999). Besides, she chose 15 participants for her project and divided it into three major stages as follows:

- a. Exploring and identifying problems: here, the author observed the classes and the students to identify learners' characteristics and needs.
- b. Planning: in this phase, the researcher adapted the contents of the textbook to develop cultural awareness tasks concerning the target language.
- c. Evaluation in the class: in this last stage, the author made 14 sessions, each of them lasted three hours. The author based the instruction on task-based learning using Willis' framework. Each lesson was divided into three stages. The pre-task stage included activities such as fact-finding, creative tasks, listing vocabulary and homework revision left in previous classes. The task cycle integrated the *savoirs* proposed by Byram for the development of the Intercultural Communicative Competence. In this stage, tasks were organized following the content of the textbook about topics (e.g. institutions, places, nature, food, people, music and history) associated with the students' real context. The stage of language focus covered grammatical features of the foreign language that were addressed through the tasks developed along the session.

Regarding the results of the research project, we could identify students with previous experiences interacting with different cultures were more open to participate in new teaching methodologies and expand their knowledge about the foreign language. Further, through communicative tasks, cultural awareness could be conceived as a skill that is influenced by students' background and developed gradually through interaction in class. In addition, these tasks allowed students and the teacher to understand that culture is linked to any language and that should be taught in an inductive way, in which students can explore their own culture and the target one. Lastly, it was recognized that knowledge can be constructed by both teachers and students thanks to unfamiliar topics that can appear in the process of the understanding of the target culture in the classroom context.

This research work is significant because it allowed us to learn more about the main concepts related to the Intercultural Approach: definition of *culture*, the why, what, where, how, and when culture can be taught, *communicative competence*, *Intercultural Communicative Competence*, intercultural language teaching and learning, *cultural awareness* and *Task-Based Learning and Teaching*. Furthermore, this study was a fruitful source to know about some strategies to incorporate cultural aspects when teaching the target language. For instance, it is necessary that teachers take into account the learners' experiences, and give students opportunities to explore the local and target culture without ignoring the intrinsic relation between language and culture. Through these strategies, students can develop intercultural sensitivity towards their own culture and that of their interlocutors to become intercultural users of the language. It was also important the Action-Research Approach for establishing the methodology of our research, and TBLT for structuring our pedagogical instruction and making it more meaningful. The latter aspect is because, with this approach, teachers can offer students authentic opportunities to expose them to the target culture to identify similarities and differences between it and their home culture. Thus, learners can awake their curiosity and openness about other cultures.

6. THEORETICAL FRAMEWORK

Our research project aims at determining the impact of a TBLT and 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. On the one side, it is essential to clarify first the basic concepts of the communicative approach and the intercultural component in the foreign language teaching and learning. On the other side, it is also necessary to highlight some of the previous works carried out in this field at a local, national and international level.

6.1 Communicative Approach

Communicative approach has been used in the foreign language teaching field for over the last three decades, making some changes in the traditional methodologies implemented in this educational context. Taking this into account, Canale and Swain (1980) state that this

communicative (or functional/notional) approach. . . is organized on the basis of communicative functions. . . that a given learner or group of learners need to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately. (p. 2).

In this sense, we can understand that this approach integrates not only grammar but also functions of the language, giving more relevance to the latter. This is one of the main characteristics that differentiates it from traditional language teaching methodologies.

Following this path, there are some other aspects that make the communicative approach innovative. According to Jacobs and Farrell (2003), these are the more remarkable ones:

- It promotes the autonomy of the students by giving them the opportunity to take an active role in their learning process.
- It gives importance to the interaction and cooperative work in the classroom.
- It takes the meaning of the content as its primary focus in the teaching and learning process.
- It considers the different learning styles, strengths and needs of the students when teaching the language.
- It helps students to develop their critical and creative thinking in different situations, using the language as a means to achieve it.
- It is flexible when using different instruments of assessment (observations, journals, etc.).
- In this approach, the teacher takes the role of facilitator of the knowledge, of learner and of researcher as well.

From this view, the communicative approach encourages students to become protagonists in their own learning, which is focused on the functions and the meaning of the language. Also, this approach allows learners to think critically in a daily communicative situation in which they can be involved in. In this approach, we consider it crucial to integrate the cultural component that is intrinsic to a language. That is to say, the language cannot be taught separated from culture (Liddicoat & Scarino, 2013). From this statement, we want to

explore deeply the Intercultural Communicative Competence in the foreign language teaching in the following section.

6.2 Language and culture

Having understood the essence of the Communicative Approach, now it is crucial to reveal the close relationship that exists between two important elements in this competence: language and culture. At this point, we consider necessary to clarify firstly the meaning of each concept.

- Language

The diversity of definitions about “language” that are found in different research fields makes us adopt a wide perspective of the meaning of this concept. Structural, communicational and social elements can be recognized when exploring this notion of language from different authors. For instance, Liddicoat & Scarino (2013) claim that language is composed of linguistic structures that give elements for creating a communication system, which is finally used for establishing social practices.

Furthermore, Shohamy (2007) conceives language as both individual and social, which is used to express, negotiate, create, share, interact, mediate, debate and dialogue with others. Also, the author characterizes language as being dynamic and changeable over time. In this context, the concept of language is seen beyond a structure; here it has a more communicational and interactional function not only in a society but also in each person.

Likewise, for Kramsch (1998) language reflects people’s cultural reality through social practices. From her perspective, language is a means for having and creating experiences with which individuals share their own social identity (including thoughts, knowledge, attitudes and non-verbal elements) among them and with other groups.

In short, despite the number of views of language, we could find common elements that describe this concept not simply as a system but also as a means that allows humans to communicate verbal and nonverbally their cultural identity when interacting with others. Thanks to these cultural sharing, people make new social constructions about themselves and others transforming language into dynamic and changing.

- Culture

Over time, *culture* has been one of the most difficult terms to define. In fact, many authors have tried to provide an accurate meaning of this concept considering different perspectives, such as the political, ideological, anthropological, psychological, educational and even sociological one. However, it has not been possible to establish a universal definition due to this variety of views.

Among the definitions, Hinkel (2001) categorizes culture into two types. On the one hand, the author refers to the *visible culture* to talk about the cultural aspects people can easily identify including literature, arts, architecture, history, geography and customs of a community. On the other hand, he proposes the concept of *invisible culture* to make reference to sociocultural norms, beliefs, assumptions and value systems that individuals of a society usually are not aware of.

According to the Center for Advanced Research on Language Acquisition (CARLA, 2011), culture can be expressed as “the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group” (p.1.). CARLA makes emphasis on the characteristics that a community shares through interactions with other groups. Thus, these elements are what CARLA calls culture.

Additionally, Arvizu, Snyder and Spinoza (1980) explain that culture is a “dynamic, creative, and continuous process including behaviours, values and substance, learned and shared by people that guides them in their struggle for survival and gives meaning to their lives.” (as cited in Lessow-Hurley, 2000, p. 95). In this context, culture is conceived as a process that is constantly constructed and changed by the relationships individuals establish among them, which help people coexist together.

Moreover, Kramsch (2012) manifests that culture is related to the individual and collective meanings that people give to the discursive practices they experiment throughout their lives in specific moments and places. In this sense, culture consists of personal and social constructions that are produced from people’s interactions within a society.

Furthermore, we want to add Norton’s definition of culture (2000). To her view,

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. Seen in this way, it becomes fundamentally necessary to engage with the variability inherent in any culture. This involves a movement away from the idea of a national culture to the recognition that culture varies with time, place and social category, and for age, gender, religion, ethnicity, and sexuality. (as cited in Liddicoat & Scarino, 2013, p. 23).

Another conception of culture includes Sánchez-Murillo and Sibaja-Hernández's perspective (2013), which relates the term to the value of the variety of social groups that can be found in any country:

même si on propose une définition de culture nationale, on a, aussi, signalé dans notre notion l'importance des groupes à l'intérieur d'une société et leur rôle dans l'étude d'une culture car c'est dans ces groupes qu'on trouve la pluralité d'une culture. (p. 75)

Finally, Alberta Teachers' Association (2010) states culture is not static. From their view, people can belong to several cultures at the same time: the one they were born into and the one(s) they can adopt throughout their lives by creating ties with others. This diversity each individual has brings out the distinctiveness and uniqueness of a community (a school, neighborhood, etc.) or, at a larger scale, a country.

Considering the aforementioned definitions, culture can be seen as a set of values, beliefs, perceptions, socio-cultural rules, traditions and historical events, which characterize not only a society but also the individuals that make part of that society. Moreover, this variety of elements does not remain the same over years, but it changes depending on the time, the place, the situations, and the demographic aspects in which social interactions are taking place. These transformations are what give a diverse and dynamic attribute to the culture of a person and a nation.

- Relationship between language and culture

As it could be seen in the previous definitions, culture can be expressed through language which, at the same time, belongs to it. This strict relationship between these two

elements makes us consider that they both have to be taken into account in the foreign language teaching field. In this respect, Kramsch (1993) states:

If . . . language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency. . . . Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. (As cited in Agudelo, 2007, p. 189)

From this statement, we can remark that language belongs to the participants' social context and also, that culture is always present in any language. About the latter, students are not only exposed to its linguistic features but also to its cultural one without necessarily being aware of this contact. Regarding this, teachers should not teach a foreign language in isolation from culture since the integration of them allows students to learn how to communicate in the target language and to explore and understand cultural differences and similarities. This means that culture cannot be perceived as an additional component, but as an intrinsic feature of language.

6.3 Intercultural Communicative Competence

In recent times, Intercultural Communicative Competence (ICC) has influenced the perception of the role of culture when teaching a foreign language. This competence relates the development of the language skills to the values, beliefs, experiences and opinions of the learners and that of the interlocutors of the target language through interaction. Regarding this context, Byram (1997) defines the intercultural competent speaker as individuals who are

able to interact with people from another country and culture in a foreign language. They are able to negotiate a mode of communication and interaction which is satisfactory to themselves and the other and they are able to act as mediators between people of different cultural origins. Their knowledge of another culture is linked to their language competence through their ability to use language appropriately — sociolinguistic and discourse competence — and their awareness to use specific meanings, values and connotations of the language. (p. 71).

With this regard, the ICC implies exchanges among people with different cultural backgrounds and languages that go beyond the accurate use of the latter. These relationships

also involve the recognition and negotiation of cultural aspects and meanings that are associated with the target language.

In addition, Byram (1997) proposes an ICC model in which he includes five factors (*savoirs*) learners need to develop with the aim of becoming intercultural and critical beings. These are:

- Knowledge (*savoirs*): this is related to the prior knowledge learners have about their own country and that of their interlocutors at a cultural, individual and social level.
- Skills of interpreting and relating (*savoir comprendre*): this ability incorporates the capacity learners have to interpret documents of their native culture and to compare them with others of the target culture.
- Skills of discovery and interaction (*savoir apprendre/faire*): This refers to the acquisition of knowledge about cultural aspects of a particular community. This is an ability in which the learner integrates his/her attitudes, knowledge and skills when communicating with others.
- Attitudes (*savoir être*): learners need to “decentre” themselves, which means to be open and curious about other cultures.
- Critical cultural awareness (*savoir s’engager*): This implies analysis and evaluations about the world around the learners in order to make a critical reflection on their culture and on their interactions. In this way, the students can understand both their own cultural identity and the one of the foreign language.

A look at these components reveals that the ICC model is an essential component in foreign language teaching. It promotes the development of critical thinking in learners regarding their own cultural characteristics and their understanding of others’ cultural differences. In this sense, interactions and attitudes of openness and curiosity play important roles for the students when communicating with others in real-time situations through the target language.

6.4. Intercultural Sensitivity

As discussed above, it is vital that foreign language teaching fosters learning of the target language for students to communicate in their real-life situations, in which they can build rapport with people who differ from learners’ community. In this form, students can

value their own cultural background and become more respectful and open to learn about other cultures. In this regard, the concept of intercultural sensitivity takes a significant role in the language teaching and learning process, especially when it comes to constructing a peaceful environment where people can coexist together. About this term, it is possible to find two main models: one developed by Bennett (2017) and the other by Chen and Starosta (1997), which will be considered in this research project.

- **The Developmental Model for Intercultural Sensitivity (DMIS)**

According to Bennett (2017), *intercultural sensitivity* demands students to change from an ethnocentric to an ethnorelative attitude, adopting a sense of otherness (empathy) and perceiving other cultures as relevant as their own one (meta-coordination). Here, Bennett proposes the Developmental Model for Intercultural Sensitivity (DMIS), which is a culture-general model that allows people to eliminate their individualistic attitudes to take a more social role with the ones who are culturally different. In this sense, learners should have an open perspective about the diversity of cultures and recognize the value of the cultural background of people. As Bennett points out, this model comprises six linear stages: three stages (Denial, Defense and Minimization) that refer to the way individuals perceived their own culture as the center of their reality (ethnocentric), and other three stages (Acceptance, Adaptation and Integration) that are related to the way people see other cultures as different forms of categorizing their reality (ethnorelative). These are described below:

Stage 1. Denial: In this first stage, there is not a recognition of the importance of other cultures. Instead, people only perceive themselves as more valuable than any others in their world. This may cause discrimination towards cultural differences and disinterest in establishing intercultural exchanges with people (Bennett, 2017). This means that individuals are closed to their own identity without considering the idea of interacting with interlocutors of other cultures.

Stage 2. Defense: In the second stage, people recognize that there are other cultures by taking a distant position where they see their culture as superior (category of “us”) and the other ones as inferior (category of “them”). This may cause stereotyped and critical perceptions when referring to cultural diversity. However, there is also the opposite case when individuals see their own culture as inferior to the target one, creating idealizations of the

latter (Bennett, 2017). Regarding this, people differentiate their cultural baggage from the one of others, establishing noticeable social distances and boundaries among them.

Stage 3. Minimization: In this third stage, people start to recognize cultural differences at a superficial level. Here, individuals make comparisons between their own culture and the foreign one, taking a tolerant attitude towards the other. Nevertheless, there is still some reluctance to accept similarities between both cultures (Bennet, 2017). This stage refers to reduction in the disinterest in approaching people with different origins and perspective worldviews.

Stage 4. Acceptance: In this fourth stage, individuals are more open, curious and aware of the diversity of cultures, showing acceptance and respect towards others. However, this does not necessarily mean that people can establish close relationships with them due to the few knowledge of the target culture and the flexibility that is arising in them now (Bennett, 2017). That is to say, people are less resistant to break down cultural boundaries and more receptive to sociocultural differences instead. It is important to clarify that, in this stage, individuals do not have direct contact with other cultures yet.

Stage 5: Adaptation: In this fifth stage, people begin their process of interacting with other cultures through simulations. Here, individuals take attitudes of empathy, appropriateness and inclusion as starting points to have authentic behavior for establishing relations with the target culture (Bennett, 2017). In other words, people change wrong perceptions of cultural varieties and self-centered behaviors to become more social individuals. In this point, they understand better the existence of cultural differences and perceive them closer to their reality.

Stage 6. Integration: In this last stage, human beings are able to communicate with others who belong to different cultures. As a result, in this phase, intercultural communication takes place through the development of individuals' authentic identities, and the relations and cross-cultural mediations inside the context (Bennett, 2017). In this regard, people are immersed in the culture of others in order to make intercultural exchanges with them. This connection facilitates intercultural communication and demands people to negotiate socio-cultural difficulties and differences with the purpose of constructing a peaceful and respectful environment.

In short, the DMIS promotes changes in people's attitudes and behaviors of a community with a particular culture to develop gradually intercultural sensitivity in them,

moving from an ethnocentric attitude to an ethnorelative one. As a result, people can create cultural bonds with people from other cultural identities.

- **Chen and Starosta's Model**

In contrast to Bennett's model, Chen and Starosta (1997) characterize the concept of *intercultural sensitivity* as dynamic and define it as the ability to develop positive feelings and reactions towards the value of cultural diversity aroused by the acceptance, understanding and appreciation of it. As a result, people can behave appropriately when being involved in intercultural communication.

When defining intercultural sensitivity, Chen and Starosta emphasize the difference among this concept and those of intercultural awareness and intercultural competence, as they find that there is a lack of conceptualization and a confusion about the three of them in the foreign language teaching field. In this sense, the authors state that people first learn, recognize and understand differences and similarities of their own culture in relation to the ones of the culture of others. The authors refer to this process as the cognitive dimension of intercultural communication or, in short terms, as *intercultural awareness*. Following this distinction of the concepts, Chen and Starosta manifest that for the complete achievement of intercultural awareness, it is necessary to change negative emotions towards other cultures into feelings of appreciation and value. The latter is called by the authors as *intercultural sensitivity*, the affective dimension of intercultural interactions. For this ability of social communication, the transformation of behaviors is also needed. This implies people's openness and adaptation to encounter with others who are culturally different. This behavioral dimension is the *intercultural competence*. Considering all of this, the authors remark that, even if the three concepts differ in their meanings, they intertwine together in an effective intercultural communication.

Focusing on people's affective components we previously mentioned, Chen and Starosta highlight six elements that help individuals in the process of becoming interculturally sensitive when having contact with others and identifying their cultural backgrounds. These elements are the following:

- Self-esteem: this element refers to the value people have of their own self which is the starting point to appreciate others' cultural identity.

- Self-monitoring: it is the ability individuals have to behave appropriately taking control of emotions and responses in different circumstances that involve interaction.
- Open-mindedness: it is defined as the willingness of individuals to not only acknowledge and accept differences in terms of ideas, opinions, characteristics, etc., but also to share the ones of their own with the otherness. Consequently, people develop a wider perspective of the external context.
- Empathy: this is the ability a person has to put himself in someone's place to identify and understand the behaviors, emotions and thoughts of the other.
- Interaction involvement: this element is described as the ability to establish intercultural encounters by being responsive, perceptive and attentive towards others' ideas, opinions, attitudes, etc.
- Suspending judgment: it is related to people's attitude to listen to those they have contact with, abstaining themselves from making judgements about others' cultural identity. In this form, individuals are more confident and willing to socialize with people.

To conclude, intercultural awareness, intercultural sensitivity and intercultural competence become essential when speaking of intercultural communication. In other words, the achievement of the latter involves the acknowledgement, acceptance and value of both one's cultural background and the cultures of others. This with the purpose of promoting positive and effective relationships among people from different cultural backgrounds. Bearing this in mind, teaching a foreign language should not be limited to the simple development of skills for students to communicate in the target language. This teaching process should also provide students opportunities to explore the cultural component, which is linked to any language. Therefore, the learning experience becomes more significant to approach students to the recognition of the self and the otherness as important, reducing cultural misunderstandings and transforming themselves into more receptive, respectful and curious towards diversity. During this ongoing process, learners are able to use the target language to establish intercultural encounters and expand their mindset towards the world as well.

6.5 Intercultural Conception in National and International Documents in Foreign Language Education in the last years.

In foreign language education, Intercultural Communicative Competence has taken relevance for developing learners' capacity to understand and to be more open toward cultural differences inside the classroom and the external world. According to Liddicoat & Scarino (2013), "[t]he goal of learning is to decenter learners from their preexisting assumptions and practices and to develop an intercultural identity through engagement with an additional culture." (p. 29). From this statement, we can say that foreign language teaching should focus on leading students to detach from their own traditional practices and perspectives of the world. This is with the aim of making learners acknowledge and reflect on the cultural background of themselves and of others. As a result, students can become social individuals during their language learning process.

In Colombian education, the intercultural component has been incorporated in official documents of National Ministry of Education including *Lineamientos Curriculares Idiomas Extranjeros* (MEN, 1999), *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (MEN, 2006), *Pedagogical Principles and Guidelines and English Suggested Curriculum* (MEN, 2016). These documents have taken intercultural bases from CEFR (Council of Europe, 2001), in order to highlight the relevance of developing intercultural competence in Colombian students who belong to a globalized society. Along these lines, we are going to identify the intercultural elements that are included in the CEFR in the following section.

- Interculturality in the Common European Framework of References for Languages

Since 2001, the CEFR has provided a theoretical basis for institutional documents related to English teaching. Among these elements, we can highlight the proficiency language level scales, linguistic and cultural competences (knowledge, attitudes and skills), types of assessment of the foreign language, and elements related to the cultural component of a

language and its social environment (e.g. plurilingualism, pluriculturalism, interculturality, intercultural awareness, cultural background and boundaries, among others).

Taking this into account, the intercultural component is treated as one of the main concerns in both second language teaching and foreign language teaching in the CEFR, which was designed to meet the characteristics of the European context. On the one hand, the CEFR marks the value of the integration of the mother tongue and the second or foreign language, and their respective cultures in the development of cultural identity in order to raise intercultural awareness. The latter refers to “[k]nowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and the ‘world of the target community’” (Council of Europe, 2001, p. 103). In other words, this intercultural awareness consists of the ability to identify both contexts (the local and the foreign one) as culturally diverse and to change wrong perceptions of their members.

