

**A Didactic Unit to Promote Intercultural Communicative Competence in 9<sup>th</sup>C grade  
English Classes at Institución Educativa Instituto Técnico in Santander de Quilichao,  
Cauca**



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**Bachelor's Degree Program in Modern Languages, English and French**

**Santander de Quilichao**

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**APPROVAL**  
**UNIVERSIDAD DEL CAUCA**

The Undersigned Committee of Human and Social Sciences School approves the project developed by Dayana Peña Campo, Karol Jara Larrahondo, and Johana Isabel Dagua Labio:

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Cauca**

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Oral defense location and date: Santander de Quilichao, Cauca. September 3<sup>rd</sup>, 2024

**Dedicated to**

Concepción D., Elvia Amanda L., Xavi Samuel G.,  
Víctor Hugo P., Gerardina C., Mariana P., Eduardo C.,  
Karen Lorena L., Nubia Rosa L., Juan Pablo F.

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## Resumen

La presente investigación tuvo como objetivos el reconocimiento, el diseño, la implementación y la reflexión de una unidad didáctica con el fin de promover la competencia comunicativa intercultural (CCI) a través de dos componentes en ocho sesiones guiadas por contenido intercultural, en las clases de inglés, con 27 estudiantes del grado 9<sup>th</sup>C en la Institución Educativa Instituto Técnico en Santander de Quilichao, Cauca. La investigación se desarrolló por medio del paradigma cualitativo con un diseño de investigación-acción que se dividió en 5 etapas: diagnóstico, diseño, implementación, resultados y discusión. De esta manera, para la recolección de datos se utilizaron instrumentos tales como entrevista, encuesta, diario de campo, formato de observación, pre-test y post-test.

Los resultados indicaron que incluir esta competencia en la enseñanza del inglés como lengua extranjera permite a los estudiantes aprender a través de clases contextualizadas y significativas en las que puedan interactuar y convertirse en mediadores interculturales. En este orden de ideas, se puede concluir que la competencia comunicativa intercultural es fundamental en un ambiente educativo ya que permite enfrentar diferencias culturales y entender el trasfondo cultural que hay al aprender una lengua.

**Palabras clave:** *Interculturalidad en la Educación, Competencia Comunicativa Intercultural, Estrategias Metodológicas, Inglés como Lengua Extranjera, Diseño de Materiales.*

## Abstract

This research aimed to recognize, design, implement, and reflect on a didactic unit to promote intercultural communicative competence (ICC) through two components in eight sessions guided by intercultural content in the English classes with 27 9<sup>th</sup>C grade students at Institución Educativa Instituto Técnico in Santander de Quilichao, Cauca. The research was developed through the qualitative paradigm with an action research design divided into five stages: diagnosis, design, implementation, results and discussion. In this way, data were collected using instruments such as interview, survey, field diary, observation format, pre-test, and post-test.

The results indicated that including this competence in teaching English as a foreign language allows students to learn through contextualized and meaningful classes in which they can interact and become intercultural mediators. In this order of ideas, it can be concluded that intercultural communicative competence is fundamental in an educational environment since it allows to face cultural differences and understand the cultural background when learning a language.

**Key words:** *Interculturality in Education, Intercultural Communicative Competence, Methodological Strategies, English as a Foreign Language, Materials Design.*

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## Introduction

Cultural globalization and migratory phenomena have led society to create political, economic, and social relations, and humanity's challenge is understanding the diversity throughout the world. These concepts make our way of thinking different and the context of cultural life in which we develop. Colombia is a country with a wide ethnic diversity, where identity, traditions, customs, and culture are highlighted in each region and ethnic group. Hence, considering the cultural diversity throughout the regions, it is important the inclusion of a contextualized and intercultural education.

The intercultural approach in education achieves important aspects to understand cultural differences. Thus, the teaching and learning of this approach through foreign language classes prepares students to recognize and deal with the differences of society in a meaningful way, avoiding cultural clashes and achieving interactions between cultures. Moreover, educational spaces are essential, since they contribute to the human and integral development and the realization of a fair and inclusive society.

This research presents the implementation of a didactic unit to promote intercultural communicative competence in a high school in the municipality of Santander de Quilichao. To promote the development of this competence, two components of the ICC was considerate to include activities with intercultural content in English classes.

Finally, this document presents the description of five chapters to develop the research. The first chapter was related to the recognition and the proposal, considering the value and the objectives to achieve. The second chapter comprised the previous studies related to our research supported by authors and documents, the context of the place where the research was implemented, in this specific case, Institución Educativa Instituto Técnico. The third chapter was

divided into five phases to carry out the research: diagnostic, design, implementation, results, discussion, conclusions and recommendations. The fourth chapter developed the data results including figures to show the implementation. Likewise, three categories related to the field diary, in addition, the exchange of points of view, ideas and opinions in a discussion. The fifth chapter ended with the conclusions about the results, pedagogical difficulties and the contribution of this research to our future professional lives. In the same way, this chapter emphasized the recommendations for the modern language program, future teachers and future researchers.

## Chapter I: Problem Description

### Problem Statement

World changes throughout the years have created new perspectives on how people can relate and establish communications. Nowadays, globalization has generated more significant international interaction and communication among diverse cultures due to political, economic, and social approachment. Paricio (2014) mentions that the degree of global diffusion of culture and markets has increased the demand for interactions with individuals from different nations. Also, migratory movements have given rise to remarkable cultural diversity within each country, meaning we can meet people from distinct places daily.

Education with an intercultural focus plays a pivotal role in fostering cultural exchange and understanding. It equips us with the ability to engage with and appreciate the differences of others, thereby discouraging segregation. This understanding is crucial for navigating the increasingly diverse and interconnected global society.

In Colombia, the Ministerio de Educación Nacional (MEN, sf) is actively promoting an intercultural perspective in the teaching of foreign languages, particularly English. This approach, which integrates one's own culture with the culture associated with the language studied, recognizes English as a global communication tool that encompasses a vast cultural diversity. The classroom aspects of intercultural communicative competence, as a result, have a significant impact on education, promoting cultural exchanges through the contributions of foreign languages and the appropriation of language and culture.

When teaching a foreign language, it is crucial to delve into the culture associated with the language. This approach ensures that learning is understood within the cultural context in which students are involved, thereby strengthening their appreciation of their own culture, the

foreign culture, and their cultural identity. Promoting the relationship between language and culture from an intercultural communicative competence perspective means accepting differences in other cultures and relations in a society with cultural diversity such as Colombia. As Castro (2009) points out, this approach 'goes beyond ethnic and linguistic'.

According to Perez and Mellizo (2020), language and culture are closely intertwined in the teaching of foreign languages. However, the emphasis in English education has traditionally been on grammar, with cultural topics often centered around the cultures of the United States or England, given their global influence on English language materials. This approach, however, overlooks the importance of Colombian culture and the opportunity for students to connect their cultural heritage with others. Therefore, there is a pressing need to implement more dynamic, intercultural, and inclusive strategies in English education. These strategies should not only focus on teaching grammatical subjects but also provide spaces for participation and exploration of different topics with an intercultural approach. Activities with intercultural and contextualized transversality are particularly significant, as they enhance students' perspectives toward the foreign language and their culture.

In the specific case of Institución Educativa Instituto Técnico, in the municipality of Santander de Quilichao, considering the answers of teachers of the English area in a first interview for an initial approach to the problem (See Appendix A), it was stated that being a public and academic school, the resources for English classes were scarce, forcing teachers to use their own resources or use usual materials such as books, activities or tests taken from the internet. For that reason, teachers used standardized and general material focused on traditional methods since, in this institution, it was extremely important to prepare students to take the ICFES test, and teachers had to focus their teaching of English on grammar structures.

Moreover, it was evidenced, through the observations, the absence of materials that aimed at the cultural context of the students. Also, in a survey led to students, there were two questions related to culture and context: ¿Ha evidenciado aspectos culturales dentro de sus clases de Inglés? / ¿Las clases de inglés están relacionadas con su contexto inmediato: barrio, ciudad, país? Considering students' answers, it was possible to see the lack of a link between classes, culture, and contextualized aspects. In this sense, there was a necessity for a different approach that allows students to be aware of differences between each other and know about other cultures. In this situation, intercultural communicative competence was an important tool to show the students another perspective on how to use a foreign language and culture.

Therefore, considering the previous situation, the question arises: How to promote the development of intercultural communicative competence through a didactic unit in 9thC-grade English classes at Institución Educativa Instituto Técnico in Santander de Quilichao, Cauca?

### **Rationale**

Throughout our university experience, we have gradually discovered how complex the process of learning and teaching English can be when the complexity of the culture behind the language is not considered. Thus, this research was important because it targeted the need to implement a didactic unit using different methodological strategies to promote the development of intercultural communicative competence through English classes, enabling dynamic and meaningful teaching and learning for the participants involved.

It was also considered that including students' culture in a learning environment is essential since learning a foreign language is not limited to rules or grammatical structures but also to the worldviews of each individual and the impact of this aspect on their learning process.

Since promoting intercultural communicative competence was based on using English, this research was related to the benefits of allowing students new interactions. We initiated the exploration of fundamental aspects aimed at achieving a positive impact. Primarily, our goals included offering the community involved a sense of appropriation and belonging to their identity and everything it represents. In addition, we aimed to estimate each student's cultural background, generating a change in the traditional teaching methods to which they were accustomed. This change was intended to help them to understand and navigate differences by recognizing themselves and others more effectively.