On the other hand, the CEFR includes the following intercultural language skills learners should develop to become intercultural speakers:

1. The ability to relate both their own culture and the target culture.
2. Cultural sensitivity and the ability to use strategies for interacting with the interlocutors of different cultures.
3. The ability to develop intercultural mediation between students’ culture and the culture of others.
4. The ability to deal with cultural stereotypes.

In this respect, the CEFR emphasizes not only on teaching and learning a second or foreign language, but also on the importance of making students aware of their own cultural identity and cultural differences among people. This with the aim of transforming students into more social individuals capable of interacting with people from different origins, solving conflicts and clarifying misunderstandings if necessary.

As a conclusion, the CEFR serves as a reference to learn, teach and assess foreign languages. This document incorporates interculturality as a central component in the educational context. Considering this, Colombian education has tried to give this component more relevance in the official documents related to foreign language teaching, especially English teaching. Therefore, now it is significant to mention how those documents integrate interculturality inside them.

- Interculturality in MEN Documents for Foreign Language Teaching

In the educational field, there are four principal documents from which teachers based their designing of the syllabi when teaching foreign languages: *Lineamientos Curriculares* (MEN, 1999), *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (MEN, 2006), *Pedagogical Principles and Guidelines* (MEN, 2016), and *English Suggested Curriculum* (MEN, 2016). As our research work is carried out in 5th grade, it is important to revise the intercultural topic in these four documents as follows:

- Lineamientos Curriculares Idiomas Extranjeros

In 1999, the *Lineamientos Curriculares* appeared as guidelines that provided foreign language teachers with theoretical bases to design their syllabi with realistic goals in relation to the development of the communicative competence of the students. Besides, these *Lineamientos* foster the incorporation of aspects of globalization and culture in the classroom in an innovative way, and the continuous assessments of the students' learning process.

From this document, it is necessary to highlight the integration of interculturality as an essential component in the educational field. Considering that students live in a globalized world, the need to develop in them an open attitude towards different cultures has been an important issue for Colombian education. In this sense, the *Lineamientos* propose the recognition of learners' cultural identity when interacting with people who belong to other cultures. Here, interpretation, understanding and respect of cultural diversity make students leave behind an ethnocentric attitude for being able to compare and appreciate cultures (MEN, 1999). Regarding this, the purpose of the incorporation of the intercultural component in foreign language teaching is to raise awareness of the variety of cultural aspects that characterize people.

In addition to interculturality, the *Lineamientos Curriculares* emphasize teachers' need to consider the internal and external factors that affect students when learning the target language. On the one hand, the internal factors are defined as knowledge, linguistic and cultural appropriation, and expectations towards both the target culture and language. On the other hand, the external factors are related to the contact students have with the foreign culture. These two factors influence the cognitive side (mental processes) and the affective

side (attitudes and beliefs) of the learners (MEN, 1999). In relation to these types of factors, both contribute to students' development of wide perceptions about their own and foreign world, in order to strengthen their identity and value social and cultural elements of others.

Another important issue in this document is the methodological suggestions in foreign language teaching. In this part, the *Lineamientos* recommend the implementation of dynamic and flexible methodologies, which take into account previous and new knowledge, affective factors and cultural contents. The latter refers to the crucial approach to foreign cultures using languages as vehicles to access them. With this cultural approach, students can learn to accept, understand and tolerate target cultures (MEN, 1999). In this respect, teachers should implement methodologies, which include interactive activities that provide students with opportunities for learning the foreign language and the foreign culture as well. This is for creating bonds between these two cultures as a result of students' interactions and reflections about the cultural reality around them.

- *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*

This document appeared in the *Plan Nacional de Bilingüismo* in 2006 to provide clear criteria for establishing basic communicative competences that students need to achieve at the end of their academic year at the different levels of education in the Colombian system. With this document, it is intended that learners become more competent in the globalized world, particularly, in the educational and professional fields (MEN, 2006). It is important to say that these *Estándares* group the grades of the Colombian education system in the following way: from First to Third grade, from Fourth to Fifth grade, from Sixth to Seventh grades, from Eighth to Ninth grade, and from Tenth to Eleventh grade. For each group, the *Estándares* set the principles and the performance level that students should accomplish in their foreign language learning process (MEN, 2006). These principles include not only skills that students need to develop, but also cultural aspects that are implicit in any language.

As society is culturally diverse, people can know more about others in terms of beliefs, behaviors, values, etc., through communication and interaction. Considering this, the *Estándares* focus on the development of the communicative competence in students when learning the target language. This is with the aim of acquiring knowledge and developing language skills that can be applied in different situations in which the foreign language is used. To achieve this, the communicative competence integrates the linguistic (form and use

of the language), pragmatic (functional use of the language), and sociolinguistic (social and cultural conditions) competences in foreign language teaching (Council of Europe, 2001).

From this review, it can be said that the *Estándares* incorporate few cultural elements of the foreign language in the criteria students should master (e.g. cultural traditions, popular songs of English speaking countries, among others). That is why, in these criteria, the intercultural component apparently has little presence. However, in the theoretical part, it seems to be a main concern.

- *Pedagogical Principles and Guidelines and English Suggested Curriculum*

In 2016, the MEN elaborated the Pedagogical Principles and Guidelines which offer a short summary of teaching and learning English in our country. This official document integrates theory and guidelines related to pedagogy, curriculum, methodologies, and assessment that are developed in the English Suggested Curriculum. Additionally, it describes students to whom the Suggested Curriculum targets and proposes materials to use in the classroom (MEN, 2016).

It is relevant to mention that these Principles and Guidelines are centered on developing interculturality through foreign language teaching. First, diversity is taken as an essential part of the curriculum. This element allows students to value their cultural identity, interact with people from different origins, and respect cultural differences among them. Second, the classroom is seen as a significant place for intercultural exchanges, in which learners have the opportunity to become active participants and critical individuals towards their own culture and the foreign one. Third, the intercultural competence interrelates the target language and its culture to the students' culture. With this competence, learners are able to contrast the two cultures and to mediate when facing social problems in their context (MEN, 2016). Taking this into account, we can identify that interculturality is well-developed in the Principles and Guidelines document. Concepts such as diversity, cultural identity and intercultural competence constitute fundamental elements for teaching English as a foreign language, having the Suggested Curriculum as a proposal.

Regarding the aforementioned proposal, this English Suggested Curriculum was also created in 2016. The former document integrates different components linked to foreign language teaching and learning in Colombian institutions, which serves as a guide for English teachers to plan and assess their classes. This document is divided into two parts: one part

proposed for Transition to Fifth grade and the second one, for Sixth to Eleventh grade. These two parts have four modules (Health, Democracy and Peace, Globalization, and Sustainability) that are addressed throughout the academic year. They contain goals, language functions and objectives. Besides, they comprise knowledge, skills, and cultural elements in the contents and the pedagogical processes of foreign language teaching. With these four modules, the MEN conceives learning as a process, in which social interaction takes place. It also pretends to develop students' identity and to make them change the reality of their community they are involved in (MEN, 2016). In this form, the contents of the modules are associated with the reality of the students as they integrate not only personal issues, but also topics related to the environment, globalization and interculturality for encouraging students in improving their social context.

6.6 Intercultural Competence and Foreign Language Learning in the Primary School

Due to the role that globalization has played in the current society, developing intercultural competence has become essential when referring to foreign language teaching and learning. In this way, elementary and secondary students have been influenced by this context, which demands interactions between their own culture and that of the target language. Taking this into account, the Ministry of National Education (MEN, 1999) considers that learning a target language also means learning the value of one's own culture, and discovering and accepting other cultures to reduce closed-minded attitudes towards them. About this, the MEN remarks that this is a process that should begin from primary schooling and be reinforced in the secondary level. In this regard, language teaching in young learners can be meaningful for them to appropriate their own cultural identity and then, to identify and understand the diversity of other cultures since this early stage.

In relation to this cultural content in foreign language teaching, Byram (2008) affirms that “young learners will have the experience of ‘otherness’ that should be a fundamental characteristic of language learning in schools.” (p.78). That is to say, from primarily schooling, students should start to recognize cultural diversity while they are learning the target language. Consequently, Byram advocates that teaching a foreign language in a context where social exchanges constantly happen should not only involve learning grammar and vocabulary (linguistic competence), as it will be insufficient for learners. Teaching should

also include the intercultural component of the target language that refers to the knowledge of different cultural practices, beliefs and worldviews learners should recognize. In other words, students should be able to communicate in the target language and acknowledge that people are culturally different.

To develop the linguistic and intercultural competence in elementary students, teachers should implement materials that are appropriate for the learners' age and their language proficiency levels. In this context, Doyé (1999) uses the concept *child appropriateness* to say that "the educationally necessary subjects are treated in a manner that is adequate to the development of the children" (as cited in Byram, 2008, p. 81). Thus, it is vital that teachers select resources in accordance with students' characteristics and capacities to promote language learning in the classroom. For instance, teachers can use materials that contain cultural symbols, cultural products and/or cultural practices (Curtain & Pesola, 1994, as cited in Byram, 2008). This with the purpose of enabling students to discover more of the foreign culture and changing their wrong cultural perceptions, judgments, and negative attitudes towards members of that culture (Doyé, 1999, as cited in Byram, 2008). Briefly, the implementation of accurate and dynamic materials with cultural contents fosters both language learning and better understanding and respectful behaviors towards the culture of the target language.

Finally, Byram remarks that, although all the aspects of intercultural competence cannot be completely developed in the elementary level, teachers can give students the bases to recognize the relevance of this competence in their foreign language learning process. Considering this, interculturality can arise by integrating students' attitudes and abilities in their language learning process since primary schooling. For doing this, teachers should take into account the attitudes of openness and curiosity (*savoir être*) young learners have, and their abilities to discover and interact with new cultures (*savoir apprendre*) (Byram, 2008). These two *savoirs* can facilitate the recognition and value of learners' own cultural identity and promote intercultural relations with other children of their same age. Through this learning process, students can start to reduce misconceptions and stereotypes, which impede peaceful coexistence among people from different cultures, when learning the target language.

6.7 Task-based Learning and Teaching (TBLT)

TBLT has been implemented in the foreign language teaching field to give learners a more active role in the classroom by completing communication-focused tasks. Such tasks have as their main purpose demanding students to make use of the foreign language in tasks related to their real context. At this point, it is necessary to clarify the meaning of a task before characterizing this approach in detail. According to 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)

From this quote, a task is seen as an organized and structured activity that integrates different language skills for communicative purposes, instead of focusing mainly on the grammar of the target language. Moreover, Ellis (2009) clarifies that for an activity to be considered as a task, it should have a focus on meaning of the language, respond to a determined need (gap) of students, allow them to use their own linguistic and non-linguistic resources to develop the task, and have an outcome to achieve by using the language as a means.

Having clarified the concept of task, it is important to remark some advantages of implementing TBLT in foreign language class. Ellis manifests that this seeks to provide students with significant input and opportunities for natural learning of the target language in the classroom. Besides, the author highlights that even though the approach is learner-centered, teachers can intervene for guidance, revision, assistantship and classroom management.

In addition, Willis and Willis (2007) claim that tasks within TBLT have to be related to the real world of students. They propose three levels in which these tasks can be developed. The first level is called *meaning* that refers to the use of the target language to express prior knowledge and produce new meanings about the real context. The second level is known as *discourse*, which refers to the language used for producing arguments about daily-life situations and giving opinions about the ones of others. The last level is named *activity* as it engages students in tasks they may find in their life. Nevertheless, the authors clarify that it does not mean that all the tasks have to respond to the previous criteria. Other types of

activities can be implemented if they maintain the purpose of providing students with opportunities to use the foreign language in class, as they might use it in their external context.

Furthermore, Willis and Willis state that TBLT is concentrated principally on meaning and communication. However, grammatical aspects might appear during the development of tasks if students consider necessary to address them for accomplishing the purpose of those activities. Regarding the role of Spanish in the foreign language class, this approach seems to be flexible particularly with beginner levels. In this respect, Willis and Willis cite the comment of a teacher who changes the paradigm about the use of L1 in the classroom:

Let's not be afraid of L1. One of the barriers that has been hard to break is the idea that using the L1 in the English class is a sin. We start many of the tasks at the elementary level in L1, Spanish, with the intention of activating previous knowledge in our students about the subject matter we are proposing and, little by little, while getting into the task cycle, they gradually turn to English. In all cases the presentation is in English. . . . Needless to say, intermediate or advanced students can perfectly well work through the whole process in English. (2007, p. 26)

Likewise, Cook (2001) mentions the use of L1 in TBLT is helpful “for performing such functions as task management, task clarification, discussing vocabulary and meaning and even presenting grammar points” (as cited in Ellis, 2014, p. 110). In this order of ideas, Spanish in TBLT can be allowed in some moments of the class, for example when there is the need to clarify information in English for both students (who are especially beginners) and teachers.

To implement TBLT in the classroom, Willis and Willis propose a task sequence composed of three main phases: introduction or priming, target tasks and language focus. The first phase allows students to recognize the topic, activate prior knowledge and provide new vocabulary that can be used in the next tasks. In the second phase, target tasks are likely the most essential ones that demand students to use the foreign language in activities they might face outside the classroom context. Finally, language focus stage makes learners aware of specific grammatical aspects that they use for completing the main tasks and they might utilize in future experiences. Further, in this stage students notice what they have achieved throughout the session and the opportunities they had to practice the target language, and can

clarify remaining doubts they have about grammar. Consequently, students can be more motivated to continue learning the language once they realize this accomplishment.

As a final point, it is significant to mention that all the tasks planned for a task-based lesson should be interrelated and associated with the communicative goal of the session. Thus, these tasks make the class coherent, dynamic and meaningful to encourage learners to participate actively in their language learning process.

6.8 Flipped Learning Approach (FLA)

In this research, we use the FLA within the TBLT. According to Bergmann & Sams (2012), the flipped classroom refers to “that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class. But as you will see, there is more to a flipped classroom than this.” (p. 13). In the same way, Jensen (2019) defines this approach as:

a teaching concept in which students are exposed at home to digitally distributed teaching content that would normally be delivered by the instructor in the form of a lecture; in turn, knowledge of the material, which would usually be assigned as homework, is constructed actively inside the class, usually in small student teams, and with the instructor monitoring the groups’ cooperative and/or collaborative learning endeavors. (p.51)

With regard to these definitions, the flipped classroom involves students working on homework (mainly by the way of a video) before class to come more prepared to the classroom activities related to the material previously studied at home. In this form, both technology and face-to-face classes are integrated to promote active learning inside and outside the classroom. About this integration, Bergmann and Sams (2012) state that the flipped model allows to restructure the time and the management of the classroom activities that foster the interaction between student-teacher and student-student, and the development of learners’ abilities. When using this approach, students ask questions about the content of the video (homework) that are answered at the beginning of the class. This helps learners clarify misunderstandings about the topic and use the rest of the class time for doing other types of activities, as it can be observed in the table below:

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30–45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20–35 min.		

Table 1. Class time in Traditional versus Flipped Classrooms (Bergmann & Sams (2012). Flip your Classroom: Reach Every Student in Every Class Every Day.)

The authors contrast traditional classes with flipped ones to show the change of the structure of typical lessons, which spend more time in conveying information and giving explanations of a particular matter. On the contrary, flipped learning allows to take more advantage of the time as the topic is already introduced by homework. Therefore, with this approach, the focus is more on practice to give learners a participative role in class. Regarding this practice, the Flipped Learning Network (2014) remarks that the classroom becomes an interactive and dynamic space to learn through creative activities in which students construct knowledge and evaluate their own learning while being guided by the teacher. In addition to this, Jensen (2019) adds that flipped learning encourages students to reflect, analyze, relate, evaluate, create and develop deeply their critical thinking. To achieve this, “[t]eachers make decisions about the activities that students might enjoy, the ones that might be more effective for communicative purposes, and those that could meet the needs of all students in the classroom.” (Chivata and Oviedo, 2018, p.85). This means that teaching is centered on what students need to learn in the classroom by using activities of their interest that imply communication. As a final point, Chivata and Oviedo manifest that this flipped approach is also characterized by being flexible, as it lets teachers combine different pedagogical approaches and methodologies (among them the Task-based approach) in class.

As a result, this approach transforms teaching into a more meaningful one since learners take a protagonist role in both the classroom environment and teaching and learning process. The approach makes this possible through communicative and interactive tasks based not only on the simple acquisition of knowledge, but also on the development of students’ thinking skills.

7. METHODOLOGY

In this section, the paper presents the methodology used for conducting the research. First, we present the research methodology along with its stages. Then, we describe the context where the study took place. Next, we introduce the data collection methods. Last, we reveal the phases followed for the completion of the project.

7.1 Type of Research

This research work is subscribed under a qualitative action research methodology, following Burns (1999) orientation. According to this author, action research

applies a systematic process of investigating practical issues or concerns which arise within a particular social context. This process is undertaken with a view to involving the collaboration of the participants in that context in order to provide evidence that can point to change. (p.31)

This type of research aims at solving a particular social problem to make changes in a specific and real context. It is characterized by being collaborative and participatory, what implies that this research is conducted by and with the community. The collection of data is done systematically and it is analyzed through triangulation, allowing researchers to interpret and think critically about the information obtained. Moreover, the triangulation is useful to apply findings in the participants' context and then, to evaluate the success of the changes through this application. Additionally, Kemmis and McTaggart (1988) highlight that action research can be seen as a spiral, flexible and dynamic process (as cited in Burns, 1999). It means that this methodology is a continuous process, which lets researchers go back and forth in the stages of their work and use a wide variety of instruments for collecting data that should be triangulated.

According to Burns (1999), there are eleven stages for carrying out action-research projects, which are:

- a. *Exploring*: this stage involves identifying and selecting a possible issue to be solved in a particular context. Also, it implies looking for useful information for the research.

- b. *Identifying*: researchers start to observe the environment and the participants in order to collect data about the characteristics of the context and its social problems.
- c. *Planning*: in this phase, researchers start to elaborate a realistic plan for selecting appropriate methods to intervene and collect data in the context.
- d. *Collecting data*: in this stage, researchers put into practice the methods for collecting data with the aim of starting to approach the problem of the community.
- e. *Analyzing/reflecting*: the data collected is analyzed systematically and interpreted through reflections on the information.
- f. *Hypothesizing/speculating*: based on the analyzed data, this stage allows researchers to make hypotheses about what can occur in the classroom regarding the problem.
- g. *Intervening*: this phase includes making changes in the context and experimenting with different teaching methods to prove the hypothesis made.
- h. *Observing*: it demands researchers to observe results of the intervention and reflect on the success of it.
- i. *Reporting*: researchers discuss the whole process carried out throughout the research with other team members.
- j. *Writing*: in this stage, researchers write a report or an article which includes information collected by the observations, the results obtained by the analysis and interpretations of the data. This text is useful for other researchers who are interested in the topic and in conducting other studies.
- k. *Presenting*: in this last phase, researchers should share their findings with a wide audience through formal presentations.

7.2 Description of the Research Context

- *The School*

The Institución Educativa Técnico Industrial José María Carbonell belongs to the public sector of Cali. This institution is divided into three head offices as follows: the Central high school, and the Honorio Villegas and Isabel de Castilla elementary schools. Regarding the research, this was carried out at the Honorio Villegas head office, which is situated in El Dorado neighborhood (*comuna* 10 of the city) and it belongs to the medium-low social stratum.

Honorio Villegas is a mixed-sex head office that belongs to the Colombian education A calendar (which starts at the end of January and finishes in November) and has an industrial-technician nature. The school provides half-day schooling from 7am to 12pm and comprises only the elementary level of education that involves from Preschool to Fifth grade. Each grade is divided into two classes with around forty students each. Therefore, there is an average of 400 students between 5 and 11 years old in the school. It is also important to mention that the branch has 12 teachers, from which two of them teach English as a foreign language; this subject is taught with an hourly intensity of 2 hours per week. Moreover, the institution does not count with any English as a foreign language assistants nor specific places for the students to practice the target language.

- *Participants*

The participants of the research were 76 students divided into two fifth-grade classes. The learners are in the range of age from 9 to 12 years old. The majority of them are from Cali but some are from different Colombian cities (e.g. Medellín, Bogotá, Tumaco, etc). Besides, there are students who come from other countries (e.g. The United States, Venezuela, Spain and Ecuador). Moreover, many participants identify themselves as “mestizos”, and some of them consider they are part of Afro-Colombians, “raizales” and “blancos.” In contrast, few of the learners believe they do not belong to any of the previous communities. Considering these characteristics, the group could be identified as diverse in terms of origins, ethnicity, age and gender. Regarding the students’ perceptions about English, most of them recognize the importance of learning this language, especially, to interact with people from other cultures, study abroad and travel. In fact, the majority likes this foreign language but they have not studied it in a context different from the school.

7.3 Data Collection

Data was collected through the following instruments and techniques:

- *Institutional document analysis*

For a first recognition of the context, we explored and analyzed the institutional curricular documents *Plan Educativo Institucional* (PEI) and the *Plan de Área - Inglés* (PA)

of the institution by doing an open-coded analysis, focusing mainly on the intercultural component in the EFL.

- *Interview with the English teacher*

We interviewed the teacher in English to learn about his personal and academic background; his pedagogical and cultural knowledge with opinions on them; his methodological practices, including the type of activities and materials used in the English classes. Therefore, this instrument was very useful to obtain relevant information for learning in detail about the focus of our research.

- *Needs Analysis Survey*

We administered a survey in Spanish to the students which allowed us to know students' interests and opinions about the English language and their learning process, and also about their needs and lacks about language teaching in the classroom. Besides, the survey served us to see how the learners perceived culture and coexistence in the context where they interact. It is important to mention that the data was interpreted descriptively and it included the researchers' perspectives.

- *Observation notes*

We used this instrument in two different moments of the research process:

a. Moment 1: Recognition of the institution and classroom contexts

At the beginning of the process, we observed four English classes of two hours, identifying different aspects of the class such as the methodology, the use of the language (L1 and L2) and the environment for determining the intercultural focus of our pedagogical instruction. During these observations, each researcher wrote observation notes of the class development which were later triangulated.

b. Moment 2: Monitoring of the instructional process

Each researcher wrote eight observations that corresponded to the eight classes of two hours each. The observation notes contained detailed description and interpretation of the class events, cultural elements, students' performance and comments, as well as aspects linked to methodology and classroom management. Observation notes were revised one by one, so that one revision served to improve the coming class session.

- *Intercultural Sensitivity Scale*

In the middle of the research process, we applied an Intercultural Sensitivity Test, adapted from Chen and Starosta (1997), to the students that helped researchers to determine their attitudes and relations with their classmates who came from different places of origin and who have various cultural performances. The analysis of the collected information considered Chen and Starosta' model of Intercultural Sensitivity and our own views.

- *Focus group interview*

At the end of the pedagogical instruction, we interviewed some participants, in Spanish, to know their opinions about the intercultural dimension of the instruction. It was also important to learn about their perceptions concerning the methodology and the class development, in general. The instrument helped researchers acknowledge the effect of the pedagogical instruction on the participants' learning and their reflections concerning cultural aspects.

7.4 Research procedures

We selected five of the eleven stages Burns (1999) proposes to develop our qualitative project. These phases were pertinent to identify the problem in the academic context we approached. Most importantly, this methodology let us treat this issue by immersing ourselves in the participants environment' of the research. Consequently, with the process followed we could observe and reflect on the impact our pedagogical instruction led to enhancing the educational practice in the foreign language teaching, especially regarding the cultural and intercultural perspectives and behaviors of the students. The following are the five stages carried out in this work:

- *Recognition of the context*

In this first phase, we explored the MEN documents related to foreign language teaching in fifth-grade students, particularly, the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (MEN, 2006), and the Suggested English Curriculum Structure: Transition to Fifth Grade (MEN, 2016). Likewise, we identified the academic establishment

by analyzing the institutional documents (Proyecto Educativo Institucional -PEI- and Plan de Área -PA-) and doing a two-hour triangulated observation of the physical context of the school. Furthermore, we characterized the participants we worked with by registering four-class triangulated observations of two hours each. In these registers, we considered factors such as the atmosphere, the role of English and the mother tongue, the role of the teachers, the methodology, the intercultural component, among others. After the triangulation and the analysis of these observations, we interviewed the teacher in charge and applied the needs analysis survey to the students. All the elements above guided us in the recognition of the focus and in the design of the pedagogical instruction.

- *Identification of the focus for the pedagogical instruction*

Having analyzed the data obtained, we based our instruction on the integration of the intercultural component in English teaching as this dimension is interrelated with language learning. This focus is due to the need of raising intercultural sensitivity in the students for valuing their own culture, the one of the foreign language and that of the otherness.

- *Design of the pedagogical instruction*

In this third stage, we proceeded to the design of the instruction in accordance with the findings and the reflections made in the stage 1, and with the students' A1 English level (as it is classified in the CEFR). Likewise, we also took into account the Module #3: "We Are All The Same!" from the Suggested Curriculum for Fifth Grade, the *Estándares Básicos de Competencias* and the *Plan de Área* of the institution. In the same way, in this design we considered a booklet the teacher in charge had created with short readings and grammar worksheets for the four academic period of fifth grades.

This pedagogical instruction consisted of a didactic unit based on two methodological orientations: TBLT (using Willis & Willis perspective, 2007) and FLA (using Bergmann and Sams' view, 2012). The unit was called *Are We All Different, Equal and Important?* and was structured in three tasks to be intervened in four moments of two hours each. These tasks encouraged the students in understanding specific information in oral and written texts; expressing opinions about cultural aspects; and completing contextualized grammar exercises in individual and group modality. Resources consisted mainly of a booklet and videos; the latter were designed on Animaker program by ourselves following the principles of the FLA.

The contents of the videos developed interactions the students might have faced in their real life. These videos had subtitles in English to facilitate comprehension of the contents on part of the students. Videos were uploaded on YouTube and were shared with the students before class sessions, so that they could watch them in advance as many times as they wanted. During class time, discussions on the topics were promoted, emphasizing on the identification of cultural aspects and expressing their perceptions and attitudes towards cultural differences. The overview of the didactic unit is shown in the chart below (the detailed design of the tasks is presented in Appendix 1: Independent Didactic Unit):

Table 2. Didactic Unit: <i>Are We All Different, Equal and Important?</i>		
Task	Objective	Product
Task #1: You and Me Being Part of the Diversity	Recognize one's own and other's personal background, and reflect on the term <i>diversity</i> .	A diversity chain craft and a reflection about the concept of diversity.
Task #2: I Like to Learn About Your Culture	Reflect on the differences and similarities of own and foreign cultures.	Short written descriptive paragraph about aspects of two places: a place they went on vacation and the city of Cali.
Task #3: My Class is Culturally Different	Raise awareness of the diversity within the classroom, identifying different and common cultural elements among the students.	Oral reflection on cultural diversity in the classroom context.

- *Intervening in the classroom*

The pedagogical instruction was carried out in one-month period through four sessions in two fifth grade classes. In the first and the second session, we developed the task 1 previously mentioned. The tasks 2 and 3 were developed in the two remaining sessions. Each class lasted 2 hours and were scheduled on Tuesdays at 7:50 am in one class and on Thursdays at 7 am in the other one. The dates of the instruction can be seen in the following table:

Table 3. Didactic Unit Schedule		
Dates		Time
Fifth Grade 1 (Tuesdays)	Fifth Grade 2 (Thursday)	Each session lasted 2 hours
October 22, 2019	October 24, 2019	
October 29, 2019	October 31, 2019	
November 12, 2019	November 7, 2019	
November 19, 2019	November 14, 2019	

Assessment during the instruction

The students were assessed mainly formatively with oral feedback throughout the development of the instruction. We gave more importance to the students' performance during the classes to promote meaningful language learning without the pressure of getting high grades. Moreover, summative assessment was used at a minor scale by giving positive points to the students' products, which also included grammar aspects.

- Analysis of information and writing of the final paper

In this last stage of the process, we analyzed all the data collected with each instrument to finally proceed to write the research paper.

8. FINDINGS

From the analysis of the data collected through the different instruments, we obtained the results that helped us determine the impact of the instruction for raising intercultural sensitivity in elementary students. These findings are presented below considering each instrument: the revision of institutional documents, triangulated observation notes, one needs analysis survey, an interview with the teacher in charge of the course, an intercultural sensitivity scale, and two focus groups.

8.1 Institutional document analysis

As a first step, we analyzed the institutional documents (PEI and PA) to build a panorama of the institution and how, if at all, the intercultural component is approached in the teaching of the English language. On the part of the PEI, we found a relation among the mission, the vision, the institutional principles and purposes of the academic establishment. This recognition allowed us to identify that the institution bases its education on interdisciplinary knowledge and social values to foster a peaceful environment where good interactions and respect towards cultural diversity takes place.

On the part of the PA, it highlights three approaches the institution uses for teaching English in accordance with the framework provided by the MEN for the foreign language field. These orientations include the Communicative Approach, the Task-Based Learning and the Project-Based Learning as effective methodologies for the development of the communicative competence of the target language, in terms of comprehension and production skills. Following this purpose, the PA assumes English as a means to have access to new technological resources, foster educational and professional opportunities to students, and promote contact with other cultures and worldviews. Regarding this last idea, the PA remarks that the institution approaches English learning on the purpose of raising awareness and respect of students' surrounding cultural backgrounds. In this line of thought, the school accepts students from any origin, ethnicity, social status, gender or religion. This intercultural component the institution promotes is defined as follows:

La interculturalidad puede definirse como el proceso de comunicación e interacción entre personas y grupos con identidades culturales específicas, donde no se permite que las ideas y acciones de una persona o grupo cultural estén por encima del otro. Las relaciones interculturales se basan en el respeto a la diversidad y el enriquecimiento mutuo, favoreciendo en todo momento el diálogo, la concertación y, con ello, la integración y convivencia enriquecida entre culturas. (p. 7)

Within this language learning perspective, the school conceives students as socio-cultural, creative and autonomous individuals who are open and respectful towards cultural differences around them. Besides, the learners are identified as being involved actively in individual and group activities. Although the PA recognizes the relevant role of

interculturality in EFL teaching, this component is mainly included in the contents of the secondary level in integration with elements of the Suggested Curriculum, but it is barely observed in the contents of the elementary level.

To sum up, it can be said that the institution approaches foreign language teaching from pedagogical orientations that develop the communicative and the intercultural competences in the students. However, the intercultural dimension is not meaningfully appreciated in the primary level curriculum.

8.2 Interview with the English teacher

We interviewed the teacher on August 6th, 2019 using an audio recorder and transcribing later the information for its analysis. With this instrument, we first explored the teacher's academic qualifications and experiences in the educational field. He graduated ten years ago from a license degree in foreign languages, English and French from the Universidad del Valle. Recently, he has been doing an online Master in Teaching English as a Foreign Language at Fundación Universitaria Iberoamericana (FUNIBER). Besides, he continuously participates in professional development activities through formal training, courses and seminars on pedagogy and English teaching methodology. He speaks English fluently, and also possesses knowledge of French and Italian. He has more than ten years of experience teaching English. His professional experience includes working at private institutions, English institutes and public schools as an English teacher. He has worked with different types of populations such as adults, teenagers and children from 6 years and above. He currently teaches English and other subjects like Spanish, Religion and Arts from third to fifth grade at Honorio Villegas School, although he admits he has no preparation on these subjects.

Through this interview, we also asked questions related to the teaching approach of the teacher in his English classes. He pointed out that there was not a unique methodology to teach English in the academic context and that he implemented different orientations:

There are different opinions about the perfect methodology to teach English, but there is no perfect methodology. You have to mix them according to your needs. Sometimes, Grammar-Translation would be the best for an activity. If you want them

to speak more, the Communicative Approach would be the best. Task-based is also good for some activities. So, they are all good but that depends on how you work with them.²

In this sense, the teacher recognized that he mixed different methodologies depending on the type of activities he prepared for the class. Nevertheless, he revealed that he mostly used Grammar-Translation with written and reading activities, for example through texts to fill in the blanks and translated them, for students to practice vocabulary and the structure of the language. He also added that he sometimes included dictations for working on listening skills and to serve as a model for students to work on their own. It can be said that his English teaching is mainly based on the form of the language through the practice of writing and reading skills. In addition, the teacher revealed the materials he usually incorporates in his EFL classes. These materials included worksheets, pictures, and a bilingual dictionary.

The interview also explored the teacher's perception of language and culture. On the one hand, he conceived language from several views as follows:

- Language as a way to communicate ideas, needs and feelings.
- Language is not only the spoken one, but also involves communication through signs and images.
- Language is used for knowing about people who lived before us and for giving a legacy to other generations.
- Language serves to be up-to-date about any topic, have different points of view about different subjects and develop critical thinking.

On the other hand, the English teacher claimed that culture was a complex concept to define. He indicated that the place of origin, politeness, ways of speaking, dancing and walking were characteristics that belonged to the culture of a person. In the same way, he related culture to the factors that characterize every society such as greetings. Following this path, the teacher recognized the relationship between language and culture. He said that they work together given that, from his perspective, people share their culture through language when interacting; thus, they learn about each other's culture.

Taking this relationship into account, the teacher remarked the relevance of integrating culture in the English classes when we asked him about the cultural component in the

² Fragment of the transcription of the teacher's interview.

classroom context. He believed that culture should be addressed by teaching first our own one:

We are very rich in cultures in Colombia. We should tell the students “what are the differences between caleños’ food and costeños’ food and paisas’ food?” Food is also culture. Culture is everything, but let’s say that today I bring a text that speaks about skaters or gamers, that is a culture, I think. Something that calls the students’ attention could be a good way to catch them, motivate them to learn different cultures, and integrate that in the classroom. Let’s teach about Colombia first, let’s teach the love for our country, our land first. The United States is one of the greatest things in the world, but, do you know Colombia? No, probably we don’t know Colombia. We don’t know the Amazonas, the Atlantic Coast, the Pacific, etc. If they see a text about Cali in English, probably they would like to know more. It’s their own culture.³

Afterwards, the teacher revealed that it is difficult to find materials and resources about cultural topics in public institutions, although the national documents suggest the implementation of this cultural approach in English teaching. In the subsequent part of the interview, when discussing the cultural differences in the teacher’s classroom, he classified them, firstly, in terms of regions. He claimed that among students who came from other places there were ones with a talkative attitude and others with a shyer personality. Therefore, he claimed some students interacted easily with their classmates while others were more reluctant to interact. Secondly, the teacher highlighted that cultural differences were noticed in terms of social status between the ones with scarce resources and those with parents that have well-paid professions. About the latter, he mentioned that those students tended to conform their own groups and, even if they were not rude to the rest of students, they did not interact much with these classmates.

To sum up, the teacher perceived the language as being functional and dynamic, and verbal and non-verbal, and as a means for accessing and reflecting on knowledge. Besides, he associated the concept of culture with individual and social dimensions that integrate aspects of people’s attitudes and behaviors of a determined community. Even though he recognized that teaching a foreign language should integrate the target language and the culture of the students and that of others, his teaching is oriented toward the form of the language by using

³ Fragment of the transcription of the teacher’s interview.

mostly the Grammar-Translation method in the class activities. Additionally, in his view, the scarcity of materials in public schools hinders approaching the cultural component in the classroom.

8.3 Needs Analysis Survey

We applied a survey to 69 students of the total number of the participants on August 14th, 2019. This instrument was composed of 31 questions, in which 18 of them were closed-ended questions, other 9 were open-ended and the remaining 4 were semi-opened. Its purpose was to know the students' background, their interests and opinions about the English language, their language learning process, their perceptions about the culture and coexistence of their context, their access to technological devices and their preference of activities for the English classes. From the data collected through our research, we analyzed and interpreted the information descriptively by using default bar charts and pie charts made in Google Forms and our own perspectives.

- Background of the participants:

There are more girls (36) than boys (33) in the class. Their city or country of origin varied since 69,6% of the participants were from Cali, but there were some others from Bogotá, Medellín, Miraflores (Boyacá), Pasto (Nariño), Tumaco (Nariño), Córdoba, Armenia (Quindío), Ibagué (Tolima), Santa Marta (Magdalena), Venezuela, United States, Spain and Ecuador. In addition, the participants live currently in Cali and most of them belong to a medium-low socioeconomic status. Besides, 77, 6% of the students considered themselves as part of the “mestizo” community. There were other students who identified themselves as Afro-Colombians, “raizales”, “blancos” and there was another part of them that did not relate themselves to any of the previous communities.

Furthermore, 90% of the students had relatives who lived abroad. In general terms, most of the participants mentioned that they talked to relatives about characteristics of the foreign countries they live in like the weather; the official language; some cultural aspects, such as food, touristic places, or landscapes; and attitudes towards foreigners. However, some students revealed that their relatives had not given them any kind of information about the countries where they lived in.

- *Perceptions about the English language:*

Regarding this category, a high percentage of students liked and considered important to learn English. Although we had 92,8% of learners who liked the target language, the amount of them who did not like it cannot be overlooked. Additionally, 95,6% of the students considered that English could be helpful for them, mainly, to travel, to study abroad and for entertainment. Some participants expressed this target language could be useful to interact with others and to know other cultures. In these results, English was seen principally as a means for accomplishing personal and academic goals and for leisure.

When asking the students about the countries where they believed English was spoken, most of them answered The United States, England and Canada. The participants also mentioned some cities of these countries (e.g. Miami, London and New York) where they considered people spoke the target language. In addition, they expressed that their likes about those countries were mainly linked to their culture (e.g festivals, food, sports, singers, music, actors), touristic places, landscapes, and the seasons, particularly winter. Some participants manifested their desire to meet people from these foreign countries to practice English and explore their culture, but there were other students who expressed not to be interested in meeting foreigners.

- *English Learning Process:*

In this section, the results showed that 36,2% of the students felt motivated, 30,4% felt happy and 21,7% felt comfortable in the English classes. Moreover, they mentioned the types of activities they liked to do the most in the English classes. 63,8% preferred translation, grammar and vocabulary exercises. Some other students (23,2%) prefer listening to songs, reading or writing activities. Last, 13% of the learners enjoyed doing activities where they learnt about traditions of other countries, role plays or dialogues. The results led us to consider that although most of the students seemed to be more interested in structural-focused activities, it was necessary to engage them in other types of activities that foster the language practice and the development of listening and speaking skills. In fact, in this section, half of the students perceived that they needed to work more on their speaking skills and another significant percentage indicated that they should improve their listening.

In the end, when we asked the students about the activities they did to learn English outside the class, most of the answers involved using apps, listening to music and singing. Others mentioned playing video games and watching movies or videos.

- *Opinions about culture:*

In this part of the survey, we first asked the students about their perception of *culture*. On the one side, 33,3% of students related the concept with unique and representative elements of a foreign country; 30,5% with people from different origins; 17,4% with the use of different languages and 13% with traveling. On the other side, 5,8% of the students associated culture with values of equality and respect. In general, students mostly defined culture from an external view which relates the concept with factors that differ from one country to another.

Students were also asked about their perceptions of themselves. Most of the learners described themselves in terms of attitudes (e.g. honest, respectful, friendly, boring, nerd, shy, lazy, among others), physical appearance (e.g. “normal”, height, weight, hair and eye color, beauty, etc.) and likes and hobbies (e.g. practicing sports, playing video games, interacting with animals, cooking, among others).

Third, the answers related to the differences in the classroom showed that 63,8% of the students identified the existence of classmates with different backgrounds. These learners recognized differences mainly in terms of attitudes, personality, physical appearance and ethnicity. In contrast, 36,2% of the students did not identify any type of differences. Likewise, 55,2% of the participants expressed their acceptance of the differences, but other students (25,3%) manifested an attitude of disinterest towards these differences. Additionally, 12,2% of the students revealed that they partially accepted differences and 7,3% mentioned that they did not accept them at all.

- *Use of technology:*

In this section of the survey, we obtained positive results from 92% of the students as they had a computer at home. About this question, all of them indicated they made use of the internet for doing homework. Also, 53,6% of the participants expressed they could have access to the internet with their smartphones. This use of digital tools was significant for our

research, as it confirmed that the implementation of the Flipped Learning Approach was viable in that specific academic context.

Summarizing, the previous results showed that the participants were characterized as making part of a diverse group in terms of origins, ethnicity, age and gender. Students' notion of culture was mainly linked to aspects from foreign countries. In addition, they recognized themselves mainly in a positive way, and they recognized their classmates based on their attitudinal and physical characterization. Nevertheless, these features were not accepted by all the participants.

Besides, the students mostly related English to well-known anglophone countries from which they already knew some meaningful aspects. Furthermore, the students expressed their preference for English language and conceived it as useful for their lives. Concerning learning activities, the students preferred structural-focused ones, but they were also interested in listening activities and in using technological resources outside the classroom.