Therefore, this research served as a basis for the modern language program to accompany the processes in the subject Orientation of the Educational Process (OPE) through different activities that led students and teachers to reflect on the importance of intercultural transversality in classes. Likewise, to promote activities in which it was possible to recognize the cultural essence of each individual and use the English language as a tool to contribute to the learning process and cultural knowledge.

This research will guide future researchers using intercultural approaches, including a diverse population, in teaching English.

As future teachers, this research was a fundamental step in enriching our knowledge in teaching, specifically teaching and learning English. By creating different activities and choosing methodological strategies, we can improve and learn much more about this role.

As future researchers, this research will be the beginning of new questions to be solved regarding the use of methodological strategies and significant activities to implement in our classes.



To conclude, this research reminded us that it is essential to continue delving into the field of material creation and intercultural communicative competence since the world and education are in constant progress. It should be noted that with this research, we focused on intercultural communicative competence because it was a way to approach the foreign language without leaving aside the beliefs and experiences that are the ones that identify us, stay connected, and are close to who we are, and where we come from.

## **Objectives**

### ***General Objective***

To promote the development of intercultural communicative competence through a didactic unit for English classes in 9<sup>th</sup> C grade at Institución Educativa Instituto Técnico in Santander de Quilichao, Cauca.

### ***Specific Objectives***

- To recognize the reality of the context and intercultural transversality in English classes.
- To design a didactic unit with intercultural content through different teaching methodological strategies for English classes.
- To implement a didactic unit that intervenes in students' perception of their own culture and a foreign culture.
- To reflect on the students' results regarding the didactic unit using the components of intercultural communicative competence.

## Chapter II: Referential Framework

### Previous Studies

#### *International*

In this first study, Catalano et al. (2021) recognize the increase of students with immigrant backgrounds in classrooms worldwide as necessary for exploring arts and community-based (ACB) approaches to intercultural teacher education. In this sense, Catalano et al. (2021) use the qualitative approach influenced by the research of artistic practice; they implement the methodology of metaphor analysis, which is explored through two approaches as one: arts and community based.

The research is guided by two questions: “How might ACB approaches aid in developing interculturality of preservice teachers (aka teacher learners)? And what can metaphor analysis contribute to the understanding of developing interculturality in teacher learners?” (p.2) To answer the questions, the researchers deal with implementing a two-week art and community based (CBA) workshop in an undergraduate course for 24 junior high school teachers in partnership with local Yazidi refugees in the Midwest, United States. For this research, teachers-in-training participated, the research team (four professors and two graduate students), and Yazidi collaborators in all parts of the workshop, including an exhibition activity at the museum, pre-and post-group discussions, and the creation of dance stories based on these experiences. Data for the study included recordings of previous and subsequent group discussions and oral and written reflections a week after the workshop.

In conclusion, the study demonstrates the importance of ACB education for learning about communities and developing interculturality, the role of the body in intercultural communication, and the necessity of letting participants have a voice and listen to each other.

The research also reveals how metaphor analysis can help to be aware of the experiences of preservice teachers and the way to continue improving their education and the necessary skills for effective teaching for the diverse populations in today's classrooms.

Continuing with the international previous studies, Bultseva and Lebedeva (2021) investigate the interaction of intercultural competence, intercultural experiences, and creativity among 272 Russian students from the National Research University, Higher School of Economics (Moscow). Bultseva and Lebedeva (2021) included men and women from different faculties of the same Institution. In addition, the research had a cross-sectional and correlative design that included the publication of an online questionnaire distributed through email and social networks. This questionnaire contained questions about their intercultural competence, intercultural experiences, and individual characteristics. Likewise, to evaluate the research, they used the instrument of Fantiniy Tirmizi (2006) for intercultural competence and three tasks of the "Game of Many Instances" (part of the Battery of Evaluation of Creativity Runco - CTS, 2018) to measure creativity. In turn, SEM was applied to study the relationship of variables.

Finally, the study showed that intercultural experience, however low in rank, stimulates students' creativity. Therefore, a positive relationship exists between all types of intercultural experiences in the university and students' creativity.

In another study, Liao and Li (2023) made a study that recognized the fundamental role that intercultural competence plays in teaching English as a foreign language in a world currently mediated by cultural globalization. Therefore, in this study, Liao and Li aimed to implement intercultural teaching within English as a foreign language class by immersing students in cultural debates. Specifically, this research examines students' experiences and assessments, discussing the fundamental role that culturally responsive teaching (CRT) can play in exploring

the exchange and construction of diverse cultural meanings and the facilitation of attitudes and cultural awareness in a more open way.

For the research's conduct, they implemented a concurrent mixed research design with qualitative dominance and post-structuralist stance, while quantitative analyses were included to produce triangulated inferences. The qualitative line used a multi-case study design, where multiple information-rich participants provided information on the study of the perception and development of intercultural learning. In addition, an integrated design was used, in which qualitative case responses were transformed into quantitative scores, and both qualitative and quantitative results were triangulated to produce meta-themes.

This research involved 47 volunteer students (15 men and 32 women). They were second-year Chinese university students specializing in foreign languages (in addition to English). According to a standardized English test, they were considered to have an intermediate level of fluency in speech and writing. The research was conducted at a major Chinese university specializing in foreign language programs within the "Oral English course," a compulsory study for second-year courses in foreign languages and offered in two 50-minute sessions per week for 16 weeks. It used learning diaries, interviews, intercultural assignments, and assessment results.

As a result, Liao and Li found that CTR can be used as a pedagogical approach to facilitate intercultural attitudes and awareness. Finally, this study shows the potential of CRT to encourage openness, sharing multiple perspectives, and critical processes of meaning creation in the Chinese context of English as a foreign language.

### ***National***

Alarcón (2022) designed and implemented a set of didactic activities carried out in the years 2020 and 2021 with a group of seventh-grade students in a public educational institution in

Cali. Based on the development of language skills and intercultural awareness, this project aimed to promote the learning of English as a foreign language by exploring cultures and considering the culture of students and the cultures of other countries. Therefore, instruments such as class observations, surveys, interviews, and reflection journals were used to address the research's general and specific objectives and evaluate its impact based on the diagnosis made. Results were analyzed regarding the degree of articulation of language and culture in the English class and the student's English level in the different skills.

Finally, because of the research, it was found that considering diverse cultures was enriching for the development of the English class because it allowed the students to know the perspective of their own culture and towards some other cultures. Concerning the degree of articulation of the tongue, it was found that 11 students who have been in contact with relatives and have practiced the language can express themselves in English at a very basic level and have discovered certain customs and other cultures that have allowed them to develop an awareness of respect for cultures different from their own. Conversely, students' English proficiency shows conflicting results when comparing survey results with observations.

Vaca and Sanchez (2020) proposed the design of a didactic sequence with activities that invite students to reflect critically on different social and cultural interactions, both own and foreign, in this way, seeking the development of intercultural communicative competence from teaching English as a foreign language. The article highlights the importance of promoting student's values such as respect, understanding of others, and developing skills that allow interaction in a society, where cultural differences are considered a social richness and not a stigma factor.

The methodology used to develop this proposal is considered from the qualitative paradigm through action-research design with students of 10th grade of the I.E Inem Jorge Isaacs from Cali. In this context, cross-curricular and intercultural projects were absent in the foreign language, highlighting critical thinking and intercultural sensitivity in research since students can be brought closer to the realities of diverse cultures through English as a foreign language. Finally, it was possible to identify that within the English classroom, few pedagogical practices that favor the development of ICC and critical thinking, and as regards the teaching units implemented in the groups of the 10th grade of the institution, it could be shown that these led to the acquisition by students of skills such as intellectual empathy, self-restraint, impartiality, and autonomy.

Finally, Bernal (2020) presents an action research study developed in a foreign language course at a private university in Tunja, Colombia. The purpose of this study was to encourage the participation of students to develop intercultural competence and use English to express ideas, feelings, and opinions to bring the “real world” into the classroom, not only the English language but also as a space to exchange intercultural encounters. This project research was carried out in an English language class with 22 students from the sixth semester, third level. The instruments used to collect data were two surveys, one interview, and teacher field notes.

The results suggest that students comprehended the concept of interculturality, displayed respect towards diverse cultures, and expressed interest in acquainting themselves with other societies. As a matter of fact, the students expressed their willingness to engage in open discussions about cultural aspects. To conclude, the study revealed that when students are exposed to authentic materials and tasks based on culture, they can develop their intercultural

competence and expand their knowledge not merely in the language as a code but also be exposed to real language and real situations that happen in their contexts.

### *Local*

In this article, Tello and Cueros (2023) present an action-research study that promotes the development of intercultural pedagogical activities to facilitate language learning and promote intercultural competence at the University of Cauca, specifically in the bachelor's degree program in Modern Languages. In general, this research recognizes the importance of linking language to culture since it allows the development of intercultural competence, which fosters interactions by understanding cultural differences and their significance in language learning within an educational context. Activities were conducted to develop this intercultural competence based on some intercultural experiences shared by some surveyed students. Therefore, open-ended and simple response questions were formulated for those students who have traveled and experienced interculturality firsthand. As a result, it was found that students consider it crucial to incorporate practical, cultural elements into English teaching rather than treating it uniquely as an additional subject. Finally, this research proposes a positive conclusion since most of the students considered the proposed activities as an excellent implementation for strengthening intercultural competence, as they experienced unique circumstances that led them to question the importance of the cultural component in language learning. Consequently, they asserted that the development of intercultural competence should be a continuous process from the beginning of their education as language students.