8.4 Observation Notes

This data collection instrument was used in two different moments of the research:

- *Moment 1: Recognition of the institution and classroom contexts*

Before intervening in the classroom, each researcher made four observations by taking notes and photos, and recording the class during the two-hour session. With these instruments, we centered our attention on a variety of aspects, such as methodology, use of English and Spanish, the atmosphere, type of interactions, and especially cultural elements, that predominated in the classroom. These notes helped researchers recognize the context of the participants and contrast it with the data analyzed from the institutional documents. The individual observations were later triangulated to identify and interpret the most recurrent categories, which are shown in the graph below:

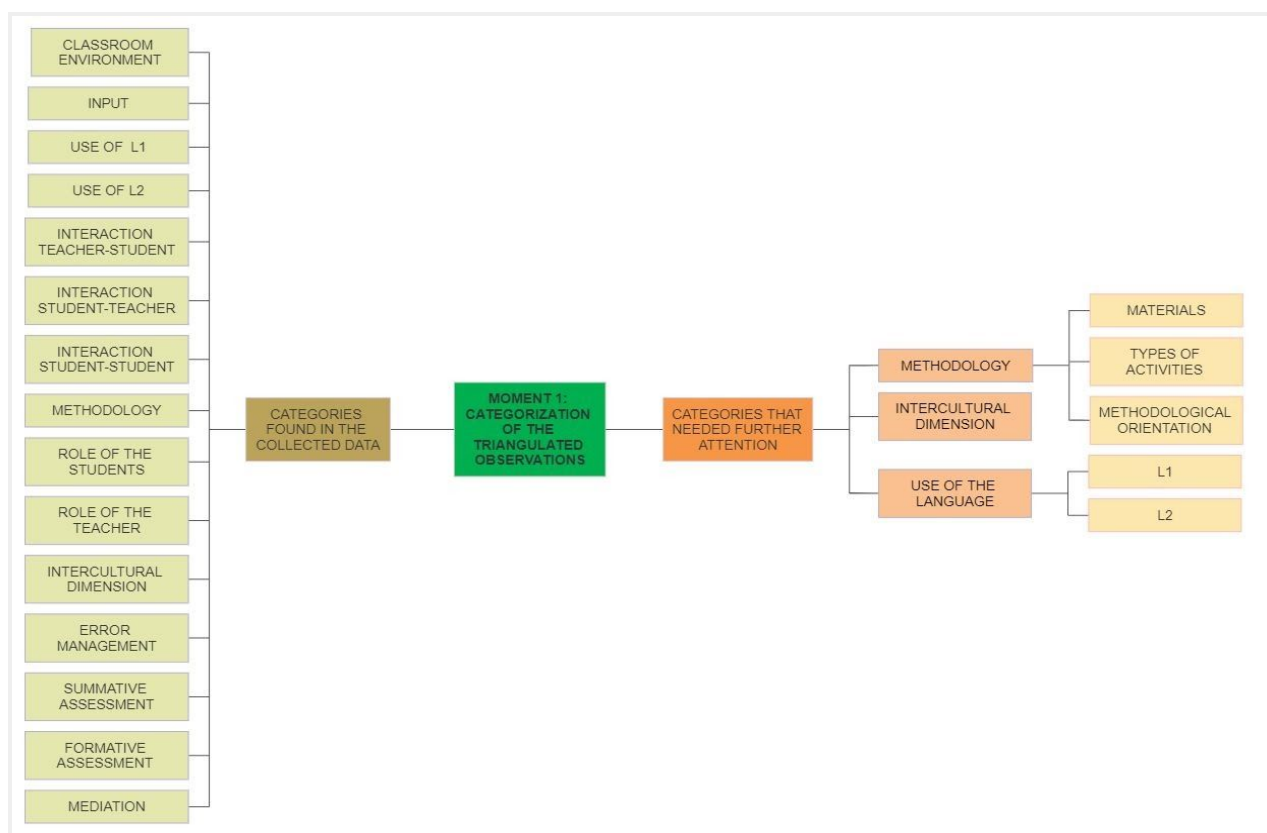


Figure 1. Moment 1 - Categorization of the triangulated observation notes

As it can be observed in the previous graph, the first categories placed on the left were reduced to the ones that needed further attention for the analysis of the focus of our research. In this respect, we will describe the results of these categories shown on the right.

The first category refers to the intercultural factor in the interactions of the students and the materials used by the teacher. On the part of the students, some of them showed prior knowledge of their own culture (e.g. Colombian accents) and the target one (e.g. touristic places) when interacting with their classmates. Even though the students' interest in other cultures could be evidenced, it was also recognized some attitudes of judgment and disrespect towards linguistic Colombian accents, and stereotypes towards their own culture and the target one including socio-economic factors. This information can be observed in comments like these ones:

- *Student 5*: “El primo de A. (name of a classmate) habla muy chistoso”.
- *Student 6*: “Él es paisa. A mí me gustan como hablan ellos. Dicen ‘parce’ para amigo”.
- *Student 7*: “Los rolos hablan muy feo. ¡Gas! El acento es diferente”.

- *Student 8*: “Entonces yo soy venezolano” (students started to laugh)
- . . . *Student 1*: “¿Cuándo hacemos un experimento social?”
- *Student 2*: “Fingir que somos de un barrio pobre, como D. (name of a classmate)”
- *Student 3*: “¿Pero él no estaba viviendo en Palmira?”
- *Student 2*: “No. Él está viviendo en un barrio estrato 1”.⁴

The goal of this particular lesson was grammar, leaving aside the approach of culture in the class. For this, the teacher used written texts with few cultural references, especially of the United States, that were addressed to learn a determined grammar topic with exercises such as filling in the blanks, close and open questions and true/false statements. In other words, the class objective was mostly related to the form of the language rather than to the cultural component of it.

The second category is associated with the teacher’s methodology. The professor stands before his students as facilitator and as a guide for learning. His teaching emphasizes reading, grammar and on translation exercises. His orientation left behind oral practice and it was evident this skill needed to be strengthened. Observation demonstrated that the teacher followed the Grammar-Translation method and the language was the object of study.

The third category is linked to the role of English language in the class. Undoubtedly, Spanish (L1) played a primary place during the sessions, it was particularly used for explanations and for instructions on part of the teacher. Students’ interactions also took place in Spanish. English (L2) was used by students for greetings and for communicating some fixed expressions. The teacher used it for reading information or for asking for specific information. English was also used in written materials.

- *Moment 2: Monitoring of the instructional process*

The pedagogical instruction was carried out along with the practicum between October and November 2019. Eight observations were made, first by each observer and then observation notes were triangulated and analyzed, identifying the most recurrent categories. The analysis helped to identify the effect of the instruction in terms of raising intercultural sensitivity in students. All the observations described in detail the classroom environment including the different events, the methodology and materials used for the session, the performance of the students and their comments when developing the activities, the use of L1

⁴ Pérez, L. & Mellizo, L. (June 27th, 2019) *Moment 1: Classroom Observation #3 (5-2)*.

and L2, and the role of the teachers and the students. Apart from these categories, we also paid close attention to the intercultural component addressed in the class (see Figure 2). Information was interpreted in the light of the theory that supports this study and on our own perceptions. As mentioned before, observation notes were analyzed close after the class session, so that analysis results helped the preparation of the coming session.

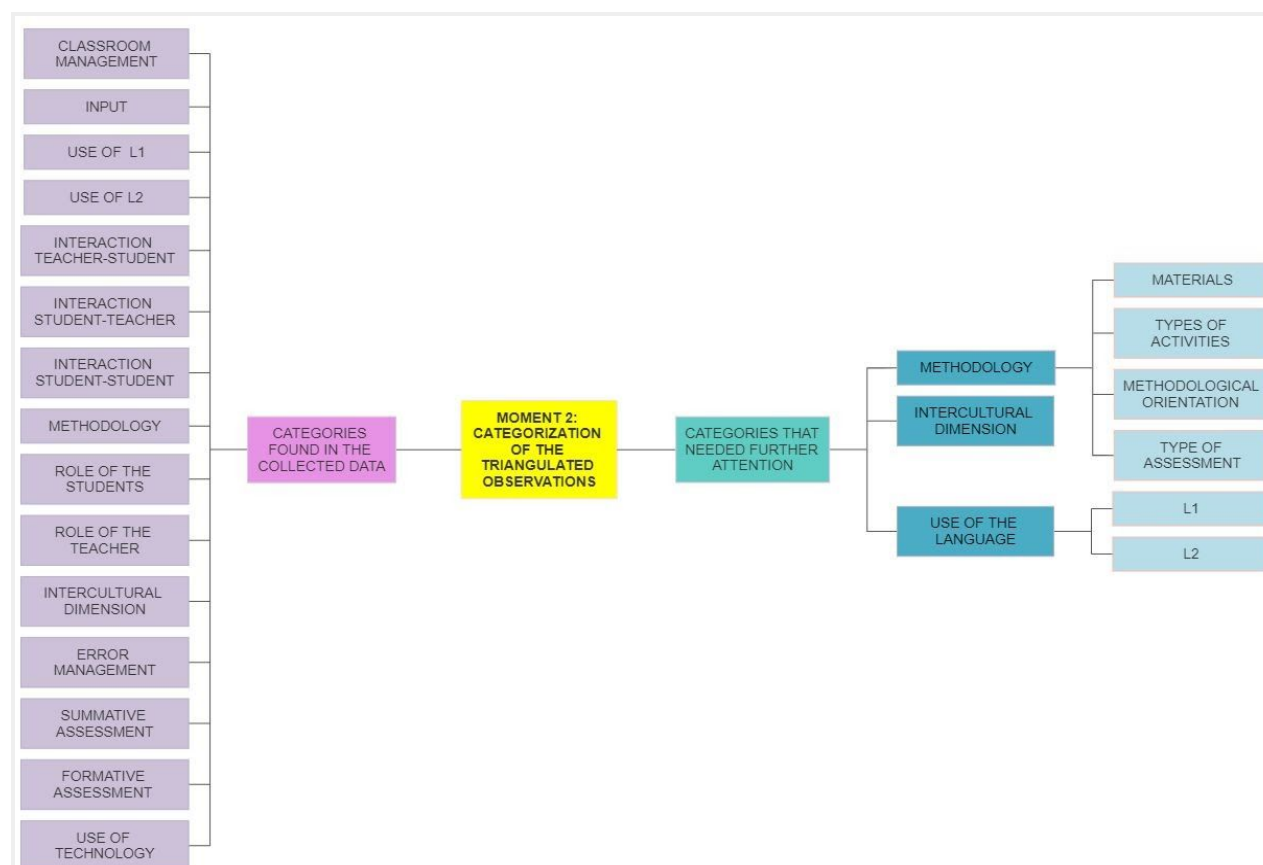


Figure 2. Moment 2 - Categorization of the triangulated observation notes

Analysis of these class session notes focused on methodology (including types of activities, materials, interactions, use of the languages L1 and L2, and assessment) and on the intercultural dimension. These aspects were analyzed identifying contributions and difficulties in the development of each of the three tasks during the instruction (look at Appendix 1: Independent Didactic Unit to have more details about the design of the tasks):

a. Task #1: You and Me Being Part of the Diversity

As it was previously mentioned, this first task aimed at fostering students' recognition of both their own and others' backgrounds, and reflecting on the term diversity. It was found that the animated video *For the Birds* allowed students to identify differences and marks of

discrimination and bullying comparable to situations they might find in their surrounding context. It was observed that this video was useful for stimulating the participation of the students in the proposed activity. The interview helped students recognize and share their own personal background, and acknowledge the one of a classmate. Group work fostered students' learning the foreign language and cultural background of their classmates.

The product of the task, which implied drawing a person through a collaborative action -a diversity chain craft-, encouraged the students to characterize themselves recognizing differences in terms of physical appearance, personality, ethnicity, age, place of origin and gender.



Image 1. Diversity chain craft

This work served to discuss the question *Are we all equal or different?* and consolidate recognition of students' diversity in the classroom. Part of this reflection can be

seen in the following excerpt in which the majority of the participants expressed that they were different in many forms:

- *Student 1*: “La raza, los colores”.
- *Student 2*: “Por la forma de ser”.
- *Student 3*: “Diferentes culturas”.
- *Student 4*: “Diferente ropa”.
- *Teacher Laura*: “Different clothing, yes!”
- *Student 5*: “El cabello”.
- *Student 6*: “Personality.”
- *Student 7*: “Los ojos”.
- *Student 8*: “Por el país”.
- *Teacher Laura*: “The country.”
- *Student 9*: “Las edades. Hay unos más grandes que los otros”.
- *Student 11*: “Estatura”.
- *Teacher Laura*: “Estatura, yes! Height.”
- *Student 14*: “Género”.
- *Teacher Laura*: “Aha! Gender.”
- *Student 15*: “El color de piel”.
- *Teacher Laura*: “Aha! Color of skin!”
- *Student 15*: “La acción”.
- *Student 18*: “Diferentes formas de pensar y personalidades”.
- *Student 19*: “Diversidades diferentes”.⁵

In the discussion, few students manifested that they identified themselves as equal individuals because of the following reasons:

- *Student 1*: “Porque uno no debe discriminar a alguien de otro color”.
- *Student 2*: “Uno no puede discriminar a la gente de otra raza, de otra cultura o lo que ellos crean”.⁶
- *Student 1*: “Porque sin importar el color, todos somos humanos y todos sentimos, por eso todos somos iguales”.
- *Student 2*: “Yo digo que no solo por eso, porque no todos tenemos derecho a ser

⁵ Pérez, L. & Mellizo, L. (November 7th, 2019) *Moment 2: Classroom Observation #3 (5-2)*.

⁶ Pérez, L. & Mellizo, L. (October 29th, 2019) *Moment 2: Classroom Observation #2 (5-1)*.

iguales sino que también tenemos derecho a ser diferentes”.

- *Student 3*: “Diversidad también es diferente”.⁷

Concerning the role of the language during this first task, it must be said that researchers tried to use the target language most of the time, especially when guiding the activities and giving explanations. However, students asked for translation to Spanish of some instructions and vocabulary for better understanding. Learners had contact with the L2 when listening to instructions, when reading provided documents and when working on writing activities. Nevertheless, the target language was not as widely used by the students during the speaking activities as we expected.

b. Task #2: I Like to Learn About Your Culture

In this second task, the purpose was to reflect on the differences and similarities of own and foreign cultures. Through the implementation of the Flipped Learning Approach, we could identify that the most effective and appealing activity for the students was the class discussion about the video *Fifth Grade Video 1: Meeting of Different Cultures*, provided by researchers and to be watched at home. With this video, students were exposed to some elements of their own culture and some from the otherness. They were encouraged to discover and value the cultural diversity in the surrounding context and the external one. In class, we used comprehension questions to carry out the discussion about the cultural content of the audiovisual material, which led to the identification of general and specific understanding of it. We present two fragments of the discussion carried out to illustrate the issue:

Fragment 1:

- *Teacher Laura*: “Where were the characters from?”

- *Student 8*: “Where are they from? ¡Ah, de dónde venían!”

- *Student 6*: “I am from Cali, Colombia.”

- *Student 9*: “Eran de Cali, Colombia y de Australia”.

- *Teacher Laura*: “Yeah, and the other one? The city?”

- *Student 10*: “De Australia, de Sidney”.⁸

Fragment 2:

⁷ Pérez, L. & Mellizo, L. (November 7th, 2019) *Moment 2: Classroom Observation #3 (5-2)*.

⁸ Pérez, L. & Mellizo, L. (November 12th, 2019) *Moment 2: Classroom Observation #3 (5-1)*.

- *Teacher Laura*: “Great! What differences did you find? Differences between Sidney and Cali.”
- *Student 5*: “Que tenían diferentes gustos dependiendo de la ciudad de dónde venían”.
- *Student 6*: “Qué uno era más oscuro que el otro. El pelo era diferente”.
- *Student 7*: “Que tenían diferente ropa”.
- *Teacher Laura*: “Good, and about the cities? Between Sydney and Cali. Diferencias de las ciudades”.
- *Student 6*: “Que eran muy lejanas”.
- *Student 8*: “Que una queda en Estados Unidos y la otra aquí en Colombia”.
- *Teacher Laura*: “Sydney, Australia.”
- *Student 9*: “Hay koalas y canguros”.
- *Student 4*: “Hay diferentes tipos de comida”.
- *Student 7*: “Y también allá hay como más animales que acá en Cali”.
- *Student 7*: “Y también el color de piel”.
- *Student 3*: “Que unos eran morenitos y otros eran blanquitos”.
- *Student 4*: “Y que nos hace diferente el nombre”.
- *Student 2*: “Y el acento.”⁹

In addition to the identification of cultural elements, the discussion was complemented with students’ reflections on the content of the video as it can be seen below:

- *Student 1*: “Dijo que los Australianos eran como groseros o agresivos”.
- *Student 2*: “Que el Australiano le dijo que ellos son abiertos y ayudan a la gente”.
- *Student 3*: “Que todos pueden socializar así sean de diferentes partes”.
- *Student 4*: “Teacher, yo digo que para ayudar no hay que juzgar, porque si uno lo ayuda, él me ayuda”.
- *Teacher Lina*: “Very good! And what else? What did you understand?”
- *Student 6*: “Que cada uno es diferente, que uno lo acepta como uno es”.
- *Student 7*: “Así sea que las personas hablen mal de un lugar, tienen que averiguar bien para decir las cosas para no ofender a los demás”.
- . . . *Teacher Laura*: “Ok, what did you like about the video? ¿Qué les gustó?”
- *Student 5*: “A mí me gustó cuando dijo Cali” (moving his shoulders).

⁹ Pérez, L. & Mellizo, L. (November 7th, 2019) *Moment 2: Classroom Observation #3 (5-2)*.

- *Student 6*: “Cuando él dijo lo de la diferencia de sus países”.
- *Student 7*: “Cuando él dijo *Welcome to Cali, la capital de la Salsa*”.
- *Student 8*: “Cuando la niña creía que en Australia había muchas personas groseras, pero Jimmy le dijo que no, y que antes aquí en Cali se sentía mejor porque ve que hay muchas personas respetuosas”.
- *Student 13*: “Que muestran las diferencias entre las personas”.
- *Student 9*: “Me gustó que todos se volvieron amigos al final y nos enseñaron nuevas cosas”.
- *Student 3*: “Que ellos decían lo que pasaban en ambas ciudades”.
- *Student 4*: “Que él quería probar los platos típicos de acá y que los de aquí de Cali querían probar el pastel de carne de Australia”.
- *Student 14*: “Que ellos no peleaban”.
- *Student 15*: “Que estaban en un grupo de amigos”.¹⁰

It is significant to say that in this activity we perceived an increase of the students’ participation. Due to the beginner level of the learners, we did not ban the use of L1 to allow them to express their opinions freely. Even so, some students tried to use the L2 when sharing their understanding. Besides, the activity and the audiovisual material were appropriate for giving the students opportunities to practice their listening and speaking skills.

c. Task #3: My Class is Culturally Different

For the development of this last task, we intended to raise awareness of the diversity within the classroom using different and common cultural elements among the students. To achieve this objective, we implemented again the FLA by using the animated video *Fifth Grade Video 2: Diversity Inside My Classroom*. The students watched it at home and in the classroom they were guided through different activities to analyze the cultural topic in the audiovisual material.

The first activity was the discussion about general ideas the learners understood from the video. Through the content of the video, the learners were able to identify cultural aspects that can distinguish students who make part of the same academic environment and infer

¹⁰ Pérez, L. & Mellizo, L. (November 7th, 2019) *Moment 2: Classroom Observation #3 (5-2)*.

issues that can appear due to those cultural differences. In this respect, we included two fragments that better illustrate the students' interpretations about the situation watched:

Fragment 1:

- *Teacher Lina*: "What do you think about the new students?"
- *Student 13*: "Se estaban presentando".
- *Student 15*: "Se estaban presentando todos y se estaban relacionando entre ellos".
- *Teacher Lina*: "Aha! And what did you think? ¿Qué pensaron ustedes de eso, de los diferentes orígenes and cultures?"
- *Student 17*: "Que deberíamos conocer casi a todos y no debemos de criticarlos por sus países, o razas o su color de piel".¹¹

Fragment 2:

- *Student 3*: "They reacted happily to see the new students in the class, and they asked them questions about their countries, why they were here"
- . . . *Teacher Lina*: "Why didn't the students ask a question to Luisa? ¿Por qué no le hicieron una pregunta a Luisa? The girl from Medellín."
- *Student 2*: "Porque era tímida, tenía pena, entonces por eso ella no se acercaba hacia ellos porque le daba pena que no la aceptaran y eso. Entonces uno de ellos la aceptó y le preguntó su nombre y todos se conocieron y ya".
- *Student 5*: "Las otras personas de otros países deben socializar más con ella".
- *Student 8*: "Que ella es muy buena porque debe conocerse con otras personas de otros países, socializar más con ellos".¹²

After the discussion, the students that came from different places did a short English presentation of themselves by saying their names and their places of origin. With this activity, the students could realize that they had many classmates from different Colombian cities (e.g. Medellín, Santa Marta, Tumaco, Bogotá, Ibagué, Armenia, among others), and from different countries (e.g. The United States, Spain, Venezuela and Ecuador). With this activity, we could notice that most of the students showed their respect and interest learning about their classmates' origin and helping others with the self-introduction by correcting some mistakes as follows:

¹¹ Pérez, L. & Mellizo, L. (November 14th, 2019) *Moment 2: Classroom Observation #4 (5-2)*.

¹² Pérez, L. & Mellizo, L. (November 19th, 2019) *Moment 2: Classroom Observation #4 (5-1)*.