Following previous studies, Casanova and Sarta (2022) proposed an action-research design with a qualitative paradigm. It aimed to identify, design, and implement a series of methodological strategies based on interculturality to enhance the English learning experience of

fourth-grade students at the "Institución Educativa Agropecuaria Las Aves, sede Centro Docente Rural Mixto Vilachí" in Santander de Quilichao, Cauca. The methodological strategies were designed based on cultural aspects of the indigenous community, such as myths, symbolic colors, Nasa symbols, and the animals that were part of that community, to make English feel closer to their culture. From the results, it can be concluded that the strategies improved students' experience regarding empathy, inclusion, cultural diversity, community values, and cultural appreciation. Furthermore, the importance of interculturality in education is highlighted since it was the means that allowed them to promote a sense of belonging to their community, their identity, and their history.

Finally, Ruiz (2023) stated her master's thesis as a project that was carried out to explore and understand how intercultural competence transforms or reconfigures the identity processes of two students and nine graduates of the bachelor's degree program in Modern Languages, English and French in Popayán, Cauca, that have had the opportunity to gain a different perspective from another country, which has allowed them to become aware of their identity processes. Overall, the author shares a life narrative, explaining her initial encounter with the bachelor's program and how she immersed herself in two cultures while not fully understanding her culture. She concluded by emphasizing that being far from home and interacting with other people leads to self-recognition and, at the same time, the awareness that we are different, express ourselves differently, have different interests, think differently, and engage in other rituals.

Satisfactory results were obtained from the participants, demonstrating that the bachelor's degree program in Modern Languages had a significant impact on the students and graduates, improving their access to learning, encouraging reflection and autonomous learning strategies,



and promoting empathy towards other languages. Finally, during the exploration, it was revealed that the participants experienced their process of identity reconfiguration through the conception of interculturality in different countries, adopting some aspects of the culture. These elements contributed significantly to personal and professional transformation, recognizing that there are traits that change their identity in different contexts, since it is not just one identity, but identities that move in a spiral, constantly changing and transforming, without eliminating the essence of being, but instead expands it.

### **Contextual Framework**

Institución Educativa Instituto Técnico:

"Institución Educativa Instituto Técnico" is an academic, official, and mixed institution, legally approved by the Ministerio de Educación Nacional by ordinance on April 13, 1913, and is located on Calle 3 No. 7-68, in the Municipality of Santander de Quilichao. This institution has four headquarters: The main campus offers high school education and has three journeys: morning, afternoon, and night, and the three campuses of pre-school and elementary, which are Rafael Tello, José Edmundo Sandoval, and Francisco de Paula Santander.

The educational institution's mission is to educate individuals with principles, values, and a scientific mentality from love, autonomy, creativity, social awareness, and leadership. In this way, it trains people who generate positive changes for society and stand out in daily and productive activities. As for the institution's vision, it is planned to highlight at the municipal and national levels in terms of academics, coexistence, and human development of students.

In this sense, to carry out this project, we proposed a study focused on developing intercultural communicative competence in English classes. We aimed to use a contextualized

didactic unit that allows 27 students of 9th C grade, nine males and 18 females of the morning journey, to participate in pedagogical activities.

Finally, the students were between 13 and 16 years old, and they were chosen to participate in this project because they are close to facing the real world, in which they will find different conceptions, customs, and lifestyles when using English as a foreign language.

## **Conceptual Framework**

### ***Interculturality in Education***

Interculturality implies actively promoting exchange processes that, through social, political, and communicative mediations, facilitate the creation of spaces where different human beings and knowledge, meanings, and practices can meet, dialogue, and form a union (Walsh, 2000). In this sense, the essential place where exchange processes should be developed and promoted is an educational context since recognizing interculturality as the basis of human development opens the way to an education system that facilitates the integral development of students and contributes to the construction of a more inclusive and fair society.

In addition, it is essential to mention that the educational system must recognize the coexistence of several cultures and the diversity in each classroom. In this way, each student could share and understand information between different cultures through equitable terms and conditions of equality, sharing their knowledge, values, and experiences in a framework of mutual respect. As mentioned by Walsh (2000), "interculturality means "between cultures," but not simply a contact between cultures, but an exchange that is established inequitable terms, under conditions of equality" (p.8).

### ***Intercultural Communicative Competence (ICC)***

Intercultural communicative competence (ICC) is the skill people have to establish a mutual interaction in a foreign language with individuals from other countries and cultures (Byram, 1997). In that sense, intercultural communicative competence (ICC) is the link between the learner of a foreign language and the target language and its culture. It must be recognized that the acquisition of grammatical structures of a foreign language and its use is just one step towards communication since what allows an effective approach is the fact of being able to evaluate different conceptions, comprehend the distinctions from self-awareness, and understand what other people say beyond the language, considering the influence of cultural aspects.

As well as, Intercultural Communicative Competence (ICC) is understood by Rico Troncoso (2012) as more than a skill, as “the set of social and psychological capacities of an individual to manage effective interactions with people from diverse cultural backgrounds.” (p.138). In this regard, intercultural communicative settings are the real encounters people have to interact and include in different situations: their knowledge, their recognition of similarities and differences, their beliefs, behaviors, and general meanings that identify others. Also, their management of the language to understand it and establish interpersonal relationships.

Therefore, it is neither appropriate nor coherent for learners to adapt themselves to advancing foreign speakers concerning learning and acquiring without understanding another culture (Byram et al. 2001). In that way, an intercultural speaker can achieve successful communication and interaction due to the knowledge of another culture, which is related to the ability to use the language appropriately (Byram, 1997). Moreover, an intercultural speaker is someone able to accept other paradigms and be a mediator among the different perspectives of the world, being aware of the distinction, as mentioned by Byram, Gribkova & Starkey (2002)

“Intercultural communication is communication on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction.” (p.9).

### ***Methodological Strategies***

“Methodological strategies are the set of essential and unpredictable techniques and procedures in the teaching-learning process concerning the educational phenomenon, where the teacher is the facilitator who opens a space for students to develop skills and abilities” (Arguello & Sequeira, 2016, p.1). Therefore, it is extremely important to choose and apply these tools within the classroom, choosing them according to the characteristics of the students to achieve satisfactory results. Arguello and Sequeira (2016) affirm that methodological strategies must be selected and implemented according to the special contents and qualities of the students in a structured way, so they can access the development of understanding capacities that produce learning significantly.

For this reason, choosing appropriate methodological strategies in the classroom has a positive impact: "They allow a set of actions focused on achieving integral learning" (Quiroz & Delgado, 2021, p.1749).

In addition, when strategies are included with a didactic approach, it is possible to teach more interactively: "Methodological strategies for teaching and learning with a playful approach are tools that help to make the teaching become an interactive action within the classroom" (Gutiérrez et al., 2018, p.38). Therefore, didactic strategies are essential to the classroom, inviting reflection and recognition of information through different activities in which learners can use their skills to achieve meaningful knowledge.

Finally, teachers oversee and choose the best strategies for developing their classes according to their student's process. In that way, it would be possible to demonstrate the efficacy of a good decision related to methodological strategies.

### ***English as a Foreign Language***

Foreign language acquisition is the process of acquiring a language that is not one's native tongue, typically through formal classroom instruction, and is seldom used in everyday community interactions (Quimosing, 2022). In that sense, considering the context of the languages taught in different countries, learning English as a foreign language (EFL) is a conscious process culturally associated with learning and educational objectives but has no direct exposure to the environment for interaction. "Learning the English language is seen as vital for it is becoming the most important language that keeps everyone in the globe connected" (Quimosing, 2022, p.1).

### ***Materials Design***

The materials design is defined as "anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake" (Tomlinson, 1988, cited in Ramírez, 2004, p. 2). In this sense, materials design is a teaching tool that can be adapted to different scenarios since they can be used in physical or technological ways, which allows unlimited use necessary for this era of constant changes. Moreover, they can be used to develop activities such as presentations, letters, flashcards, readings, games, and questionnaires. In addition, teachers implement materials on a vast number of topics, making culture one of the most exciting and fundamental aspects of English teaching because it is a critical approach to relating students to the culture. As Bernal (2020) affirms, "the use of authentic materials to address cultural topics in an EFL classroom

allows students to practice “real” language, to listen to different accents, understand their classmates, and make themselves understood” (p.32).

Therefore, it is necessary to implement classes with a deep context, focusing on the students and their real needs when learning English as a foreign language. Considering that teachers are responsible for searching, designing, and developing materials within their classes, they need to adjust their materials to the demands of the actual world. In this way, they can achieve a significant teaching of the foreign language.

## Chapter III: Methodological Framework

### Paradigm and Research Design

On the one hand, the paradigm used for the project's development was qualitative, allowing the researchers to get closer to the context to identify the characteristics of what was happening and how the study could be done. According to Hernández et al. (2014), through the initial immersion, factors that inform the research situation and determine the feasibility of the study are identified within the chosen context.

Secondly, the data collected was paramount in finding and understanding the participants. Sherman and Webb (1988 cited in Hernández et al., 2014) affirm that the qualitative paradigm allows the collection of data that is not completely standardized or predetermined to discover the participants' perceptions and opinions.

Third, this approach allowed interaction between researchers and participants. In this case, it allowed researchers and participants to exchange thoughts, perceptions, and ideas through the implementation of the activities designed for the classes.

Finally, the qualitative paradigm will give access to interpretation to understand the actions of the participants and the scope of what will be done, which will allow recognition of the reality concerning what is intended to be investigated (Hernández et al., 2014). Therefore, it was possible to derive different conclusions regarding the context, the participants, and the activities' development through observations, the implementation of the materials, and reflections.

On the other hand, the methodological design was carried out through Action Research, which consists of distinct phases that fulfill specific functions for the research's development. Conforming to Stringer (1999 cited in Hernández et al., 2014), three fundamental stages can be

identified in action research designs: observation (which involves the construction of a general description of the problem and the collection of data), reflection (which involves the analysis and interpretation of data), and action (which refers to solving problems and implementing improvements). Hence, through the stages, this design allowed us to know in context the perceptions or opinions of the participants, and their needs, with the fundamental objective of finding a way to generate an improvement. In this case, the design of a didactic unit promoted intercultural communicative competence (ICC) through two components proposed by Byram et al. (2002) and based on the unit of work planning model proposed by Liddicoat and Scarino (2013) since they mention that: “Units of work are a way of ensuring that a series of lessons have a common thread, and they construct connections among lessons in terms of the overall content and focus of attention” (p.164).

Therefore, this didactic unit comprised sessions created by the researchers with extracurricular activities corresponding to the English classes. Accordingly, it was essential to mention this design's role in the area where it was applied. “Action Research in Education implies that teachers develop and create educationally valuable changes in their classes and in other learning environments” (Elliot, 1991, cited in López, 2012, p.9).

The research was divided into 5 stages:

### ***Stage I: Diagnostic***

It was carried out in 3 parts:

First part: During the first English class, a semi-structured interview was conducted with teachers in charge of the English area in grades 9<sup>th</sup> to comprehend the reality of the context and intercultural transversality in English classes (See Appendix A). Subsequently, students and



parents of the selected grade received an informed consent letter to carry out the research. It is important to note that information was handled anonymously for student safety.

Second part: First, a survey was conducted with grade 9<sup>th</sup>C to know the sociodemographic information of each student (See Appendix B). Second, a pre-test was conducted to inquire about developing intercultural communicative competence (ICC) components in 9<sup>th</sup>C grade English classes. This pre-test helped to know the intercultural sensitivity of the students through Bennett's model (1993) because we found a relation with the components proposed by Byram et al. (2002) to recognize what makes us different from others (See Appendix C).

On the one hand, the model proposed by Bennett (1993) deals with developing individuals' intercultural communicative competence. This model was based on Bennett's observations about the evolution of intercultural communication skills in individuals. For this model, he integrated concepts from cognitive psychology and constructivism, which he structured into six phases. The first three phases are characterized as ethnocentric (where one's own culture is perceived as central to reality), while the last three phases are defined as ethnorelative (where one's own culture is perceived in the context of other cultures).

On the other hand, the five components proposed by Byram et al. (2002) are components involved in intercultural communication and are used by foreign language teachers to develop the competencies of their learners. These factors are based on attitudes, knowledge, and skills and in this research, we focused this implementation on two components defined by Byram et al. (2002):

*Savoir faire* as the “ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction” (p. 13). This component includes the capacity not only to know

about culture but also to use that knowledge within real situations in which it must be used to comprehend the attitudes, values, and behaviors of the person who belongs to a different culture.

*Savoir s'engager* as “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (p.13). In this regard, the purpose of this component is to develop critical cultural awareness of people toward the beliefs, values, and behaviors of people in another culture that can create reactions and rejection. People must make conscious evaluations of their own values to recognize how an opinion influences a person.

Third part: Three observations were carried out and registered in an observation format that allowed us to understand the modality of the classes, understand the students' reality, and identify whether the intercultural component is developed in the English class (See Appendix D).

### ***Stage II: Design***

In this stage, a didactic unit was designed based on two components of Intercultural Communicative Competence proposed by Byram et al. (2002). In this specific case, these two components were *savoir faire* and *savoir s'engager*, considering the results obtained in the pre-test, in which the students had a lower score in the *savoir faire* and the *savoir s'engager* in comparison to the other three components. Moreover, the pre-test analysis demonstrated that the students had less intercultural competence toward situations related to the two components mentioned before. It means that it was necessary to improve *savoir-faire* and *savoir s'engager* as part of the classes carried out by researchers. In this sense, activities were focused on the development of the *savoir s'engager*, being greater critical thinking towards what is different, and the *savoir-faire* as the ability to interpret situations, actions, and beliefs in the other.

The design of this didactic unit was based on the unit of work planning model proposed by Liddicoat and Scarino (2013). The didactic unit was a guide that composed the sessions, the objectives of each component, the intercultural subjects selected from the cultural iceberg, the vocabulary planned, and the communicative functions (See Appendix F).

Accordingly, the lesson plans for each session comprised extracurricular activities created by the researchers focused on promoting intercultural communicative competence through the selected components. The activities' material design considered the students' context as a tentative plan subject to change to consider the data collection and identification of the problem.

Moreover, the “Estándares Básicos de Competencias en Lenguas Extranjeras” suggested by MEN were considered in each session to connect what is established for English teaching in 9<sup>th</sup> grade with the objective of the components proposed by Byram (1997) that was selected to develop per class (See Appendix G).

### ***Stage III: Implementation***

The didactic unit, including intercultural communication competence (ICC), was implemented during 8 classes for 1 school hour, using one lesson plan per class. In this regard, the activities allowed researchers to study how participants understood their cultural diversity, identified their culture, and recognized the culture behind the foreign language taught.

### ***Stage IV: Results and Discussion***

In this stage, the students developed a post-test so that the researchers could evaluate whether the components of intercultural communicative competence were promoted through the didactic unit in the English class. Moreover, the information collected from the field diary guided by 8 questions, was synthesized into categories (See Appendix E). Finally, with the results obtained, a discussion was held to promote the exchange of perspectives, ideas and opinions.

***Stage V: Conclusions and Recommendations***

In this last stage, a report was written to be shared with the public and the institution to present different considerations about the project's implementation. This report mentioned the process's findings regarding the activities, the analysis, and our research experiences. Finally, conclusions and recommendations were given, considering all the processes.

## Chapter IV: Results and Discussion

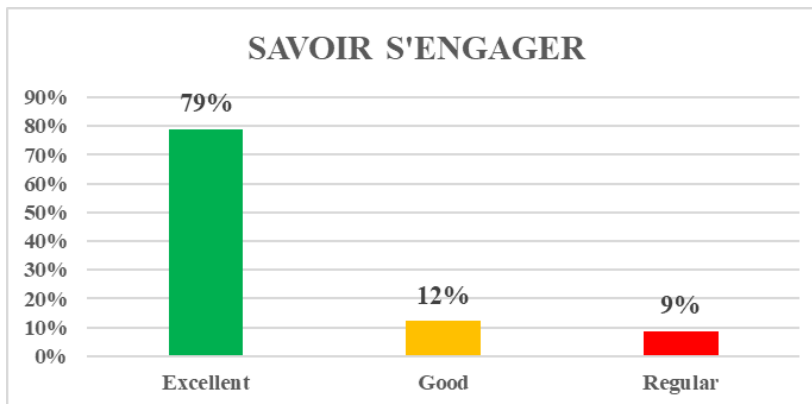
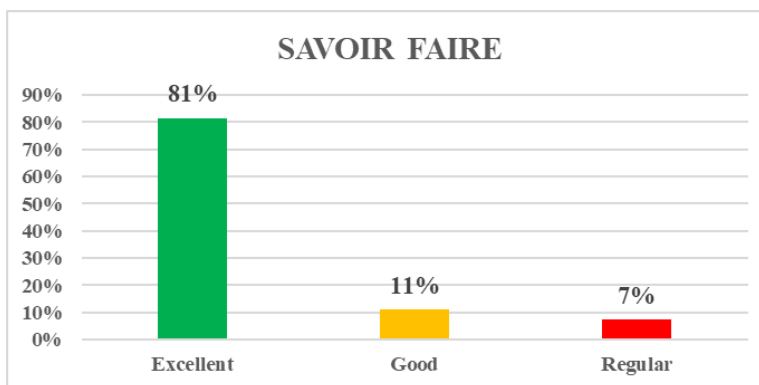
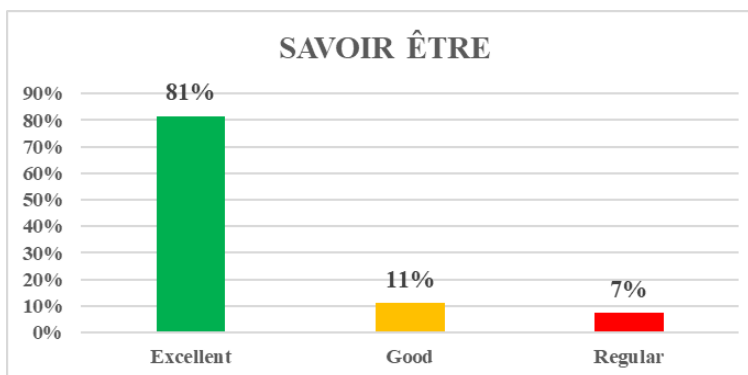
According to UNESCO (2006), intercultural education is a fundamental aspect that cannot be just a simple part of a regular curriculum since the encompassing of differentiated curricula through language learning, histories, and cultures of non-dominant groups in society leads to different perspectives and voices (p.19). Moreover, intercultural education contributes to human education in real contexts and community life to perceive how people see the world and interact with different conceptions. The practical application of this research in 9th-grade English classes at Institución Educativa Instituto Técnico in Santander de Quilichao, Cauca, demonstrates the relevance of these findings.