- *Teacher Laura*: “Okay, vamos a hacer una presentación, okay? So, start! Say your name, your name.”
- *Student 2 (from The United States)*: “Can I help her? She doesn’t know.”
- *Student 3*: “My name is Paola Ramos¹³. /Ian/ from Ibagué.”
- . . . *Student 16*: “No se dice *I am from* y tu nombre, se dice *My name is* . . . My name is . . .”
- *Student 16*: “My name /sis/ María Camila.”
- *Student 15*: “She’s from . . .”
- *Student 16*: “I am from . . .”
- *Student 17*: “Tienes que decir *I am* y tu nombre y luego *I am from* . . .”
- *Student 16*: “I’m from Santa Marta.”¹⁴

Additionally, we carried out a sharing activity in which we asked questions in English to the students about free-time activities and subjects of their interest. This work was meaningful for the learners to share their likes and to discover the ones they had in common with their classmates. As a result, the participants could recognize not only their differences but also their similarities within the classroom diversity.

During the development of the product of the task, the students compared the content of the video and the activities developed throughout the task to reflect on the role that diversity and cultural differences had in their classroom context. The following sample shows some of the students’ reflections on the topic:

- *Student 13*: “Que todos tienen que respetar la cultura de todos”.
- *Student 14*: “Que todos tienen las mismas cualidades”.
- *Student 15*: “Que todos no somos de diferentes partes”.
- *Student 10*: “Que somos una mezcla de diferentes culturas”.
- *Student 17*: “Que todos venimos, o la mayoría, de partes distintas”.
- *Student 18*: “Que algunos pronuncian inglés y otros español”.
- *Student 19*: “Somos de diferentes culturas y edades”.
- *Student 6*: “Somos de diferente tamaño”.
- *Student 7*: “Somos de diferente color de pelo”.

¹³ The real names of the students were changed to keep their anonymity.

¹⁴ Pérez, L. & Mellizo, L. (November 19th, 2019) *Moment 2: Classroom Observation #4 (5-1)*.

- *Student 18*: “Somos de diferente color de piel”.¹⁵

At the end of the instruction, most of the students expressed positive perspectives about interacting with classmates from different cultural characteristics. These students highlighted the value of meeting new people for learning from them as an experience of discovering new cultural elements. It is also relevant to say that the learners participated actively throughout the task by using a bit more the L2 for the completion of the activities. Nevertheless, the mother tongue was mostly used in the discussions, favoring the expression of the students’ opinions. Regarding our use of the language, on the one hand, English was helpful to give instructions, ask questions and provide the participants with more input in this language. On the other hand, Spanish was required to clarify doubts about vocabulary and grammar aspects.

We want to add that to give a closure to each task, a language focus was addressed to reinforce the grammar topic worked over the session. For this aim, we used some exercises of the students’ English booklet that the teacher had created beforehand for fifth grades. In this respect, the form of the language was not left aside during the instruction as this activity helped the students to solve doubts about the structure of the L2, and thus, to strengthen the communicative focus of the language.

As for assessment, it was done from a formative perspective giving students oral feedback, particularly in the writing and grammar activities. Students were asked to identify their mistakes by providing them with examples of the correct use of the sentences, underlining the errors and writing the appropriate words in the phrases, and giving brief explanations about the corrections when necessary. Regarding the students’ participation, we centered on the content of the comments rather than on the use of the target language given that the students expressed themselves mostly in Spanish. However, a written report about this formative assessment would have been useful for the students to recognize their strengths and the weak points they needed to work on. Teachers also provided a summative assessment to some of the learners’ works (in-class activities and homework) through positive points for motivating them to continue with their learning process.

8.5 Intercultural Sensitivity Scale

¹⁵ Pérez, L. & Mellizo, L. (November 14th, 2019) *Moment 2: Classroom Observation #4 (5-2)*.

We conducted this test to 67 of the participants in the middle of the instruction on November 7th and 12th, 2019. This instrument was pertinent to know students' interactions and attitudes towards the learners who came from other places or cultures. To answer the test, the students had a chart composed of 11 situations written in Spanish, to which they had to put an 'X' in one of the three columns related to *never*, *sometimes* and *always* in accordance with the frequency they practiced each situation. The data was analyzed from the viewpoints of Chen and Starosta (1997) and our own insights. The results of the test are presented in the following table:

Elements of Intercultural Sensitivity	Items	Never	Sometimes	Always
Self-esteem	Item 5. Pienso que mi cultura es mejor que otras.	58	9	0
Self-monitoring	Item 7. Me enoja fácilmente cuando hablo con mis compañeros de diferentes ciudades/países o culturas.	42	20	5
Open-mindedness	Item 1: Disfruto de las diferencias culturales que hay entre mis compañeros.	0	29	37
	Item 3. Respeto la manera de comportarse de mis compañeros de diferentes ciudades/países o culturas.	3	17	47
	Item 4. Respeto la manera de pensar de mis compañeros de diferentes ciudades/países o culturas.	0	22	45
Interaction involvement	Item 2. Evito aquellas situaciones en las que tenga que trabajar en clase con personas de otras ciudades/países o culturas.	49	14	4
	Item 6. Frecuentemente me siento incómodo cuando hablo con mis compañeros de diferentes ciudades/países o culturas.	58	8	1
	Item 8. Cuando hablo con compañeros de diferentes ciudades/países o culturas, trato de conocer todo lo que pueda sobre ellos.	6	30	31
	Item 9. Me gusta interactuar con mis compañeros de diferentes ciudades/países o culturas.	4	18	45

	Item 10. Es difícil para mí relacionarme con compañeros de otras ciudades/países o culturas.	40	25	2
Suspending judgment	Item 11. Pienso que mis compañeros que son de otra ciudad/país o cultura son poco tolerantes conmigo.	46	19	2

Table 4. Results of the Intercultural Sensitivity Test

From the elements identified in the results of the scale, based on Chen and Starosta's model for raising Intercultural Sensitivity, we could remark that there was a high recognition of own culture as not being superior to other cultures. Likewise, the results showed positive attitudes such as openness, acceptance and respect towards cultural variations (e.g. mindset, behaviours, etc.) in most of the participants when they interacted with classmates from different origins. Additionally, it could be noticed that the majority of the students had interest in knowing more about their classmates' backgrounds, and enjoyed having contact with different cultures in the class. Besides, we consider important to mention that the test allowed researchers to realize that, in the middle of the instruction, these previous aspects sometimes applied to other students revealing they were also becoming more open to cultural differences.

8.6 Focus group interview

Having finished the instruction, we applied a semi-structured interview in Spanish with 9 participants of each fifth grade on November 14th and 15th 2019. This instrument served to recognize the students' conceptualization of culture and perceptions about the variety of cultures within and outside the classroom environment. Likewise, we could explore their points of view about the class sessions and their suggestions to improve the English teaching process in the context. For its analysis, the interview was transcribed and analyzed, identifying some categories, which help to determine the effect of the instruction, especially regarding intercultural sensitivity.

One of the first categories recognized was the students' perception about culture. The overview showed that the students defined culture as involving different ways of living, speaking, behaving and thinking in a society of a different region or country. This cultural perspective can be illustrated in the following comments:

- *Student 3*: “Religiones, culturas, comidas, porque también son los diferentes tipos de personalidad de las personas, sus culturas, cómo son, cuáles son sus familias, de dónde son, dónde nacieron, su pasado, lo que hicieron bien y mal, y eso es lo que yo entiendo”.

- *Student 5*: “Cultura significa lo que cada país posee, por lo menos, acá en Colombia tenemos muchos tipos de cultura. Acá hablamos un acento diferente a, por lo menos, el de Santa Marta, a Barranquilla, a todos esos lugares. Entonces, lo mismo pasa en el mundo con las religiones, las personalidades y la comida”.

- *Student 6*: “Para mí, cultura son las diferentes religiones, los diferentes países, y también como la cultura china, la cultura japonesa, la cultura de Medellín, la cultura que nosotros tenemos aquí en Cali, en Colombia, en Perú, en Ecuador, que son muchas y diferentes a las que nosotros estamos acostumbrados”.

In addition to these previous concepts, other students related the meaning of culture to the differences inside the classroom, as it can be appreciated in the comments below:

- *Student 5*: “Cada cultura en nuestro salón es diferente porque vienen de diferentes países, tienen diferentes rasgos de piel, acentos, personalidades, que les gustan algunas comidas”.

- *Student 4*: “Y pues también nuestros compañeros son distintos, sus culturas, su color de piel, sus tipos de comidas. También que todos no somos iguales y eso es algo especial de todos porque todos tenemos diferentes religiones”.

- *Student 1*: “Pues que son de diferentes países pero tienen los mismos gustos que nosotros y tienen de pronto costumbres diferentes a las de nosotros”.

Afterwards, some other members of the group highlighted that culture is what characterizes each person and makes him/her a unique individual who deserves respect, but must also show respect to those around him/her. In the same manner, the students expressed that this identity should be accepted even if the culture of others is totally different. Following these ideas, here we add several samples taken from the interview:

- *Student 16*: “Cada quien tiene su cultura y con ustedes hemos aprendido que hay que respetarlos. Por ejemplo, cada quien tiene diferentes gustos o colores si su cultura es diferente, por ejemplo si yo vengo de otro país tengo una cultura muy diferente a la de Colombia y con ustedes me han enseñado a respetarla”.

- *Student 10*: “Yo digo que la verdad también se trata sobre que ellos mismos están mirando sobre lo que les gusta para poder hacerse entender y no tratarse diferente, ya que con ustedes hemos aprendido a respetar a los demás tal cual como son y no verlos diferentes a nosotros solo porque tienen un gusto diferente”.

- *Student 1*: “Nos han enseñado a presentarnos con respeto hacia ellos para no ocasionarles ninguna molestia porque tenemos diferentes gustos, diferente hablado, forma de vestir”.

Another category that we analyzed in the interview refers to intercultural relationships. We placed the students in two hypothetical cultural contacts with the intention of knowing their reactions and opinions about them. In the first situation, we asked them whether they would interact with a student who came from an indigenous community. In this regard, a significant number of the participants manifested not only their openness, respect and acceptance towards other cultures, but also their willingness to share their own cultural baggage with their classmates. To better illustrate these findings, we include the samples below:

-*Student 7*: “Yo sí interactuaría con él para aprender de sus creencias, su religión, cuál es su dios, cómo interactúan ellos allá con las plantas y los animales, con las personas, cuál es el idioma de ellos, para enseñarle todo el colegio, enseñarle mi idioma y ayudarlo para las tareas, incluirlo con mis amigos para que no se sienta excluido”.

- *Student 14*: “Yo estuve en una ocasión así yo no era antes de ese grupo sino que era de otro grupo. Ellos hablaron conmigo, ahora estoy con ellos y pues ya ahora me la paso bien. También hablaría con él porque aprendería mucho porque él viene de otra cultura, entonces me enseñaría cosas que yo no sé de esa cultura, y hacer algo acá, poner como algo para que también aprendamos algo de él y él de nosotros”.

In the second situation, the learners had to imagine they had a new classmate from a foreign country. They were asked if they would interact with her and respect her own points of view. Here, most of the learners expressed their respect towards the aspects she might differ from them, and their interest in socializing with her, learning about her culture, and helping the student adapt herself in the classroom. This is evident in the following students' answers:

-*Student 7*: “Yo sí la integraría porque a nadie se le puede excluir por su raza, por su color o por sus creencias, porque sería malo que eso a uno le pase en otro lugar al que

uno vaya, a otro país aunque sea de paseo que uno vaya y uno no sabe. El mundo da muchas vueltas, por eso yo sí sería amigo de ella”.

- *Student 10*: “Yo sí la respetaría porque ella tiene pensamientos diferentes a los míos, o sea ella tiene que opinar diferente, no siempre lo mismo, digamos que todo lo que nosotros aquí opinaríamos. Y aunque no fuera de otra parte diferente, yo sí la respetaría porque todos tenemos diferentes formas de pensar, maneras en opinar”.

- *Student 18*: “Sí porque si ella de pronto sabe cosas que uno no sepa, nos puede enseñar y antes nos puede ayudar a mejorar cosas que uno no sepa. La puedo hacer sentir en su ambiente pues porque yo tampoco estaba acá y ellos también me hicieron sentir como en mi ambiente. Para poder que a uno lo integren y no se sienta mal porque uno se siente re-mal y yo sé cómo se siente eso”.

During the interview, we also observed the category of diversity inside the classroom. The focus group identified the classroom as varied by mentioning some cultural aspects of their classmates principally related to the place of origin, personality, ways of thinking, physical appearance, and ethnicity. The next students’ comments showed the aforementioned perception:

- *Student 5*: “Sí, porque hay diferentes personas en nuestro salón, por lo menos hay unas de España, de Ecuador, de Venezuela, de muchos países, entonces hay personas que son diferentes a nosotros, tienen diferentes personalidades, rasgos de piel, color de piel”.

- *Student 7*: “Pues yo digo que sí porque tenemos amigos que son de Venezuela, de Ecuador, de Estados Unidos más que todo, de algunos lugares de Colombia, y ellos vienen aquí a buscar oportunidad hay veces porque en los otros países no tienen muchas oportunidades, o también vienen de visita y ellos se quieren quedar o algo así, entonces sí”.

- *Student 6*: “Sí hay muchas diversas culturas en nuestro salón pues por lo que nosotros pensamos diferente, somos diferentes en color de piel, en pensamientos, en nuestras comidas, y en muchas cosas más, y en donde nacimos, más que todo, por eso hay mucha diversidad en nuestro salón”.

The students complemented the previous answers by saying their opinions about the cultural differences this diversity implied. A large number of the participants appreciated the fact of making contact with different people in the classroom and remarked the cultural

learning and enjoyment these interactions might bring with them. The following comments serve as an illustration of these opinions:

- *Student 7*: “Que pudimos aprender inglés, español, de donde vienen, a incluir a las demás personas de los amigos de nosotros, a ser más amigos, tener más conversaciones”.
- *Student 5*: “Es muy chévere porque podemos conocer idiomas, acentos, podemos preguntarles cómo era donde vivían”.
- *Student 12*: “También cuando somos de diferente cultura, digamos de diferente país o así, también ustedes nos han enseñado a presentarnos ante otros con nuestra cultura, que todos somos diferentes, nos aceptamos como somos”.

At the end of the interview, the participants expressed their good taste for the audiovisual materials they could watch at home. Their answers showed they were useful for both, learning the target language and becoming more aware of their own and others’ cultural value:

- *Student 4*: “A mi sí me gustaron los videos porque nos enseñan de cómo no tratar diferente a las personas, porque en el primer video se muestra como hay un compañero diferente que invitaron, que viene de un diferente país, y uno de ellos lo critica porque pensaba que todos son iguales, y no todos somos así. También para aprender que todos somos diferentes en la vida, y el segundo video también me gustó porque ellos decían “esto me gusta, tal otra cosa no”, “que yo vengo de esta parte y me gusta tal y tal”. Hay diferentes cosas que a nosotros nos gustan y somos también en eso igual”.
- *Student 15*: “Me gustó que nos enseñaran a presentarnos. Digamos que alguien habla inglés, llega nuevo y dice un poco de cosas, se está presentando o qué estará diciendo, entonces ustedes nos ayudaron a comprender sobre cómo presentarnos en inglés, como digamos *I am from* como de qué país viene o nosotros de qué país venimos. Lo que me gustó también de los videos es que también enseñaban cómo escribirlo porque también sería como hablarlo y cómo escribirlo y en los videos mostraba los dos”.

In summary, the students’ perception of culture had a wide integration of different elements that lied in lifestyle, language, behaviors and opinions of a society, differences inside a classroom, and unique characteristics of a person. Besides, attitudes of respect and acceptance were noticeable when the students situated themselves in intercultural encounters. Additionally, cultural differences were recognized positively as a part of the classroom.

Finally, the audiovisual materials used, as part of the Flipped Learning Approach, had a positive impact on the students for their linguistic and cultural learning processes.

9. DISCUSSION OF THE RESULTS

This section presents the main results of the research process in relation to the perception of culture, intercultural sensitivity and intercultural communicative competence. These findings are discussed in the light of the theoretical framework for helping to determine the accomplishment of the general and specific objectives of the research.

9.1 Perception of culture

Before the instruction, students had an idea about what culture meant to them. They related the concept to elements such as customs of foreign countries, people from different places, specific aspects that belonged to each country, languages and traveling. The following are some examples of the students' definitions about culture:

- "Que hay diferentes tipos de regiones y personas de distintos lugares".
- "Comidas típicas, vestuario, canciones y costumbres".
- "Personas de otros países con sus costumbres".
- "En las especialidades y lenguaje de otras personas".
- "Lo que cada país tiene y eso lo hace diferente".
- "Conocer comidas diferentes, bailes, carnavales de otros países".
- "Costumbres de otras culturas diferentes a las de nosotros".
- "Personas que están en otros países".

These aforementioned meanings could be associated with the visible culture that Hinkel (2001) makes reference to in his definition of the term. Therefore, we can say that the participants' conception of culture was mostly limited to some distinctive aspects of foreign countries, leaving aside the recognition of their own cultural identity, at an individual and national level.

During the development of the instruction, the concept of culture became broader compared to that identified at the beginning of the process. This growth was evidenced in

their identification of factors from the external context (foreign countries) to the internal one (individual perspective, the classroom and own country). For instance, physical appearance, personality, ethnicity, place of birth, gender, clothing, likes, hobbies, opinions, among others. In this form, the broadening of the cultural conception was not only about factors that characterize a particular country, but also to the personal background and ways of thinking. Hence, in this stage of the research, culture could be related to Kramsch's definition (2012) in which it is conceived as the result of personal and social constructions that appear when the students were involved in intercultural communication. Consequently, most of the students developed an integral vision of culture through discussions and reflections about simulated real-life situations, where the native and target culture coexisted, allowing them to construct meaning individually and collectively. This integration of the intercultural component with the teaching of the foreign language served to show the relevance of incorporating this learning in the elementary school level, for promoting the value of the own culture, as well as the culture of others.

At the end of the instruction, it became evident the transformation of the students' meaning of culture. In addition to the elements that can be easily identified in a country, the participants also acknowledged others that are not usually noted at first glance that were mainly related to lifestyle, variety of accents and languages, people's behaviors, thoughts, beliefs and personal background, elements that make part of individuals and country's cultural constructions. It is possible to affirm that the students demonstrated a deeper understanding of culture in comparison with the ideas they had at the beginning of the instruction. We can associate the elements with Norton's conception of culture (2000) as a framework defined by the variety of personal, social and communicative aspects behind the term. Considering this conceptualization, we can state that the instruction was effective for the learners to expand their mindset towards the society as culturally varied and to be more respectful to diversity.

9.2 Intercultural Sensitivity

For the item of intercultural sensitivity, the results were discussed taking into account Bennett's (2017) and Chen and Starosta's (1997) models. The first one emphasizes the possibility of developing intercultural sensitivity on the basis of six stages and the second one highlights six elements, which help people to become intercultural sensitive beings.

Bennet's proposal with the six stages for developing intercultural sensitivity allowed researchers to identify three of them in the analysis: *minimization* (ethnocentric attitude) before the instruction, and *acceptance* and *adaptation* (ethnorelative attitudes) during and in the final phase of the research. Before the instruction, we found that many students were in the minimization stage, as they already possessed some knowledge of cultural elements and differences among them and among foreign countries. However, many others showed an attitude of resistance towards accepting or interacting with people from other backgrounds.

During the instruction, the majority of the learners began to move on from the minimization stage towards the acceptance one, as they turned into more open and respectful towards cultural diversity when working with different classmates in the group activities. Additionally, the adaptation stage was identified when most of the students' speech was transformed into a more culturally integral one. This phenomenon demonstrated that, at first, many of the students recognized themselves as cultural beings but later, they also acknowledged the otherness as individuals with different cultural backgrounds. Therefore, the majority of the learners were able to identify themselves as part of a big intercultural unit (the classroom) with other unique interlocutors (classmates), who made part of it.

These two stages were also evidenced after the completion of the instruction. At this point, the students demonstrated attitudes of respect and inclusion when integrating new classmates from other cultures to the group. Therefore, the learners became more social, interested in learning from the cultural background of others, and looked for building rapport with their classmates.

On the other hand, Chen and Starosta's model based on the six elements to characterize people as interculturally sensitive individuals, guided our analysis to identify that before the instruction, the element of self-esteem was recognized in the participants through positive and not so positive perceptions of the self. This finding showed lack of confidence in learners and the need of raising the value of oneself as a unique and cultural individual. Open-mindedness was an element found in the students' interactions, but at a small scale. Some students' interactions demonstrated willingness to socialize with other people, but they did not show complete acceptance of cultural differences. These issues reveal the necessity to promote a more open and respectful attitude towards people coming from diverse backgrounds, in order to reduce stereotypes and judgements.

During and after the development of the instruction, the six elements proposed in the

model were identified in the participants' interactions. In the first place, the element of self-esteem was evident mainly in the learners' recognition of the value of their own self, as a starting point to acknowledge others' cultural background. As the instruction continued, those individual perceptions transformed into more inclusive ones, valuing the students' individual identity that helped build the image of the classroom cultural diversity.