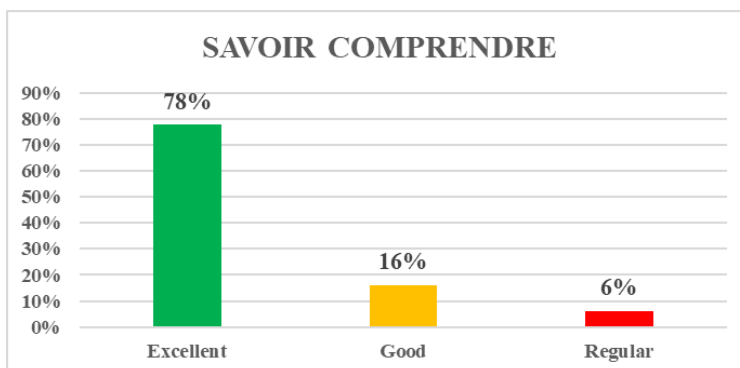
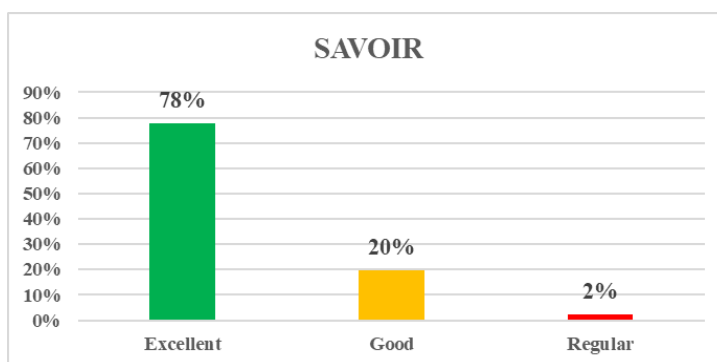
This chapter presents the most important aspects, considering the results of the pre-and post-tests and the analysis of the field diary written during the implementation of the didactic unit. It's important to note that this research was a collaborative effort, with both students and teachers contributing to the findings. In that sense, this chapter describes the findings of the development of Intercultural Communicative Competence (ICC) of both students and us as teachers. It presents a reflection on the results and reactions of the students regarding the components used for the promotion. Their active participation in this research has been invaluable.

The pre-test, a crucial part of our research, assessed the development of intercultural communicative competence (ICC) components in 9<sup>th</sup> grade students' English classes. To construct this pre-test, we utilized the model of intercultural sensitivity proposed by Bennet (1993). This model was chosen due to its alignment with the components suggested by Byram et al (2002) in understanding what distinguishes us from others.

Students were given 45 minutes to complete a survey of 15 situations, with a multiple-choice scoring system adapted to the context. This process was repeated for both the pre-test and the post-test. Before the test, students were informed that the assessment was individual, as it was about their personal perspectives on each situation. The pre and post-test data was recorded in Excel to generate graphs of the two lower components of intercultural communicative competence. These graphs were then compared to evaluate the components of intercultural communicative competence that were enhanced through the implementation of the didactic unit and to gauge the students' initial understanding of intercultural communicative competence (ICC).

The graphs illustrating the pretest show the number of “regular” options answered by students in each component before the didactic unit was implemented. *Figures 1* and *2* show the results with the most regular responses, 9% and 7%. These data led us to decide to choose these two components. Although *Figures 2* and *3* were tied with 7%, it was decided to choose the *savoir faire* component of *Figure 2* since, through this, it was possible to use cultural knowledge in different real contexts, interpreting situations, actions, and beliefs of the other. *Figures 4* and *5* graphically show the results with fewer regular responses with 6% and 2%.

**Pre-test****Figure 1***Savoir s'engager – pre-test***Figure 2***Savoir faire – pre-test***Figure 3***Savoir être – pre-test*

**Figure 4***Savoir comprendre – pre-test***Figure 5***Savoir – pre-test*

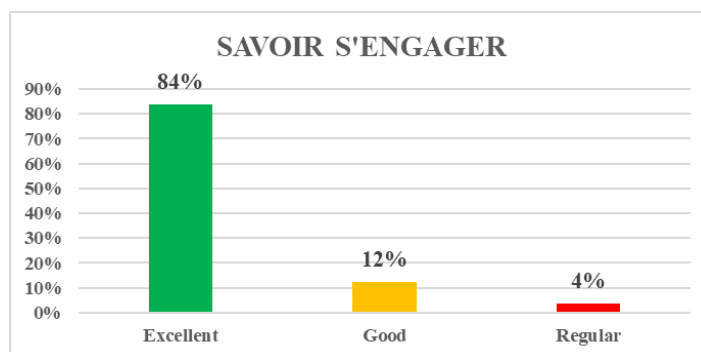
In the post-test graphs, a remarkable reduction in regular responses was evident in the two components implemented through the didactic unit compared to the pre-test, showing the changes and effects that occurred through the implementation. Comparing the data obtained from the pre and post-test, it was demonstrated that the answers of the situations to the component *Savoir s'engager* were reduced from 9% to 4%, and the component *Savoir faire* was reduced from 7% to 2% (See Figures 6 and 7).



## Post-test

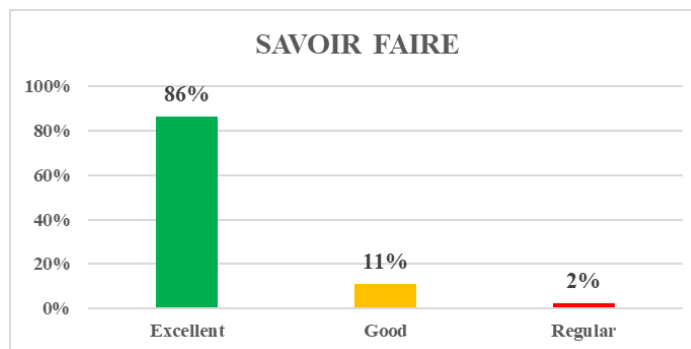
**Figure 6**

*Savoir s'engager – post-test*



**Figure 7**

*Savoir faire – post-test*



## Sessions' Description

For the development of this project, eight sessions were planned for implementation, taking apart the session for the pre and post-test. The time for the sessions was one school hour comprising 45 minutes. Considering the didactic unit as a guide, composed of the number of sessions, the components chosen, the objectives selected for each session, the topic, the vocabulary, and the communicative function, each session included five steps: Icebreaker, subject presentation, main activity, evaluation of the objective, and questions for the

communicative function. To conduct the sessions, 1 hour of the English class from the student's schedule was requested from the English teacher, and 1 hour of another academic area. As the implementation was carried out during school hours, resources such as chairs, tables, TV, and speakers were taken from the institution. Also, it was necessary to use stationery.

Eight sessions were planned for the didactic unit in total, with four sessions to promote each component. Each session had a selected objective proposed by Byram (1997) for developing the sessions regarding the activities. The objective was selected to consolidate the objectives from the previous classes since it was a general activity that included all the subjects encompassed in which students were allowed to use their knowledge.

Considering the analysis of the field diary for each session, the information gathered, and results were organized into three categories. Those categories were selected according to the questions of the field diary and considering the level of relevance and developments in this research. In this sense, Intercultural Communicative Competence promotion presents a description of the interaction of the students using the foreign language and the interpretation of the subjects, considering the components. Reaction and interaction with the material describe the student's creativity in developing the activities and their motivation to participate. The category objectives Achieved presents a description of all the activities developed for each lesson plan to get the students with the two components of intercultural communicative competence. Finally, the category of Positives and Negatives was chosen as it presents the opportunities and challenges, we noticed during implementation. In addition, this category helped us to improve each lesson plan with the next.

### ***Intercultural Communicative Competence Promotion***

Promoting intercultural communicative competence in the educational context is necessary to face and understand cultural changes worldwide. Likewise, as Santana and Cely (2021) affirm, this competence encodes the main function in learning a foreign language since it involves speech acts in different situations without becoming ambiguous with the language, considering cultural aspects within a context to foster cross-cultural communication and meaningful knowledge exchange among individuals worldwide.

Therefore, each session of this research was related to the student's current context, in which they had to recognize what they had learned throughout the subject explanation and harmonize what was different in their culture and the other. Hence, during the implemented sessions, the promotion of intercultural communicative competence was perceived through the progressive interaction of the students on the planned activities in which they could recognize their cultural context concerning other cultures, challenging themselves to know different aspects.

Concerning the activities, students made use of learned knowledge about different cultures, and the use of English could be encouraged in them through the sessions with the aim to mediate between cultures to which they did not belong. The interaction using the English language was progressive because it was not evident in all sessions and the use of code-switching between languages was recognized. For example, in the first session, although students' answers showed a recognition of beliefs about animals in their own culture and other cultures, their development was not entirely using a foreign language. However, the third session was different because the students could perform a role play in which they had the opportunity to interact and communicate by representing another culture using English.

Moreover, the students were taught the topics that the researchers wanted to present and transmit to the students about intercultural communicative competence. On the one hand, in the second session, students could distinguish between differences and similarities that represent a specific culture from other cultures. On the other hand, through the final part of the lesson plans, it was possible to evidence the understanding of students reacting to different points of view. In addition, the questions for the communicative function in the final part of each session allowed the researchers to confirm this comprehension by considering the student's reflections and being aware of the promotion of intercultural communicative competence. For instance, in session 6, for the communicative function, students had to identify the stereotypes in their own country and one of the answers that we obtained from one of the participants was the next:

Participant #17: *“In my point of view, decir que todas las mujeres negras saben hacer trenzas es como decir que todas las personas del Cauca son guerrilleros”*.

As mentioned, each session of this research had a specific goal related to the components selected for intercultural communicative competence. Thus, the main activities of the sessions were created so that the students could interpret the activity and achieve the chosen objective considering the subjects. Moreover, in some cases, to demonstrate whether the objective had been met, another activity was used that allowed the students to participate and the researchers to analyze the promotion of competence.

Finally, in most sessions, for both components *savoir faire* and *savoir s'engager*, the promotion of the competence was evident since through the development of the activities it was possible to note in the student's comprehension the recognition of beliefs, differences and similarities in their own culture and what represent other cultures. For example, through the fourth session that was a “gymkhana” and involved the component *savoir faire*, students could

demonstrate their knowledge about other cultures considering the previous classes (See figures 8, 9 and 10). Also, the use of English to evaluate consciously their critical knowledge to react when there are different contexts. For example, in the fifth session that involved the component *savoir s'engager*; students showed maturity relating the professions with the roles, and as a result, they put all the professions in the space “both” which indicated that females and males were able to do it (See figure 11).

## Figure 8

### *Recognition of beliefs*



**Figure 8** shows the activity called “The animals” where students could recognize beliefs of each culture. For this activity, a situation was given through a meme of an animal that had to be defended by the students in accordance with the way of venerating in one of the cultures taught. One of the answers that we obtained from one of the participants in a group was the next: Participant #12 “*in my culture, we venerate the cats because they are considered as good cats as god, and this is a good luck*”.

## Figure 9

*Differences and similarities – Gestures and greetings*

**In Japan**  
You and your friend arrive to Japan.

But people are doing reverences everywhere.

Good MORNING

Your friend say that this situation is weird

What could you do?

- I explain him that this greeting is normal in this culture.
- It seems to me a strange situation although I already knew that this gesture is used to greet in this country.
- I would not know what to do.

**In France**  
You live in France but you are from Colombia.

In France, people give two kisses to greet.

WHAT'S UP?

Juan is also from Colombia and he asks you the reason

For you:

- It is not necessary to explain why people in France greet in this way.
- You know the reason but you just ignore him because he must investigate by himself.
- You recognize that it is important to share your knowledge about this culture with another person.

**In Colombia**  
You are in Santa Marta with your family.

Vacation

You see a man showing his tongue. He is from Tibet.

Hello!

Your family doesn't understand

What would you say?

- Just ignore him.
- It is normal to greet in this way in his culture.
- He should avoid this behavior because he is in another country.

The **Figure 9** shows the “Gestures and greetings” activity, where students recognized the differences and similarities across situations. In each situation, a greeting and gesture from a culture was evident in a context where people would see it as something “strange.” It was up to the students to be mediators and to make the strange gestures and greetings understood. Therefore, each situation had options for phrases that they could use when faced with a situation of that type. Before responding, the students were able to grasp the differences and, therefore, guessed the most appropriate answer.

**Figure 10**

*Differences and similarities – Attitude towards environment*



The **Figure 10** shows the activity called “Solid Waste” where it was also evident that the students could recognize differences and similarities in their own culture and other cultures since the students related the colors of the bins in other countries with those of their country. In this activity, the students helped Max, Ibai and Martha to properly separate solid waste according to the standards of the country where they arrived. One of the answers that we obtained from one of



the participants was the next: “*¡ay!, yo me acuerdo que en la caneca gris de New York, va lo mismo que ponemos en la caneca negra aquí en Colombia*”.

### Figure 11

*Activity – Gender roles*



Through the activity shown in **Figure 11** it was evident that although men and women have established roles in society, the students recognized that since for them there is no defined role, grouping each of the professions in the "both" section. Some of the comments during this



activity were: *“Tanto hombres como mujeres podemos hacer cualquier profesión, eso no depende del género”*.

### ***Reaction and Interaction with the Material***

During the sessions, the students reacted and interacted positively, since activities and subjects were dynamic and interesting, and they were motivated to pay attention and participate in the class. Concerning the participation of the students in the sessions, at the beginning of the implementation, there was little motivation to participate in using the foreign language.

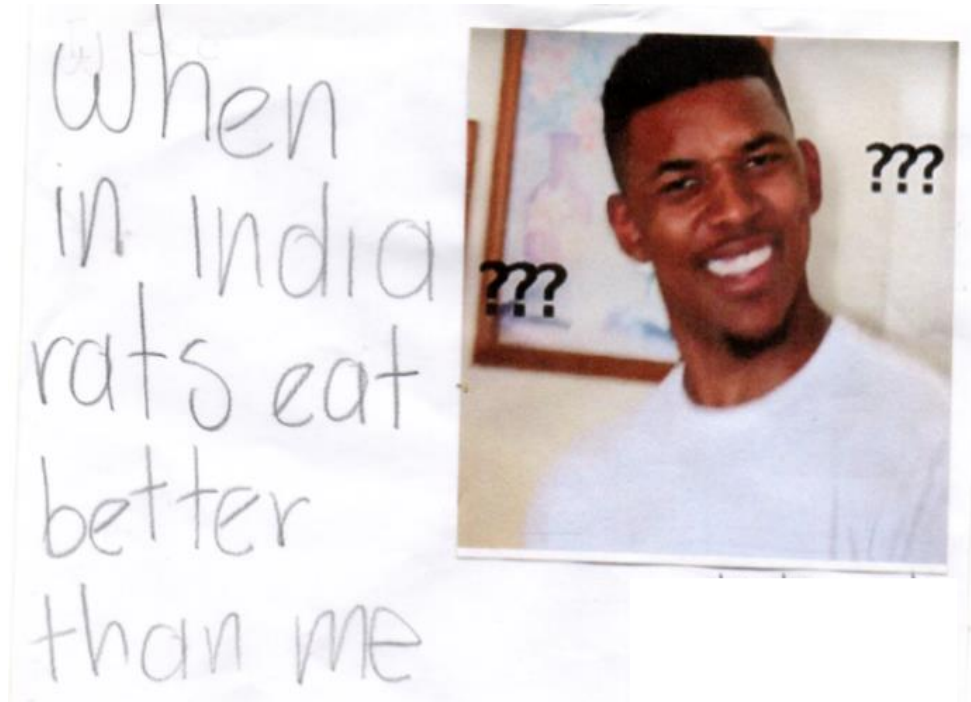
However, in the second and third sessions, the confidence to participate increased, and we realized it because some students we identified as having a shy personality, were participating, using the vocabulary and encouraging their classmates since the activities were about perceiving the subjects in a real situation. During the next sessions, the motivation was evident as the students paid more attention to the material and explanations and tried to use the foreign language vocabulary that was being taught to them.

In the first session, students were organized into groups of 5 to develop the main activity, "Create a meme." In this sense, students had to represent funnily the meaning of an animal alluding to a misunderstanding in case they faced an intercultural encounter, considering the beliefs in different cultures related to animals explained by the researchers to create the meme (See figures 12, 13 and 14).

The ideas and creativity for this activity were significant, and they were a quality that students could demonstrate because they needed to understand something different about other cultures, think about their own culture, and then create or innovate something appropriate considering the instructions for the activity.

**Figure 12**

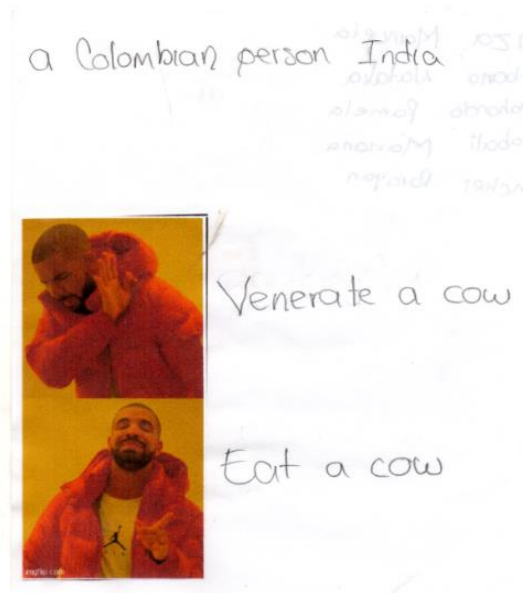
*Meme 1 created by students – Beliefs*



As was explained in the presentation of the subject, rats in India were considered as the reincarnation of the descendants of a god and were fed with milk, fruit and sweets by tourists. This meme in the **Figure 12** was created by a group of students to use the knowledge acquired about rats in a sacred temple in India, in which, using their knowledge through real situations, they included their real context. Hence, students used a digital tool to communicate intercultural ideas effectively, and this reflects their ability to adapt the message to a real context. In addition, creating this meme helped to anticipate misunderstandings or ambiguous interpretations.