In the second place, the element of self-monitoring could be seen in the respect students showed towards their classmates' opinions; in their help with English productions; and in the good interactions among them during the activities. Moreover, any negative attitude or behavior towards the students' cultural difference was identified. Students demonstrated appropriated behaviors and enjoyed interacting with their partners from different backgrounds, given that they respected their mindset and behaviors.

In the third place, the element of open-mindedness was identified in the students. Attitudes of openness, acceptance, respect and receptiveness were noted in the students' comments and behaviors when working on the intercultural activities. These attitudes were complemented with the learners' process of decenterness from their own cultural identity to begin acknowledging and appreciating the ones of their classmates. This process was also demonstrated by the students' interest in others' sharing about their cultural background, their perception of learning from and with the otherness, and their awareness of the importance of socializing with different people no matter their cultural characteristics.

In the fourth place, the element of empathy was particularly visible in the final sessions of the instruction, in which the students showed their recognition and understanding of the affective dimension of others building rapport with them. Further, the learners demonstrated willingness to culturally adapt themselves to a new academic context and to help others with this process of social and cultural integration.

In the fifth place, interaction involvement was noticeable in the participants' perceptiveness and responsiveness towards classmates' cultural backgrounds and ways of thinking. Hence there was a positive disposition to encounter people who belong either to another culture of the native country or to a foreign culture. These relations became a significant form for the students to expand their knowledge of cultures and share their own background with others. In the same way, the participants turned into more sociable individuals who see the value of being culturally different.

In the sixth place, the element of suspending judgment was achieved in the final stage

of the instruction. Students demonstrated awareness of the relevance of knowing people they coexist with before, this knowledge prevents cultural misunderstanding, judgements or stereotypes. They also became aware of how wrong perceptions about others might affect negatively their emotions.

Having finished the analysis of the results based on Bennett's and on Chen and Starosta's models, it could be concluded that most of the participants advanced in the process of raising their intercultural sensitivity, since there was a change in the learners' attitudes and conceptions towards cultural diversity. With regard to Bennett's perspective, a considerable number of the students developed ethnorelative attitudes situating them in the transition towards the integration stage in the raise of intercultural sensitivity. Taking into account Chen and Starosta's view, the majority of the learners were in the ongoing process of becoming interculturally sensitive beings, given that all of the six elements of the model began to appear gradually in the students as the research progressed. Considering these two views, it can be affirmed that, at the end of the instruction, a large number of the participants demonstrated attitudes of openness, curiosity, interest, acceptance, and respect, that favored intercultural encounters with their classmates and the construction of a better classroom coexistence.

9.3 Intercultural Communicative Competence (ICC)

Intercultural communicative competence was another concern in the research process. Below, we describe the elements of Byram's ICC model that were found in the analysis of the data, during and after the instruction. These categories include knowledge, attitudes (curiosity and openness) and critical cultural awareness.

As mentioned before, in the beginning of the instruction the students' previous knowledge concerning culture was mostly related to evident aspects of the foreign culture, especially from well-known anglophone countries, ignoring the native culture. Attitudes of reluctance and disinterest in having contact with the otherness was also a characteristic of students. These issues showed the need to work on raising students' sense of cultural belonging to become more open and interact and learn from different people.

Throughout and after the instruction, the students' exploration of a variety of cultures allowed them to expand the knowledge they had in the beginning of the process. This knowledge is derived in the recognition of the value of their own culture and the differences

among cultures at an internal (the classroom) and external (foreign countries) levels. The learners became gradually more curious and open towards people with different cultural characteristics, which transformed the classroom into a place where diverse cultures meet and peacefully coexist. In fact, intercultural exchanges were conceived as meaningful experiences for discovering other worldviews and backgrounds. It is significant to add that these attitudes relate to the element of open-mindedness of Chen and Starosta's intercultural sensitivity model.

The last element found in the instruction was the critical cultural awareness. The students' reflections showed higher awareness of diversity inside and outside the classroom by expanding their conception of their own culture and that of others, in comparison with their views at the beginning of the instruction. The idea of inclusion arose allowing the participants to identify themselves as humans that are equal even differing one from another, and admit that differences should not cause discrimination. As a result, the students could build more critical perspectives for interacting with culturally diverse people, and developed a deeper understanding of cultural diversity. This critical cultural awareness is clearly observed in the students' reflections at the end of the instruction:

- *Student 3*: "That we are all different, we like the same things."
- *Student 5*: "Que nosotros aceptamos a las personas así como son".
- *Student 6*: "Que también tenemos algunas diferencias".
- *Student 8*: "Que somos de la misma institución. Que todo lo del video también pasa aquí en la misma institución y en la misma escuela".
- *Student 10*: "Uno lo pone a mirar otras personas de otros países. Que en el video hay personas de diferentes países y ciudades igual que aquí en el salón".
- *Student 12*: "De que nos gustan las mismas cosas a algunos".
- *Student 13*: "Que no hay que juzgar a ninguna persona de otro país o ciudad, o de donde venga".
- . . . *Teacher Lina*: "Sabiendo que todos somos diferentes, that we are different, what makes us equal? ¿Qué nos hace iguales?"
- *Student 8*: "Que todos somos seres humanos".
- *Student 2*: "Que todos somos iguales sin importar el color, la raza, el acento".¹⁶

¹⁶ Pérez, L. & Mellizo, L. (November 19th, 2019) *Moment 2: Classroom Observation #4 (5-1)*.

To conclude, it can be stated that most of the students became more conscious of the difference inside the classroom and recognized this cultural variety as important, thanks to the analysis and critical reflections on their surrounding diversity. Therefore, understanding, acceptance and openness were important attitudes to move from narrow conceptions to wider worldviews for the students to socialize with people. It is remarkable that most of the learners raised not only their intercultural sensitivity, but also their intercultural communicative competence.

10. CONCLUSIONS

This action research project had the main objective of determining the impact of an instruction for raising intercultural sensitivity, based on the recognition of the participants' own culture and of other cultures, within a fifth-grade elementary English classroom in a public school in Cali. Approaching the teaching and learning process of a foreign language from this objective promotes changes, going from the traditional perspective of foreign language teaching, mainly focused on language form, to an orientation that integrates linguistic aspects with cultural ones, which favor the appreciation of one's own culture and cultural diversity. Considering these positive effects, it is possible to say that a pedagogical instruction for raising intercultural sensitivity is relevant for the foreign language elementary level context, and it is feasible to integrate it into the area curriculum and the area plan of the institution. Regarding the last remark, in the institution and the classroom characterizations mainly related to culture and culture teaching and learning processes, it was found that the intercultural component is not completely incorporated in the curriculum for elementary learners and was not addressed in the classroom context by the teacher.

This research shows the necessity of providing alternatives for teachers to understand the importance of addressing culture in EFL classes and to design proposals that fit their students' needs. The instruction served to fulfil this necessity, as it gradually generated changes from one task to the other in students, basically in three main aspects: perception of culture, intercultural sensitivity and intercultural communicative competence. First, the conception of culture expanded from elements of foreign countries to the integration of factors that characterize a person, a classroom and own country. In this sense, students learnt

to appreciate and respect their surrounding cultural diversity with a deeper and more critical understanding. Second, there was a raise of intercultural sensitivity in the participants: the exploration of personal and social representations of culture in the foreign language context gave rise to attitudes of respect, acceptance, and appreciation of one's own culture, and promoted the recognition of differences with other cultures inside and outside the classroom context. This achievement fostered better intercultural exchanges among the students and thus, a pleasant coexistence in the classroom. Third, it was identified a progress in the students' intercultural communicative competence: they had a more open attitude towards encounters with people from varied backgrounds and became critically aware of the value of cultural differences. From the aforementioned conclusions, it can be affirmed that the instruction had a meaningful impact on the students' views concerning culture inside and outside the academic context.

Concerning methodology, it is recognizable that there are methodological orientations that strengthen with greater force the learning processes of a foreign language in integration with the intercultural component. The Task-Based Learning and Teaching approach and the Flipped Learning approach showed to be effective methodological orientations for the teaching dynamic with young learners. The use of tasks offered the possibility to encourage students to reflect on their own cultural reality while developing the four language skills in English as a foreign language. The FLA was useful to restructure the traditional organization of the class from a presentation-practice-production structure to a explore-discuss-produce pedagogical organization. This approach requires the adoption of audiovisual material to be consulted before a class and enhances discussion later on in the class session. The effect of this strategic resource implementation causes students to come to the classroom bringing with them prior knowledge about a subject to be addressed. This resource was very well received by students and generated a more active pedagogical dynamic. Students set out to show their understanding and to discuss, involving gradually the foreign language, about cultural contents that permeated their classroom context, as well as their close social contexts.

The FLA turns even more pertinent in the current days when we live in a pandemic that has led people to stay at home and learn to carry out academic activities online. The audiovisual resource, that this orientation involves, brings teaching closer to the use of technology. Technology use is a clue element in the foreign language context, as it exposes the participants to the target language in a more realistic, innovative and motivating way. The

resource use in this methodological orientation offers the possibility of making a better use of the class time. The latter can be assigned to exploit with learners the recognition and development of content, in our case, the development of intercultural sensitivity, while sharing videos content and opinions about the topic developed in them. Summing up, TBLT and FLA methodological orientations allow teachers to approach language learning meaningfully and also develop intercultural sensitivity.

Concerning language use during the class sessions, it can be said that through the activities learners can develop the four different language skills; however, when promoting discussion the oral skills get necessarily more involved. Given that the students were English beginners, they did not have enough linguistic resources to communicate. This is the reason why Spanish is considered a resource to facilitate the learning process and to favor understanding and open expression of the participants' opinions. In this sense, Spanish should not be seen as an obstacle but as a reference for the students to learn the L2 (Stern, 1983, in Richards and Rodgers, 1986). Having this in mind, it is suggested that teachers allow their students to use Spanish in their foreign language classes, particularly students in a beginner level (Maturana, 2011, in MEN, 2016; Willis and Willis, 2007). In this respect, it can be said that both languages might be interchangeable in English classes and that a natural use of both languages might create a more relaxed environment to learn, and that this context might promote spontaneous communication on topics of social interest to students, and most likely the use of the foreign language will gradually increase.

For further studies on the topic, it is suggested to explore intercultural mediation as an aspect of interest when referring to intercultural encounters in the classroom. Studies on this area could contribute to fill the gap concerning the intercultural component in foreign language teaching in the elementary level, as this topic still remains little explored in the Colombian context.

Finally, it is important to mention that the research process was enriching for our academic and personal learning. Speaking of the former, the experience allowed us to acquire and put theoretical knowledge on language teaching into practice, and develop new strategies in the class preparation, especially for addressing the intercultural component in the EFL class. In addition, the approach to the educational real context (the school) and the permanent reflections on teaching the L2 served to better recognize the professional context, to develop teaching skills (e.g. technological skills, classroom management, tone of voice, etc.), and to

identify the aspects we should improve in an action research. Afterwards, we learned more about the value of teaching a language, which should be focused not only on the improvement of language skills, but also on the development of other aspects (e.g. critical thinking, problem solving and creativity), keeping our attention on the social responsibility that we have as teachers with our students.

In relation to our personal learning, this work was meaningful for us because it was our first real teaching experience with children from 9 to 12 years old. Moreover, perceiving culture through the reflections provided by the students was rewarding and encouraging for the accomplishment of this research. Furthermore, we consider the teaching and learning process beautiful and challenging because it involves arduous work inside and outside the classroom.

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APPENDIX 1. Independent Didactic Unit

Didactic Unit: *Are We All Different, Equal and Important?*

Task #1: You and Me Being Part of the Diversity		
Subject: Diversity	Task total time: 4 hours	Language Level A.1
Rational: Taking into account the class observations and the answers that the students provided in the survey (Needs Analysis), we identified that the learners mostly practiced reading and writing skills through photocopies with grammar-focused exercises. However, the Plan de Area of the institution highlights that teaching English incorporates activities related to the real context of the students, promoting the development of the four language skills. In addition, the Estándares Básicos de Aprendizaje (2006) and the Suggested Curriculum for fifth grade (2016) remark that students can develop those communicative skills doing activities that allow them to explore their own characteristics and the ones of their classmates. In this context, we decided to involve the students in a first exploration of the concept of diversity by implementing a task, which promotes the recognition and respect towards the otherness, and the practice of different skills.		
Task Objective: Recognize one's own and other's personal background and reflect on the term of diversity.		
Product: A diversity chain craft and a reflection about the concept of diversity.		
Language Functions	- Draw specific information from an audiovisual document about diversity. - Talk and write about personal information. - Ask for personal information concerning origin, family, and liking.	
Language Forms	- Present simple tense - WH- questions in the present simple tense.	
Previous knowledge	Present simple tense (verb To Be) and adjectives.	
Materials	- Video: <i>For the Birds</i> Link https://www.youtube.com/watch?v=nYTrIcn4rjg Length: 3:25 min. - Reading <i>About Me</i> (from the English booklet of the students) - Chart for the interview. - A piece of paper with the shape of a person. -An image of different children showed through a Powerpoint presentation. - <i>Grammar Worksheets W/H Questions (present simple verbs)</i> (from the students' English booklet). - <i>Grammar Quiz W/H Questions (Present Simple)</i> (from the students' English booklet).	

Time	What is to be done	Materials
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	<u>Introduction or Priming</u>	
15 min.	Activity 1: Previous knowledge Objective: To use prior knowledge of the students about exchanging personal information. Description: The teachers will develop the activity Broken Phone with the students. They will say a short sentence to the last person of the lines for the learners to repeat to their classmates. Then, they will divide the board into three parts for the students to write the sentences they listen to.	Material 1: List of sentences that provide personal information.
20 min.	Activity 2: Audiovisual listening activity Objective: To draw the students' understanding from an animated video. Description: The teachers will show the video <i>For the Birds</i> and will ask the students some comprehension questions about the content of it through the game Hot Potato. The teachers will put the show the questions using PowerPoint slides: - Who are the characters in the video? - Where are the birds placed? - What is the situation in the video? - When does the situation happen/start? - Are the small birds friends of the bigger bird? Why?/Why not? - How does the story end?	Material 2: Video <i>For the Birds</i> Material 3: Comprehension questions about the video in a Powerpoint slide.
	<u>Target Task</u>	
25 min	Activity 3: Reading understanding Objective: To read and identify general and specific information from a short text. Description: The teachers will divide the class in two groups. They will read with the students the text <i>About Me</i> and will ask some comprehension questions about it.	Material 4: Photocopy with the text <i>About Me</i> and comprehension questions about it.
25 min.	Activity 4: Exploring the students' identity (individual writing activity) Objective: To recognize the students' personal background. Description: The students will answer the previous comprehension questions of the text <i>About Me</i> using their own personal information.	Material 5: Comprehension questions used in the text <i>About Me</i> .
30 min.	Activity 5: Acknowledging the background of my classmate. (oral and written activity in pairs)	Material 6:

	Objective: To identify the background of a classmate by asking him/her questions about personal information. Description: The teachers will give the students a piece of paper with personal questions for the students to interview a classmate and write the answers in the chart.	Chart with questions for the interview.
40 min.	Activity 6: Reflecting on the diversity around me. Objective: To represent the students' perceptions of themselves through a drawing for recognizing of him/her and others and the concept of diversity. Description: The teachers will ask the students to draw an image of themselves on a paper with a shape of a person. Once the learners finish the activity, the teachers will form a "Diversity Chain" with all of the students' drawings. After that, the teachers will show an image with different children and ask the students what they think about the question: <i>Are we all equal or different?</i> Then, the teachers will guide a reflection on the concept of <i>diversity</i>.	Material 7: Papers with the shape of a person. Material 8: PowerPoint Slide.
	<u>Language Focus</u>	
25 min.	Activity 7: Grammar formalization Objective: To reinforce the way to make WH questions in the present simple tense. Description: The teachers will ask the students to work on a worksheet <i>Grammar Worksheet W/H Questions (Present Simple Verbs)</i>.	Material 9: Booklet - <i>Grammar Worksheet W/H Questions (Present Simple Verbs)</i> .
25 min.	Activity 8: Assessing learning Objective: To assess own language learning by identifying strengths and weaknesses of a grammar topic. Description: The teachers will ask the students to complete the <i>Grammar Quiz W/H Questions (Present Simple)</i> in pairs.	Material 10: Booklet - <i>Grammar Quiz W/H Questions (Present Simple)</i> .
HOMEWORK: Students will watch a video <i>Fifth Grade Video 1: Meeting of Cultures</i> about diversity and cultural differences. They will have to take notes about the information they understand from the video and about the doubts they have from it.		Extra Material: Video: <i>Fifth Grade Video 1: Meeting of Cultures</i> https://www.youtube.com/watch?v=cPVJu-pw6MU&feature=youtu.be

Task #2: I Like to Learn About Your Culture		
Subject: Cultural Differences	Task total time: 2 hours	Language Level A.1
Rational: Considering the MEN documents for teaching English in fifth grade, such as the Suggested Curriculum (2016), cultural diversity is recognized as a crucial component for promoting values of acceptance, respect and inclusion in the EFL class. Besides, the Plan de Area of the institution makes emphasis on the relevance of the intercultural component in foreign language teaching for students to be reflective about sociocultural differences and similarities of our country in relation to native English speaking countries. This integration of the component seeks to promote the value of cultural variety in the society. In contrast, the answers obtained from the needs analysis survey revealed that the students had some knowledge of the term of culture. Moreover, the observations in the class showed that culture was mainly approached through the identification of external factors of the foreign country (for example touristic places and cities). With this panorama in mind, we designed a task that integrated the Flipped Learning Approach (principally through the use of animated audiovisual materials) for developing critical thinking skills in the students regarding differences among their own culture and foreign ones.		
Task Objective: Reflect on the differences and similarities of own and foreign cultures.		
Product: Short written paragraph about different aspects the students find between a place they went on vacation and the city of Cali.		
Language Functions	- Draw specific information from an audiovisual document about cultural differences. - Identify and write about past actions.	
Language Forms	- Past simple tense.	
Previous knowledge	- Present simple tense.	
Materials	- Video <i>Fifth Grade Video 1: Meeting of Different Cultures</i> Link: https://www.youtube.com/watch?v=cPVJu-pw6MU&t=4s Length: 1:54 min. - Paragraphs about experiences that people from different cultural backgrounds have had in Cali. - Students' English booklet.	

Time	What is to be done	Materials
	<u>Introduction or Priming</u>	
10 min.	Activity 1: Awakening prior knowledge Objective: To activate previous knowledge of the students about vocabulary related to common actions.	Material 1: List of verbs: <i>play soccer,</i> <i>jump, walk, eat,</i> <i>write, read, sit,</i> <i>sing.</i>

	Description: The teachers will make the game “Simon Says” with the students by saying some verbs the learners will have to represent with their bodies. Then, the teachers will ask the students for the past form of the verbs (regular and irregular) and will write them on the board.	
20 min.	Activity 2: Speaking comprehension activity from an audiovisual material. Objective: To share understandings from an audiovisual material related to cultural differences between Cali and Australia. Description: The students will share what they understood from the video <i>Fifth Grade Video 1: Meeting of Different Cultures</i> they watched at home in preparation for the class. This animated video shows people from Cali and Australia interacting at a birthday party and talking about some aspects of their respective cultures. In this activity, the students will share words, ideas and the general context of the audiovisual material. After that, the teachers will make the students some comprehension and guiding questions about the video showing them by PowerPoint slides: - Where were the characters from? - What differences did you find between Sydney and Cali? - How was the attitude of the characters with Jimmy at the beginning and at the end of the video?	Material 2: Video: <i>Fifth Grade Video 1: Meeting of Different Cultures</i>. Material 3: PowerPoint slides with comprehension questions about the aforementioned video.
	<u>Target Task</u>	
30 min.	Activity 3: Reading understanding about cultural experiences of tourists. Objective: To identify general and specific information about cultural experiences of tourists in Cali through short texts. Description: The teachers will give the students two disorganized paragraphs about experiences that people from varied origins (national and international ones) have had in Cali. In groups, the learners will organize the texts and highlight the verbs in past tense from them. Later, the teachers will ask the following questions to the students: - What did you understand from the text? - Why did the characters come to Cali? - What did the characters like from Cali?	Material 4: Two short paragraphs about experiences that people from different cultures have had in Cali.
40 min.	Activity 4: Writing production about cultural differences. Objective: To write briefly some cultural differences between Cali and a city visited on vacation.	Material 5: Students' notebook.