### Figure 13

#### Meme 2 – Beliefs



Considering the creation of the meme in the **Figure 13**, by using the knowledge explained and their creativity, they demonstrated the recognition of their own culture and established differences that are not only superficial but spiritual regarding the culture of the other country.

### Figure 14

#### Meme 3 – Beliefs

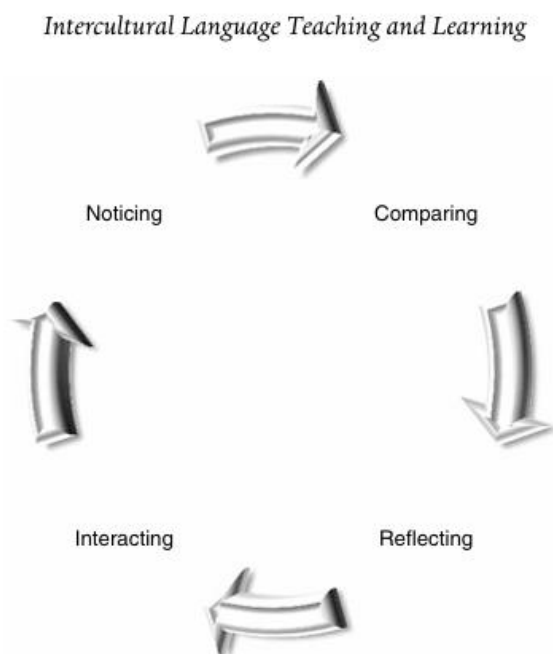
when we go to ghana and people say you can touch cocodniles



In a Ghanaian culture, especially in the city of Paga, crocodiles are considered the reincarnation of family members and for this reason, people touch them and spend time with them. In the meme of the **Figure 14**, a group of students reflected considering the information presented about the beliefs of the culture and their reactions in case they were living that experience, making a comparison and thinking that in their real context they are not used to this type of behaviors.

### Figure 15

#### *Intercultural Language Teaching and Learning*



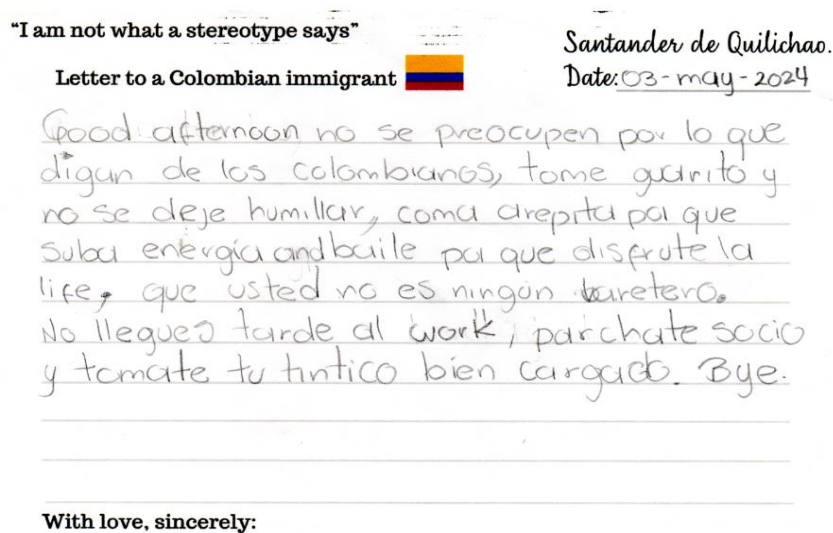
In that sense, Liddicoat and Scarino (2013) mention the process of interaction in intercultural teaching and learning which includes noticing, comparing, reflecting and interacting as processes that are interrelated and in this case, the students contemplate or reflect the significance of their experience with linguistic and cultural diversity: how they respond to it,

how they perceive it, how they feel about it, and how they will seek constructive ways to engage with it to develop an activity.

Moreover, it was important for us as researchers to note the capacity of the students to produce original ideas to develop something about a culture creatively and face how challenging it could be. For example, in session 6, the students had to write a letter to an immigrant and give a motivational message to overcome the stereotypes that sometimes exist about the culture of each immigrant (See figures 16 and 17). This activity, in addition to demonstrating creativity, was an action that allowed the students to put themselves in the place of immigrants who constantly receive nasty comments rooted in their culture. Hence, students were inspired creatively to think about the hypothetical situation of someone in a culture he/she does not belong to. Also, students could recognize that stereotypes cannot be generalized.

## Figure 16

### *Letter 1 – Stereotypes*

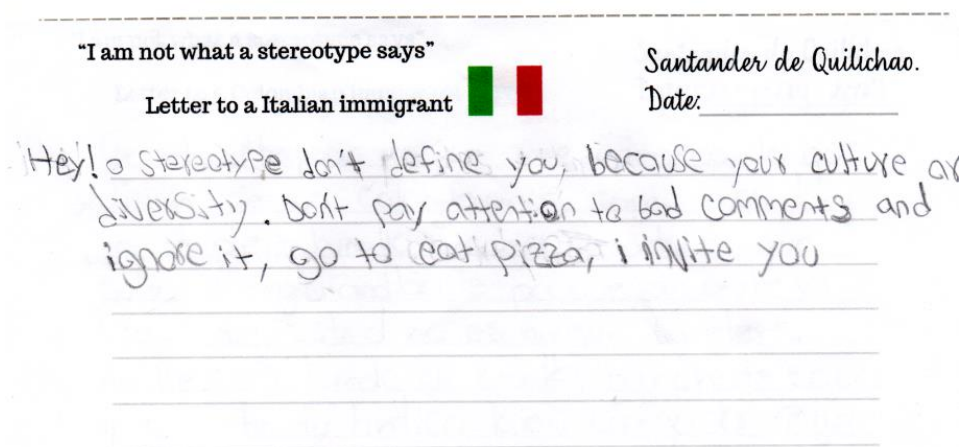


The aim of the letter in **Figure 16** to develop the component *savoir s'engager* was to understand that an individual is not always what a stereotype rooted in his/her culture represents.

In this activity, a group of students wrote to a Colombian immigrant who hypothetically receives constant comments about what is known abroad about his/her culture. In this way, students in the letter gave the immigrant a message of pride of the culture, recalling characteristic actions of some Colombians such as “comer arepita” and “tomar un tintico bien cargado”.

### Figure 17

#### Letter 2 – Stereotypes



In this letter **Figure 17** written to an Italian immigrant, a group of students recognized that a culture is diverse, and stereotypes cannot be generalized. Therefore, students understood from the concept that what is attributed to a culture cannot be a single perception. Thus, they adopted a position of empathy regarding the opinions that immigrants receive, being aware of how a bad comment can affect a person emotionally and mentally since a stereotype generate prejudices.

The way of working in most sessions was strategically collaborative, with the aim that each student could contribute ideas to develop the activities with the information they could learn from the presentation of the subject. For instance, a "GYMKHANA" was organized in the fourth session to finalize the *Savoir faire*. For this session, 3 groups were organized in how they had to

rotate in the 3 bases related to the 3 subjects seen in the previous three sessions. Throughout this activity, it was evident that teamwork motivated students to participate since each student remembered something different from the subjects seen and the others supported them because they remembered the information.

Finally, it could not be said that the passing of all the sessions was developed perfectly because there was a session in which although students showed great maturity for the first activity which consisted of relating a profession with the role of gender, they were distracted during the explanations of the topic and to complete the main activity, they showed fear or nerves to develop it. Also, in the final session, the students' reactions toward the material were immediately recognizable and clear because the content was related to the previous classes, although the activities were different. However, they were motivated and completed part of the activities since it was impossible to finish the session because of external factors, so it was necessary to plan one more positive meeting, although there was less participation.

### ***Objectives Achievement***

It is important to note that Byram (1997) proposed objectives for developing each component of intercultural communicative competence. Therefore, lesson plans were created based on a specific objective chosen to promote the two components in this research. This way, researchers could analyze the topics' understanding and the lesson plans' efficacy for achieving the objectives.

The objectives chosen for each session were achieved successfully because students could recognize the differences and similarities between their own culture and other cultures, using English as an important tool for interaction and communication. In this same path, it could be said that each class gave students activities that allowed them to recognize and analyze the

information and later realize an activity for researchers to see if they understood the objective of the lesson plan, and make students reflect on the class.

In the first session, researchers used beliefs as the subject of the class related to animals in six different countries for students to identify important references within cultures and extract their meanings and connotations.

To achieve this objective, teachers projected a Canva presentation in which images were shown in comparison that represented the meaning or belief in the foreign culture and in the students' culture (Colombian). Thus, the students related each image presented with a flag and it was possible to demonstrate the objective, since by using the demonstrative objectives, they identified the nearby and foreign culture.