	Description: The teachers will ask the students to write a short paragraph (three lines) about differences they find between a place they went on vacation and the city of Cali.	
	<u>Language Focus</u>	
20 min.	Activity 5: Focusing on specific aspects of the language Objective: To revise the past tense of some irregular verbs. Description: The teachers will ask the students to find the past forms of some irregular verbs in a word search. For this, the teachers will write the past forms of the verbs on the board.	Material 6: Booklet - <i>Word Search - Past Tense: Irregular.</i>
HOMEWORK: Students will watch a video <i>Fifth Grade Video 2: Diversity Inside My Classroom</i> about diversity in the classroom. They will have to take notes about the information they understand from the video and the doubts they have from it.		Extra Material: Video: <i>Fifth Grade Video 2: Diversity Inside My Classroom</i> https://www.youtube.com/watch?v=Xg5QU19DVlo&feature=youtu.be

Task #3: My Class is Culturally Different		
Subject: Diversity inside the classroom	Task total time: 2 hours	Language Level A.1
Rational: Exploring the MEN documents for English teaching in fifth grade, it can be identified the relevance of diversity of the classroom context for encouraging students in taking open and respectful attitudes when interacting with different people. In this sense, the Pedagogical Principles and Guidelines (2016) mentions that the English classroom transforms into a place where the cultural identity of students converge together, what can help them appreciate their own and the foreign culture, and broaden their perceptions about the external world as well. With regard to the Plan de Área of the school, it also acknowledges interculturality as crucial in the English teaching and learning process. The importance of this component is due to the rapport among people who differ from cultural aspects as interculturality fosters respect, dialogue, integration and coexistence inside any social context. Nevertheless, in the class observations we noticed a grammar and translation focus in most of the activities that left behind the intercultural component of the target language, which should play an important role in EFL classrooms. For this reason, we created a task integrating the Flipped Learning Approach to change the class organization and make it more dynamic through varied activities with cultural content. Thus, the students can work on their language and thinking skills, and intercultural sensitivity.		
Task Objective: Raise awareness of the diversity within the classroom using different and common cultural elements among the students.		
Product: Oral reflection on the cultural diversity in the classroom context.		
Language Functions	- Talk about specific information from an audiovisual document about diversity inside the classroom. - Talk, write and ask about past experiences.	
Language Forms	- WH questions in the past simple tense.	
Previous knowledge	- Present simple tense: English structures such as <i>My name is . . . I am . . . , I am from . . .</i> - Past simple tense (affirmative sentences)	
Materials	- 16 cards with verbs written in present and past simple tenses. - Video <i>Fifth Grade Video 2: Diversity Inside My Classroom</i> Link: https://www.youtube.com/watch?v=Xg5QU19DVIo&t=1s Length: 2:08 min. - <i>Grammar Worksheet Past Simple: Regular</i> (from the students' English booklet).	

Time	What is to be done	Materials
	<u>Introduction or Priming</u>	
10 min.	Activity 1: Previous knowledge of verbs in past. Objective: To recall knowledge of verbs in the past form worked on the previous session.	Material 1: 16 cards with verbs written in present and

	Description: The teachers will guide the game <i>Find the Pair of the Verbs</i> with the students by paring the present and the past forms of the verbs: <i>write/wrote, travel/traveled, feel/felt, have/had, go/went, study/studied, like/liked, do/did</i>.	past simple tenses.
20 min	Activity 2: Speaking about understandings of a video. Objective: To socialize general and specific information comprehended from an animated video related to cultural diversity in the classroom. Description: The teachers will ask the students what they understood from the video <i>Fifth Grade Video 2: Diversity Inside My Classroom</i> in relation to words, ideas and the general context of it. The video shows the classroom as a culturally diverse context through animated characters as they were still young learners. These characters, who come from different places of origin (Medellín, Spain, Venezuela and The United States), are new students of fifth-grade at Honorio Villegas School (we used the institution's real name where the research was developed for situating the participants in a situation they might face in their classroom). In the video, they introduce themselves revealing their name, age and origin. Then, the old students ask questions to them except to the learner from Medellín. These questions are related to reasons to move to Colombia, feelings of living in a different country, and likings about their previous school. Then, the teachers will make the students some specific comprehension questions about the video: - What was the situation in the video? - How did the classmates react to the new students? - Why didn't the students make a question to Luisa? - What did you think about the new students and their places of origin?	Material 2: Video <i>Fifth Grade Video 2: Diversity Inside My Classroom</i> .
	<u>Target Task</u>	
20 min.	Activity 3: Oral presentation Objective: To introduce himself/herself briefly to the class regarding their name and origin. Description: The teachers will ask the students who come from different places to stand up and share some personal information (such as name and place of origin) with their classmates. Thus, the students will take the situation presented in the video as a sample for them to do the oral presentation. With this activity, the students will learn more about the cultural background of their classmates.	
15 min.	Activity 4: Integration through common likings.	Material 3:

	Objective: To identify common likings about free-time activities and school subjects among the students. Description: The teachers will ask the students to make a circle. Next, they will ask a question related to the students' preferences of free-time activities and school subjects, and the learners will raise their hands if they feel identified with the questions. Through this activity, the students will know more about what they have in common with their classmates. <i>Guiding questions to be made:</i> a. Activities to do on the free time: - Who likes drawing? - Who likes to practice sports (soccer, basketball, cheerleading, etc.)? - Who likes to read books? - Who likes to play video games? - Who likes to watch TV? b. School subjects: - Who likes Physical Education? - Who likes Technology? - Who likes Social Sciences? - Who likes Art? - Who likes Natural Sciences? - Who likes Math? - Who likes English?	List of guiding questions about likings related to hobbies and school subjects.
20 min.	Activity 5: Reflecting activity about the cultural variety in the classroom Objective: To reflect on the role that diversity and cultural differences have in the classroom. Description: The teachers will ask the students to compare the content of the video and the activities developed throughout the task with the diversity in the classroom. Last, the learners will reflect on this cultural variety among them taking the previous comparison into account.	
	<u>Language Focus</u>	
25 min.	Activity 6: Assessing linguistic learning. Objective: To assess strong and weak points of the grammar topic <i>past simple tense</i> studied over the task. Description: The teachers will ask the students to form pairs and complete the <i>Grammar Sheet Past Simple: Regular</i> in their booklet.	Material 4: Booklet - <i>Grammar Worksheet Past Simple: Regular.</i>

APPENDIX 2. Needs Analysis Survey

¿Somos todos diferentes?, ¿Somos todos iguales?, ¿Somos todos importantes?

La expansión del aprendizaje del inglés ha traído consigo el reconocimiento de la cultura en diversas comunidades del mundo, y este reconocimiento nos brinda elementos para reconocer la cultura de nuestro país. Con esta temática en mente, te invitamos a participar en esta encuesta que tiene como propósito reconocer tus intereses y opiniones sobre la lengua inglesa y sobre la forma en que percibes la cultura de la comunidad con la que convives.



Antes de contestar, recuerda que:

- Tus respuestas sólo serán leídas por las encuestadoras.
- Las respuestas no son ni buenas ni malas, son pensamientos individuales.
- Tus respuestas son importantes para proponer actividades de tu interés en la clase de inglés.
- Si tienes dudas, consulta a las encuestadoras.

A. Información personal



1. Edad: _____ años.

2. Género:  Niña

 Niño

3. País de origen: _____

4. Ciudad de origen: _____

5. Barrio en el que vives: _____

6. ¿A qué comunidad perteneces? **Marca una X la respuesta.**

___ Comunidad indígena ___ Mestizo ___ Otra (¿Cuál?): _____

___ Afrocolombiana ___ Raizal ___ Ninguna

7. ¿Tienes familiares en otros países?



Si respondiste **sí**, ¿Qué dicen tus familiares sobre los países en los que viven?

B. Percepciones sobre la lengua inglesa

- Colorea la mano que corresponda.



8. ¿Consideras que es importante aprender inglés?



¿Te gusta aprender inglés?



9. ¿Para qué crees que te puede servir el inglés? **Escoge máximo 2 opciones.**

- a. Para viajar
- b. Para estudiar en otro país
- c. Para entretenerte (escuchar música, leer, ver vídeos o películas, etc.)
- d. Para conocer otras culturas
- e. Para comunicarte con personas que hablen inglés.
- f. Otra, ¿cuál? _____

10. ¿En qué países crees que se habla el inglés?

11. ¿Qué te gusta de esos países?

12. ¿Te gustaría conocer personas de esos países?



¿Por qué?

C. Proceso de aprendizaje del inglés

13. ¿Has estudiado inglés en un lugar diferente al colegio?



Si respondiste **sí**, ¿Dónde lo has estudiado? o ¿Con quién? **Escoge máximo dos opciones.**

- A. En un instituto (por ejemplo el Colombo Americano, Alliance, Learn, etc.).
- B. En clases privadas.
- C. Con un familiar o con un amigo.
- D. Aprendes solo (tú mismo)
- E. Otro, ¿Cuál?: _____

14. ¿Cómo te sientes usualmente en tu clase de inglés? Colorea la cara que corresponde (sólo una).



Feliz



Motivado(a)



Cómodo(a)



Desinteresado(a)



Tímido (a)

15. ¿Qué tipo de actividades te gustan de tu clase de inglés? **Escoge máximo 2 opciones.**

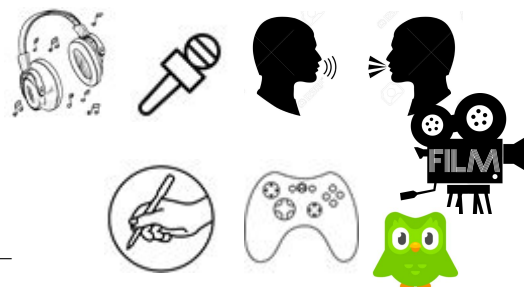
- a. Ejercicios de vocabulario y de gramática
- b. Ejercicios de traducción
- c. Dramatizaciones y conversaciones
- d. Lectura de textos
- e. Dictados y escritura de textos cortos
- f. Canciones
- g. Ejercicios relacionados con la costumbres de otros países (por ej: vestuario, comidas, canciones...)
- h. Otras, ¿Cuáles?: _____

16. ¿Te gusta participar en las actividades de la clase de inglés?



17. ¿Qué actividades realizas fuera del salón de clase para aprender inglés? **Escoge máximo 2 opciones.**

- a. Escuchar música y cantar canciones.
- b. Ver videos o películas.
- c. Jugar videojuegos
- d. Usar aplicaciones para practicar el inglés (por ejemplo Duolingo, WordBit)
- e. Conversar con personas que hablan inglés.
- f. Otras, ¿cuáles?: _____



18. ¿Qué habilidad te gustaría mejorar en inglés? **Escoge sólo una opción.**

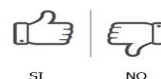
- a. Escuchar y entender
- b. Hablar
- c. Escribir
- d. Leer

D. Opinión sobre la cultura



19. ¿En qué piensas cuando escuchas la palabra **cultura**?

20. ¿En tu clase hay compañeros que provienen de ciudades o países distintos?



Si respondiste sí, ¿te relacionas con ellos?



¿Por qué?

21. ¿Te gusta trabajar con todos los compañeros de tu clase?



¿Por qué?

22. ¿Cómo te ves a ti mismo(a)? *(Características físicas y personales)*

23. ¿Encuentras que hay personas distintas en tu grupo?



24. ¿En qué aspectos crees que son diferentes?

25. ¿Cómo te sientes frente a esas diferencias?

- a. Las acepto completamente
- b. Las acepto parcialmente
- c. Me da igual

- d. No las acepto
- e. Otro:

E. Convivencia en el grupo



26. ¿Identificas conflictos de algún tipo en tu aula de clase?



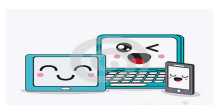
Si respondiste **sí**, ¿Cuáles son los conflictos más comunes?

27. Escoge la opción que consideres más adecuada para cada caso.

	Siempre	Algunas veces	Nunca
Si tus compañeros están discutiendo, tú haces algo para intentar solucionar la diferencia entre ellos.			

Tú discutes a menudo con otros compañeros.			
Cuando tus compañeros participan en clase, los escuchas con atención y te interesa conocer sus opiniones.			
Te sientes cómodo(a) hablando con todos tus compañeros.			
Me molesta que mis compañeros no entiendan lo que digo.			
Me molesta que mis compañeros no estén de acuerdo con lo que pienso o digo.			
Me molesta que mis compañeros hablen sobre cosas no interesantes.			
Me molesta que mis compañeros no digan lo que piensan.			

F. Uso de tecnología



28. ¿Tienes computador?



29. ¿Usas el internet para hacer tareas en tu casa?



30. ¿Tienes acceso a celular con datos?



G. Sugerencias



31. ¿Qué otras actividades te gustaría hacer en tu clase de inglés?

APPENDIX 3. Illustration of the Interview with the Teacher in Charge.

Date: August 6th, 2019

Interview time: 1 hour 20 minutes

Place: Institución Educativa Técnico Industrial José María Carbonell - Sede Honorio Villegas School

Interviewers: Laura Mellizo - Lina Pérez

Questions	Interviewee's Answers	Categories
What methodology or pedagogical approach do you consider the most appropriate for teaching English? (e.g. communicative approach, constructivist approach, task-based learning, grammar-translation, etc).	"I know that there are different opinions about the perfect methodology to teach English but there is no perfect methodology you have to mix them according to your needs. Sometimes grammar-translation would be the best for an activity if you want them to speak more, the communicative approach would be the best, task based is also good for different activities. So, they are all good but that depends on how you are going to work with them."	Methodology
As you said it is important to mix them, so do you use this mixed methodology in your classes?	"Sure, for example, now my students are working in a grammar-translation with a text, about a text that is related to a trip to New York so they have to fill in the blanks in the text and also they have to translate the text in order to learn vocabulary and to know how the structure of English works. Some other times, they have to speak about them for example daily routine, they have to make a presentation describing what their daily routines are."	
What type of activities do you prefer to implement in the classroom?	"I like many things, for example dictations are also good for working the listening. As I told you before I would like to work with music for listening, but dictations are what I can use now because of the conditions. I like different activities: written activities, reading is very important, I try not to give them only exercises (these are also good because they are nice for the students to keep in practice what they learn)."	
What type of activities do you think students prefer?	"Obviously, games, they are kids so they like games. Sometimes I organize games obviously not all the time because it's kind of difficult for the materials, time is not enough, two hours of English (a week) is very little time. Sometimes I prepare games or other funny	

What type of materials or resources do you use in your classes? What type of materials do you think students prefer?	activities for them but other times we have to practice the exercises.” “Photocopies, a bilingual dictionary, other times I try that they work at home using the computer for example or searching for information with the internet, information in English. Now I don’t remember other things I use.” “Something that they can touch probably or watch they are visual, many of them are very visual (it seems that the teacher knows his students) so if I have a tv here, it would be great for them for being more concentrated on the images, videos or music, etc.”	
How do you understand the concept of <i>Language</i>? In your opinion, how important are languages in the academic context?	“Any language is great for me, why? Because obviously through language you communicate your ideas, needs, feelings (language as something functional), not only the spoken language, also signs, images, you are communicating through that. So languages, not only a way to show or to express feelings, emotions, opinions at a certain time but also to know from people who live before us, philosophers etc, it’s a way to give a legacy to other generations. For the present, they need to communicate things but also for future generations is also important.” “It’s having different views about different topics and not to keep only one version of something is better when you have different views, opinions, so you can take whatever you like the most and form learning more. If you have one information in Spanish for example something about science but you find something deeper, something that lets you learn more in a different language, you are going to know more than other people. So, they are very important in this context, in education. That allows the students to use their brains, minds, they have to think and languages are important for that, you can teach how to think.”	Perception about language
How do you understand the concept of <i>Culture</i>?	“What I understand. . . . Yes, because “culture” is difficult to define. Many important authors, scientists, philosophers, etc., have tried to make a definition of culture, but it’s difficult. There are some definitions that are more complete than others, but they have some things in common, I mean, culture is everything. You say “cultura caleña”, you ask a person “what is cultura caleña?” and they probably would say the way caleños speak, the way caleños walk, the way caleños dance.	Perception about culture

	You also say “Colombian culture”, “people with tattoos culture”, everything is culture. That’s why it is very difficult to define that word. As I told you, for me, culture is everything. You go over there and one person doesn’t say “Hello” it’s because that is culture. In Cali, people say “Hello”, but probably in Bogotá no.”	
What do you think is the relationship between language and culture?	“There is a relationship between language and culture. They work together. For me, through language you can share your culture. If you go to the United States and you speak about Cali to people, what we do here, and you teach American students about how good is Cali, they are going to be, probably, fascinated. And if you teach them how to dance and you tell them “Cali is Sucursal del Cielo ”, they will be learning about culture through language. Indigenous groups speak their own language and they use, surely, oral traditions to teach their kids and their families about stories, <i>their</i> stories, legends, needs, etc.”	Relation between language and culture
Do you think it is important to incorporate the cultural component in the English classes?	“Yes. I think that, first, we should have material. That’s one of the things we don’t find easily at public institutions. That’s why teachers have to be looking all the time for more materials, elements, books, texts, etc. And I consider important that we work with that cultural component from our own cultural component. Let’s teach about Colombia first, let’s teach the love for our country, our land first. The United States is one of the greatest things in the world, Europe, oh, c’mon! But, do you know Colombia? No, probably we don’t know Colombia. We don’t know the Amazonas, the Atlantic Coast, the Pacific, etc. We are very rich in cultures in Colombia. We should promote, first, our own culture. We should tell the students “what are the differences between caleños’ food and costeños’ food and paisas’ food?”. Food is also culture.”	Perception about culture in foreign language teaching
Do you think it is important to include the cultural component in your classroom?	“Yes. That was part of what I was thinking about my project for the master: doing something about the culture in Cali, the dance, the food, the way we speak, the way we treat foreigners. . . . Because if we make a difference, they will say “Oh! The people from Cali are very happy, energetic. People from Bogotá, they are cold and they don’t dance.” I wanted to do something about that, the cultural places in Cali, la Loma de la Cruz, and preparing the texts describing those places but in English. Probably, there are some materials	

How could we promote and integrate cultural diversity in the classroom?	about that, but I wanted to do that as part of my project and my tutor didn't like the idea. But yeah, it's important to integrate language and culture. It's a way to make students be interested. If they see a text about Cali in English, probably they would like to know more. It's their own culture." "Showing different cultures. Culture is everything, but let's say that today I bring a text that speaks about skaters, that is a culture, I think. Next time we can talk about gamers. You can ask what a gamer is and the students would say "Oh teacher! I know what a gamer is. They are usually youtubers. Fortnite". Something that calls the students' attention could be a good way to catch them, to motivate them to learn different cultures, to integrate that in the classroom."	
What cultural differences do you identify in the students' interaction in the classroom or school?	"Probably, when they come from different regions. Sometimes they come from Cauca, Medellín, other places, so they interact differently with other people. Sometimes they speak more than others, sometimes they are shy and they don't want to speak to any person. What other differences? Probably the social status. In this institution there are students from different social status. There are poor students, and students with a nice car, parents with well-paid professions. So, those students kind of separate and form their own groups. They are not rude to other people, but they don't interact too much."	
Can you think of other ways of raising awareness in your students about the importance of recognizing and respecting cultural differences to create a good environment for learning?	"Sometimes I use examples of real life that happens to me or that I have watched on television or experiences that I have read about, and I tell them, probably through stories. I try that they reflect if that situation is happening to them or if they are the cause of disrespecting their classmates. Through exemplification of real life and what could be the consequences in the future about certain behaviours. That's the one I use."	

APPENDIX 4. Example of an Analyzed Classroom Observation

Classroom Observation #4

Date: November 19th, 2019

Number of the lesson plan: 4

Institution: Institución Educativa Técnico Industrial José María Carbonell - Sede Honorio Villegas

Topic: Diversity

Number of students: 37

Grade: 5-1

Time: 2 hours

Hour	Description	Interpretation	Categories
9:20 am	... After discussing the video <i>Fifth Grade Video 2: Diversity Inside My Classroom</i> and socializing the students' backgrounds and personal likings, we asked the learners about the similarities they found among the video and the activities done in class: - <i>Teacher Laura</i>: "A varios de ustedes les gusta las mismas cosas". - <i>Student 1</i>: "Sí". - <i>Teacher Laura</i>: "¿Sí vieron tantos que levantaron la mano? ¿Qué parecido encuentran entre el video que vimos y lo que pasó acá en el salón? ¿Qué encontraron parecido con el video, por ejemplo?" - <i>Student 2</i>: "Que ella viene de Medellín". (Touching her classmate) - <i>Teacher Laura</i>: "Okay! Raise your hand!" (Asking the students who were speaking at the same time). - <i>Student 3</i>: "That we are all different, we like the same things." - <i>Teacher Laura</i>: "Okay" "¿Qué encontraron de semejante o de parecido con el video y lo que pasó acá en el salón? ¿Qué	From our perspective, the video and the three parts of the discussion were fruitful as we fostered the students' reflection on their own reality becoming their language learning more active. About this latter aspect, which is one of the principal characteristics of The Flipped Learning Approach, Bonwell and Eison (1991)¹⁷ stated that it "involves students in doing things and thinking about the things they are doing" (As cited in Chivata & Oviedo, 2018, p.86). In this sense, the activities students do in the classroom should be based not only on acquiring knowledge but also on developing their thinking skills. In this regard, we realized that this discussion was helpful for the	Methodology Input Use of L1 (on the part of the teacher) Use of L2 (on the part of the teacher) Use of L2 (on the part of students)

¹⁷ Chivata, Y. P., & Oviedo, R. C. (2018). EFL Students' Perceptions of Activeness During the Implementation of Flipped Learning Approach at a Colombian University. *GIST – Education and Learning Research Journal*, (17), 81-105. <https://files.eric.ed.gov/fulltext/EJ1203872.pdf>

	pueden decir?” (Approaching different students). - <i>Student 5</i>: “Que nosotros aceptamos a las personas así como son”. - <i>Teacher Laura</i>: “Aha!” - <i>Student 6</i>: “Que también tenemos algunas diferencias”. - <i>Student 7</i>: “Que somos de diferentes países”. - <i>Student 8</i>: “Que somos de la misma institución. Que todo lo del video también pasa aquí en la misma institución y en la misma escuela”. - <i>Teacher Laura</i>: “También”. - <i>Student 8</i>: “Juhuu!” (He smiled and clapped). - <i>Teacher Laura</i>: “You? ¿Qué encontraron de parecido con el video?” - <i>Student 10</i>: “Uno lo pone a mirar otras personas de otros países”. - <i>Student 10</i>: “Que en el video hay personas de diferentes países y ciudades igual que aquí en el salón”. - <i>Teacher Laura</i>: “Y acá también” Another student nodded to Laura’s comment. - <i>Student 11</i>: “Hay personas de otros país o lugar o de donde venga”. - <i>Student 12</i>: “De que nos gustan las mismas cosas a algunos”. - <i>Student 13</i>: “Que no hay que juzgar a ninguna persona de otro país o ciudad, o de donde venga”. - <i>Teacher Laura</i>: “Aha! Very good!”	learners to identify the cultural richness in their context and reflect on the importance of it.	Intercultural dimension Interaction Teacher-Student Use of L1 Use of L2 (on the part of the teacher)
9:30 am	Then, Lina intervened to make a final reflection about the activity: - <i>Teacher Lina</i>: “Sabendo que todos somos diferentes, that we are different, what make us equal? ¿Qué nos hace iguales?” - <i>Student 8</i>: “Que todos somos seres humanos”. - <i>Student 2</i>: “Que todos somos iguales sin importar el color, la raza, el acento”. - <i>Teacher Laura</i>: “La ciudad, el país, ¿cierto?” The student nodded to this additional comment. - <i>Teacher Laura</i>: “¿Qué les parece que vengan chicos de otras ciudades y otros	After all the activities we had carried out in class, we consider that asking the learners who were from Cali about their opinions regarding diversity in the classroom was as important as asking those who came from different places. Their comments served us to realize their awareness and acceptance of the cultural differences around them. It seems to us that they liked being immersed in a	Use of L1 (on the part of the teacher) Use of L2 (on the part of the teacher)

	países?” - <i>Student 2</i>: “Que nos enseñan cosas, podemos aprender con ellos, por ejemplo Susie que viene de los Estados Unidos nos puede enseñar inglés”. - <i>Student 12</i>: “Por la recocha y por la cultura, ah, y por el baile”. - <i>Teacher Laura</i>: “Y tú que vienes de otro país ¿qué te parece estar en un salón así?” (Laura asked the student from Venezuela) - <i>Student 3</i>: “Puedo conocer a mucha gente de acá, de las culturas y regiones”. - <i>Teacher Laura</i>: “¿Y a ustedes que vienen de otros países y otras ciudades? ¿Qué les parece estar en un salón así como este?” (She approached the students from different places). - <i>Student 5</i>: “Chévere porque podemos conocer a más personas de otros países, por ejemplo yo que soy de otra cultura”.	diverse context, as we perceived their interest in interacting with different people and learning from and with them. It can identify a progression from the self perspective towards a more inclusive one in the students. In the first sessions, the students accompanied their speech with the <i>I</i> pronoun to recognize themselves as intercultural beings. In the half point of our teaching practice, the learners began to use more the <i>They</i> pronoun to talk about the otherness in the classroom. During this last part of the discussion, the students integrated more the <i>We</i> pronoun when expressing their opinions about cultural differences. This evolution in the learners’ discourse can be analyzed as the rise of intercultural awareness in them, in which they recognize themselves and their classmates as part of a major intercultural space where cultural exchanges take place.	Interaction teacher - student Intercultural dimension
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APPENDIX 5. Intercultural Sensitivity Scale

Encuesta de sensibilidad intercultural

La expansión del aprendizaje del inglés ha traído consigo el reconocimiento de la cultura en diversas comunidades del mundo, y este reconocimiento nos brinda elementos para reconocer la cultura de nuestro país. Con esta temática en mente, te invitamos a participar en esta encuesta que tiene como propósito reconocer cómo es tu actitud y tu relación con tus compañeros que son de ciudades, países o culturas distintas a la tuya. Antes de contestar, recuerda que:

- Tus respuestas sólo serán leídas por las encuestadoras.
- Las respuestas no son ni buenas ni malas, son pensamientos individuales.
- Tus respuestas son importantes para proponer actividades en tu clase de inglés que permitan mejorar la relación con tus compañeros.
- Si tienes dudas, consulta a las encuestadoras.

A. Género:  Niña

 Niño

B. Edad: _____ años

C. Marca con una X la opción que consideres más adecuada.

ITEMS	NUNCA	ALGUNAS VECES	SIEMPRE
1. Disfruto de las diferencias culturales que hay entre mis compañeros.			
2. Evito aquellas situaciones en las que tenga que trabajar en clase con personas de otras ciudades/países o culturas.			
3. Respeto la manera de comportarse de mis compañeros de diferentes ciudades/países o culturas.			
4. Respeto la manera de pensar de mis compañeros de diferentes ciudades/países o culturas.			
5. Pienso que mi cultura es mejor que otras.			
6. Frecuentemente me siento incómodo cuando hablo con mis compañeros de diferentes ciudades/países o culturas.			
7. Me enoja fácilmente cuando hablo con mis compañeros de diferentes ciudades/países o culturas.			
8. Cuando hablo con compañeros de diferentes ciudades/países o culturas, trato de conocer todo lo que pueda sobre ellos.			
9. Me gusta interactuar con mis compañeros de diferentes ciudades/países o culturas.			
10. Es difícil para mí relacionarme con compañeros de otras ciudades/países o culturas.			
11. Pienso que mis compañeros que son de otra ciudad/país o cultura son poco tolerantes conmigo.			

APPENDIX 6. Illustration of the Focus Group Interview

Questions	Answers	Categories
¿Qué entienden por la palabra cultura?	- <i>Student 3</i>: “Digamos que son lo mismo que dijeron mis compañeros: religiones, culturas, comidas, porque también son los diferentes tipos de personalidad de las personas, sus culturas, como son, cuáles son sus familias, de dónde son, dónde nacieron, su pasado, lo que hicieron bien y mal, y eso es lo que yo entiendo”. - <i>Student 5</i>: “Cultura significa lo que cada país posee, por lo menos, acá en Colombia tenemos muchos tipos de cultura. Acá hablamos un acento diferente a, por lo menos, el de Santa Marta, a Barranquilla, a todos esos lugares. Entonces, lo mismo pasa en el mundo con las religiones, las personalidades y la comida”. - <i>Student 6</i>: “Para mí, cultura son las diferentes religiones, los diferentes países, y también como la cultura china, la cultura japonesa, la cultura de Medellín, la cultura que nosotros tenemos aquí en Cali, en Colombia, en Perú, en Ecuador, que son muchas y diferentes a las que nosotros estamos acostumbrados”. - <i>Student 11</i>: “Yo digo que también nos han enseñado a presentarnos con respeto hacia ellos para no ocasionarles ninguna molestia porque tenemos diferente gustos, diferente hablado, forma de vestir por ejemplo si a mí me puede gustar vestirme con falda, puede que a ellos les guste vestirse con pantalones y le incomode la falda, como que hablar como ellos son para no incomodarlos de diferente forma a lo que ellos son”. -<i>Student 1</i>: “Yo también digo que sí porque no solo de eso porque nosotros también pensamos que es sobre el color de piel, sobre los bailes, los gustos porque no sólo se trata de que venga de otro país, por ejemplo a él puede que le guste el arte, a nosotros no, por ejemplo para mí el arte es una cultura”. -<i>Student 15</i>: “También sus gustos, sus disgustos, lo que les gusta hacer, lo que no les gusta hacer, sus comidas, sus bailes”. - <i>Student 5</i>: “Cada cultura en nuestro salón es diferente porque vienen de diferentes países, tienen diferentes rasgos	Perception about culture

¿Qué entienden por la cultura en su salón?	de piel, accents, personalidades, que les gustan algunas comidas”. - Student 4: “Y pues también nuestros compañeros son distintos, sus culturas, su color de piel, su tipos de comidas. También que todos no somos iguales y eso es algo especial de todos porque todos tenemos diferentes religiones, y eso es lo bueno de la vida”.	
José pertenece a una comunidad indígena colombiana del Cauca y llega a mitad de año, ¿ustedes interactuarían con él?	- Student 4: “Sí, yo interactuaría con él para conocer su cultura, su tipo de comida, él que hace, también para enseñar nuestra lengua. También para conocerlo y para que él no esté solo porque hay personas que son malvadas y los rechazan sólo por su cultura”. - Student 3: “Sí hablaría con el nuevo compañero. Le enseñaría cómo es el salón, lo ayudaría, qué le divierte, qué le gusta, qué lo entretiene, qué lo motiva y qué no, conocer de dónde es, cuándo nació, cómo se llaman sus papás y sus abuelos, para que no se sienta tímido y para poder ayudarlo, y así poder ser nuevos amigos y se junte con los míos y se integre a todo el grupo”. - Student 7: “Yo sí interactuaría con él para aprender de sus creencias, su religión, cuál es su dios, cómo interactúan ellos allá con las plantas y los animales, con las personas, cuál es el idioma de ellos, para enseñarle todo el colegio, enseñarle mi idioma y ayudarle para las tareas, incluirlo con mis amigos para que no se sienta excluido”. -Student 13: “Yo sí porque pues a mí me gusta socializar con otras personas y pues hablar, así sean de diferentes culturas, ellos nos enseñan sus gustos y eso, y de pronto a nosotros nos gusta y la amistad pues entre uno es bacano”. -Student 18: “Uno no puede rechazar a las personas porque vengan de otros países o de culturas por eso”. -Student 4: “Hay que ser generosos con las personas que vienen de otro país porque si uno lo rechaza, se van a sentir como mal y los que vienen pueden sentir como por problemas de la familia se pueden venir para acá y pues no hay que ser tan malos con ellos hay que recibirlos bien al país”.	Intercultural encounters
Juliana es una niña extranjera de Guatemala y ella es una nueva	- Student 14: “Yo la aceptaría porque uno puede responder lo que uno entienda de las preguntas, uno no puede juzgar lo que otras personas dicen o entienden”.	

estudiante en su salón, ¿qué harían ustedes con ella? Juliana es una nueva estudiante en el salón de 5-1. Si ella da una opinión diferente a la tuya, a la que ustedes tienen, ¿ustedes le respetarían esa opinión, la escucharían?	- <i>Student 6</i>: “Yo hablaría con ella de diferentes temas, de diferentes cosas y si digamos ella dice: tengo problemas con tal cosa o dice: tienes problemas, alguna de las dos tenemos problemas con algo o con alguien podemos ayudarnos mutuamente y podemos agradarnos así”. - <i>Student 7</i>: “Yo sí la integraría porque a nadie se le puede excluir por su raza, por su color o por sus creencias, porque sería malo que eso a uno le pase en otro lugar al que uno vaya, a otro país aunque sea de paseo que uno vaya y uno no sabe. El mundo da muchas vueltas, por eso yo sí sería amigo de ella”. - <i>Student 3</i>: “Yo opinaría que no la discriminaría por donde vive, de donde es, cómo piensa, su cultura, que le gusta y que no, que la entretiene, y si tiene una opinión la ayudaría a entender, si tiene diferencias de nuestro país al de ella, ayudarle si quiere entender algo, no molestarla por como es, por donde viene, y así, digamos, no se sienta excluida, y lo contrario, se incluya para que nos pueda conocer a nosotros mejor y conocer un poco más de ella”. - <i>Student 4</i>: “Yo sí la respetaría porque todos no tenemos que pensar igual, para que opinemos y trabajemos en equipo”. - <i>Student 6</i>: “Yo respetaría su opinión porque ella no ha visto las mismas cosas que nosotros hemos visto acá, entonces ella diría otras opiniones, entonces respetaría su opinión”. -<i>Student 1</i>: “Yo sí la respetaría porque ella tiene pensamientos diferentes a los míos, o sea ella tiene que opinar diferente, no siempre lo mismo, digamos que todo lo que nosotros aquí opinaríamos. Aunque no sea de otra parte diferente, yo sí la respetaría porque todos tenemos diferentes formas de pensar, maneras en opinar”.	
Ahora pensemos en el salón. ¿Ustedes consideran que es diverso culturalmente?	- <i>Student 5</i>: “Sí porque hay diferentes personas en nuestro salón, por lo menos hay unas de España, de Ecuador, de Venezuela, de muchos países, entonces hay personas que son diferentes a nosotros, tienen diferentes personalidades, rasgos de piel, color de piel”. - <i>Student 6</i>: “Sí hay muchas diversas culturas en nuestro salón pues por lo que nosotros pensamos diferente, somos diferentes en color de piel, en pensamientos, en nuestras comidas, y en muchas cosas más, y en donde nacimos, más que todo, por eso hay mucha diversidad en nuestro salón”.	Diversity Inside the Classroom

¿Qué piensan ustedes de esas diferencias que existen en el salón?	- <i>Student 7</i>: “Pues yo digo que sí porque tenemos amigos que son de Venezuela, de Ecuador, de Estados Unidos más que todo, de algunos lugares de Colombia, y ellos vienen aquí a buscar oportunidad hay veces porque en los otros países no tienen muchas oportunidades, o también vienen de visita y ellos se quieren quedar o algo así, entonces sí”. - <i>Student 14</i>: “Bueno, diría que sí porque algunos no son de este país, algunos somos muy diferentes. yo pues soy de aquí de Cali pero mi papá fue de Bogotá y él me enseñó algunas cultura de allá, cosas diferentes pero pues yo no las he hecho acá porque pues yo estoy acostumbrado a decir aquí en Cali, y algunos compañeros de nosotros que no son de aquí de Cali sino que vienen de otros países u otras ciudades o extranjeros”. - <i>Student 10</i>: “Sí, hay mucha cultura, unos vienen de Holanda, de España, de México, de Bogotá y de otras ciudades, tienen diferentes culturas aunque uno no se parezca pero sí vienen. Entonces digamos yo nací en Bogotá y todo pero no hablo de Bogotá, eso es lo que nos pasa con el salón pero sí tenemos esa cultura que vivimos allá. Entonces sí tenemos mucha cultura en el salón y nos tratamos muy bien”. - <i>Student 4</i>: “Chévere porque uno puede aprender sus culturas y llegar a ver las diferencias en la vida, y también porque hay que respetar y no juzgar aunque somos diferentes todos de raza y color de piel, y eso es lo bueno de la vida”. - <i>Student 5</i>: “Es muy chévere porque podemos conocer idiomas, acentos, podemos preguntarles cómo era donde vivían”. - <i>Student 6</i>: “Las diferencias culturales en nuestro salón me parecen chéveres, pues por lo que aprendemos más sobre la cultura, y más sobre esa persona y la vamos conociendo mejor”.	
Hablando de los videos que ustedes vieron, que nosotras les mostramos a ustedes, ¿qué piensan de las situaciones que	- <i>Student 3</i>: “Sí me gustaron porque ustedes fueron las creadoras que los hicieron. También porque en el primer video hay una reunión, una fiesta en la que alguien cumple años, entonces invita como unos amigos y esos amigos invitan a varias personas, entonces ahí se conocieron, qué les gusta y que no, “yo trabajo aquí y tengo tantos años”. En el segundo video nos dicen cuales son las regiones de cada persona, son unos niños de la sede José María Carbonell,	Perceptions about the audiovisual materials

ustedes vieron en los videos?, ¿les gustaron o no les gustaron?	“tengo tantos años y me gusta eso”, “quiero practicar esto”, “me gusta más esta clase y esta otra no me gusta”. - <i>Student 4</i>: “A mí sí me gustaron los videos porque nos enseñan de cómo no tratar diferente a las personas, porque en el primer video se muestra como hay un compañero diferente que invitaron, que viene de un diferente país, y uno de ellos lo critica porque pensaba que todos son iguales, y no todos somos así. También para aprender que todos somos diferentes en la vida, y el segundo video también me gustó porque ellos decían “esto me gusta, tal otra cosa no”, “que yo vengo de esta parte y me gusta tal y tal”. Hay diferentes cosas que a nosotros nos gustan y somos también en eso igual”. - <i>Student 7</i>: “Que pudimos aprender inglés, español, de donde vienen, a incluir a las demás personas de los amigos de nosotros, a ser más amigos, tener más conversaciones, si tú no tienes amigos podrías tener una conversación de trabajos o algo así”. - <i>Student 10</i>: “Me gusta que no se tratan diferente solo por ser de un color, cultura diferente, su país es un mundo entonces de diferentes mundos, diferente país, entonces es como de diferente cultura, me gusta que se comunican entre sí. Digamos, puede que a alguno le guste el arte y a otros no y ellos así se entienden. Ellos no se sienten diferentes solo por tener diferentes gustos”. -<i>Student 13</i>: “Por ejemplo <i>I am from</i> que es vengo de ese país Cali, Colombia <i>I am from Cali, Colombia, México, Australia</i> lo que no me gustó es que es un programa educativo que no tenga tantos suscriptores, o sea que la gente no se dedique tanto tiempo a eso, a ver estos videos de inglés en lugar de ver esos videos así de puras bobadas. Me parece una pérdida de tiempo ver esos videos que aparecen bobadas y no ver estos”. -<i>Student 15</i>: “Yo sí los entendí. Me gustó que nos enseñaran a presentarnos. Digamos que alguien habla inglés, llega nuevo y dice un poco de cosas, se está presentando o qué estará diciendo, entonces ustedes nos ayudaron a comprender sobre cómo presentarnos en inglés, como digamos “<i>I am from</i>” como de qué país viene o nosotros de qué país venimos. Lo que me gustó también de los videos es que también enseñaban cómo escribirlo porque también sería como hablarlo y cómo escribirlo y en los videos mostraba los dos”.	
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	-<i>Student 6</i>: “A mí me gustó mucho los videos porque aprendí a pronunciar, no lo sé pero pues sí en ese momento se me vinieron a la cabeza. Me gustó por la explicación que hacían, por sus diferentes culturas que cada uno venía. Lo que no me gustó fue algo perezoso pero fue por escribir todo en inglés porque pues yo no estoy acostumbrado a escribir así y peor si es de inglés. Lo que más me gustó fue su introducción, su hablado, consejos, que todos pueden socializar así sean de otro lugar”. -<i>Student 8</i>: “Vi un video. Me gustó porque estaban en otro país y aprendieron cosas nuevas y se integraron con diferentes personas y ya después aprendieron cosas de aquí de Cali, que la comida y cosas diferentes”.	
¿Qué les gustó y qué no les gustó de las actividades que nosotras hicimos en la clase?	- <i>Student 6</i>: “A mí me gustaron mucho sus actividades, me parecieron muy bonitas, y más cuando teníamos que hacer la personificación del muñequito en la hoja, y nos unieron ahí, me pareció súper bonito. Eso me gustó, y también me gustó ese poco de actividades en las que teníamos que escribir, pronunciar, en hacer lo del pasado y presente, lo de las “WH- questions”. Me gustaron mucho las actividades y me pareció muy bonita la clase y como muy dinámica”. - <i>Student 7</i>: “A mí me gustó todo lo de la clase. Ustedes explican muy bien, tienen mucha paciencia, muy bien explicado todo. Cuando nosotros las necesitábamos para algo que no entendíamos ustedes siempre estaban ahí, las preguntas muy buenas que nos hicieron: de dónde venimos, cuál es nuestra cultura, cómo nos llamamos, cuántos años tenemos”. -<i>Student 12</i>: “A mí me gustaron las actividades que hicimos, más la de socializarnos. Había un dibujo que había que hacer, a mí me gustó porque ahí nosotros teníamos que hacer a nosotros mismos, el trabajo que hicimos de actividad que los que se paraban los de distintos países me gustó mucho. Los talleres que hicimos y de ahí también practiqué algunas cosas que supe. Lo que no me gustó fue que no tuvimos tanto tiempo para hacer más”. -<i>Student 15</i>: “Me gustó bastante lo de los muñequitos de pintar, me gustaron los videos. Me gustó bastante prácticamente porque pude aprender más de los que ya sabía. Lo que no me gustó tanto es que a veces había que hacer todo en inglés y a mí se me dificulta a veces algunas pronunciaciones de algunas palabras pero lo demás bien”.	Methodology