### Figure 18

*This or that – Beliefs*





In the **Figure 18**, students identified the differences in comparison with the images, since they could find relations in their own culture and recognized what they have learned as reference of the other culture in the presentation of the beliefs. Therefore, during the participations, all the group said together “this” for their own culture and the relations they found with the image, and “that” for the foreign country.

In the second session, researchers chose attitudes towards the environment as the main subject for the lesson plan but decided to implement a specific vocabulary. For this reason, recycling was used as a sub-subject for developing the class.

In this sense, the objective of the lesson plan was achieved through the main activity called “differences and similarities” which had a table that included seven residues to be classified according to the color used by each culture. In this activity, students used their skills, attitudes, and knowledge in real time with an interlocutor, as three teams interpreted three cultures in a role-playing game explaining what color each culture used to recycle. Therefore, the other classmates had to follow the instructions to complete the table.

Figure 19

Tables – Attitudes towards environment

SIMILARITIES AND DIFFERENCES							
Countries	Aluminium	Paper	Carton	Glass	Plastic	Organic	No recyclable
Colombia	white	white	white	white	white	green	black
New York, USA	Blue	green	green	Blue	Blue	gray	gray
Spain	yellow	Blue	Blue	green	yellow	gray	gray

Group 1 : Spain

SIMILARITIES AND DIFFERENCES							
Countries	Aluminium	Paper	Carton	Glass	Plastic	Organic	No recyclable
Colombia	white	white	white	white	white	green	black
New York, USA	blue	green	green	blue	blue	gray	gray
Spain	yellow	blue	blue	green	yellow	gray	gray

Group 2 : Colombia.

SIMILARITIES AND DIFFERENCES							
Countries	Aluminium	Paper	Carton	Glass	Plastic	Organic	No recyclable
Colombia	white	white	white	white	white	green	black
New York, USA	blue	green	green	blue	blue	gray	gray
Spain	yellow	blue	blue	green	yellow	gray	gray

Group 3 : New York, USA.

In the **Figure 19** the tables developed by the students showed that they were able to complete the information by interacting with their classmates who represented foreign cultures and finding relationships and differences from their own culture.

In the third session, students familiarized themselves with each part of the lesson plan, making it easier for them to understand activities and their functions. In this class, students identified similar and dissimilar verbal and non-verbal interaction processes and negotiated an appropriate use of them in specific circumstances.

To achieve the objective, students created a performance of one situation (formal and informal) and a gesture used in the assigned culture for the greeting they had. In this

presentation, each group presented their situation, and their classmates answered what culture they had related to the situation and gesture.

The representation of greetings and gestures demonstrated that students achieved the objective of the lesson plan successfully because they could interact in similar ways and processes using verbal and non-verbal communication, and they could also negotiate an appropriate use for a specific circumstance.

### Figure 20

*Performance – Gestures and greetings*



In this case **Figure 20** showed the situation in which students did their performance about Japanese culture. Therefore, they used the gesture to present the role play using as reference the situation gave by the teachers, relating this country and then, their classmates recognized what culture they were representing.

The fourth session was a different class since the main activity of this lesson plan was a “GYMKHANA” called “intercultural change,” in which teachers included all the subjects from the previous sessions. Students were able to use in real-time the knowledge, skills, and attitudes acquired for mediation between interlocutors of one's own and a foreign culture.

In general, “Intercultural change” allows students to visit three different stations in which they can find a specific subject and activity to interact with their classmates through work in groups and make use of their knowledge in contextualized situations using English as the language to communicate their ideas, opinions, and comments.

Therefore, the proposed activity successfully achieved the objective because students could demonstrate that they remembered the vocabulary and subjects. Still, they can adapt to different situations, even if they are part of a different culture to facilitate mediation between two cultures (See figures 8, 9, 10).

Concerning the achievement of the objective for the fifth session, researchers used professions, implementing an approach in which students could make an evaluative analysis since researchers also involved the gender roles as an initiative to go further the vocabulary regarding perspectives about the subjects in daily life. According to the objective of this class, teachers proposed a reading about gender roles as a document in which students had to analyze explicit perspectives and criteria from three different countries, which were assigned for classroom lines.

Figure 21

## Questionary - Gender roles

<p style="text-align: center;"><b>GERMANY</b></p> <p>In la contemporary German society, gender roles in the ámbito laboral han experimentado a significant transformation, reflejando una mayor igualdad de oportunidades entre men and women quienes contribuyen al panorama económico de Alemania y desafían los estereotipos de género en el lugar de trabajo.</p> <p>Las women desempeñan a crucial role in the German economy, ocupando una variedad de professional roles in diversos sectores. In Germany, las women work como <b>entrepreneurs, executives, scientists and experts</b> in a amplia gama of industries, contributing to the country's economic crecimiento and innovation. Como las women, men in Germany work in a variety of professional roles, desde manual workers to ejecutivos de alto nivel.</p> <p>Si bien women han logrado significant progress in the mercado laboral, men continúan desempeñando a vital role in the German economy.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the job of women in this country?</li> <li>2. What is the job of men in this country?</li> <li>3. Are there established gender roles in this culture?</li> <li>4. Would you like to visit this culture?</li> </ol>	<p>1. Women work entrepreneurs executives</p> <p>2. Men work in a variety of professional roles.</p> <p>3. NO roles específicos</p> <p>4. Yes, is beautiful</p>
<p style="text-align: center;"><b>TURKEY</b></p> <p>In Turkey, las women han experimentado an increase in participation in the fuerza laboral and professional roles. Aunque, the female employment sigue siendo más bajo que el de los men, las women in Turkey work in una variedad de industries, including: education, healthcare, commerce, and services. Sin embargo, las women in Turkey aún enfrentan challenges in the workplace, including gender discrimination, brechas salariales, and difficulties para acceder a leadership positions and toma de decisiones.</p> <p>In Turkish society, los men play roles como: providers and protectors of the family. Traditionally, Turkish men han ocupado positions in sectors such como: construction, agriculture, industry, and commerce, aunque esto está changing over time a medida que la Turkish economy that modernizes and diversifies. Los men también play an important role in Turkey's political and social life, ocupando the majority of leadership positions in government, businesses, and other institutions.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the job of women in this country?</li> <li>2. What is the job of men in this country?</li> <li>3. Are there established gender roles in this culture?</li> <li>4. Would you like to visit this culture?</li> </ol>	<p>1. the job of women in that country are education, healthcare, commerce and services</p> <p>2. the job of men in that country are construction, agriculture industry and commerce</p> <p>3. more or less because the women have increase in participation and employment but still have a challenges in the workplace including gender discrimination</p> <p>4. yes i like to visit that culture but i don't like to live in that place</p>
<p style="text-align: center;"><b>SAUDI ARABIA</b></p> <p>In the kingdom of Saudi Arabia, gender roles are arraigados in the culture and tradition, influenciando the vida of men and women. These roles están marked por strict social norms que dictan las expectativas y responsabilidades of each gender in Saudi society.</p> <p>In Saudi Arabia, los roles de género tradicionales asignan a los men the responsibility of providing for the family and making important decisions, mientras que las women are vistas principalmente como housewives. This division of roles is reflected in various aspects of daily life, from gender segregation in public spaces to limitations in mobility and educational and employment opportunities for women.</p> <p>A pesar de estos challenges, the role of women in Saudi society ha experimentado significant changes en las últimas décadas. Saudi women han logrado importantes avances in areas como: education and employment, and cada vez más women are challenging traditional gender roles and buscando una mayor autonomy and participation in public life.</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the job of women in this country?</li> <li>2. What is the job of men in this country?</li> <li>3. Are there established gender roles in this culture?</li> <li>4. Would you like to visit this culture?</li> </ol>	<p>1. the women are housewives encargadas del cuidado y cuidado de la familia</p> <p>2. the Men are the responsibility de Provider in the family y llevar el money</p> <p>3. Yes, in these culture hay una idea de que la mujer es en la casa y el Men work</p> <p>4. I would not like to visit the culture</p>

In **Figure 21**, students answered the questions to evidence their understanding of the reading. These questions focused on interpreting the gender roles in a specific culture. Some students had the opportunity to share their answers with the whole class, and classmates listened to another perspective on gender roles. Some of the student's participation about the gender roles

established in their families were: *“My father is ebanistero and my mother is housewife and “My mom is worker, and my dad is househusband.”*

For the objective of the sixth session, researchers decided to guide the class through stereotypes as a subject that allowed students to identify and interpret implicit and explicit values in their own and other cultures. Students also interacted in class activities using the foreign language and their knowledge.

To continue, students worked in groups to create a letter to an immigrant from a specific country. All the groups had to write their letter considering the situation of a person who constantly had to listen to stereotypes about their culture (See figures 16 and 17).

**Figures 16 and 17**, demonstrate that letters encouraged students to use the foreign language, but also, their creativity. The presentation of them to the class was an important reminder for classmates related to implicit and explicit values considering comments about their own and the other culture.

To achieve the objective of the seventh lesson plan, researchers decided to develop the class using Colombian expressions. The subject was implemented through activities in which students could interact and mediate in intercultural exchanges under explicit criteria, negotiating where necessary a degree of acceptance of them by drawing a cartoon.

Figure 22

Cartoon 1 – Colombian expressions

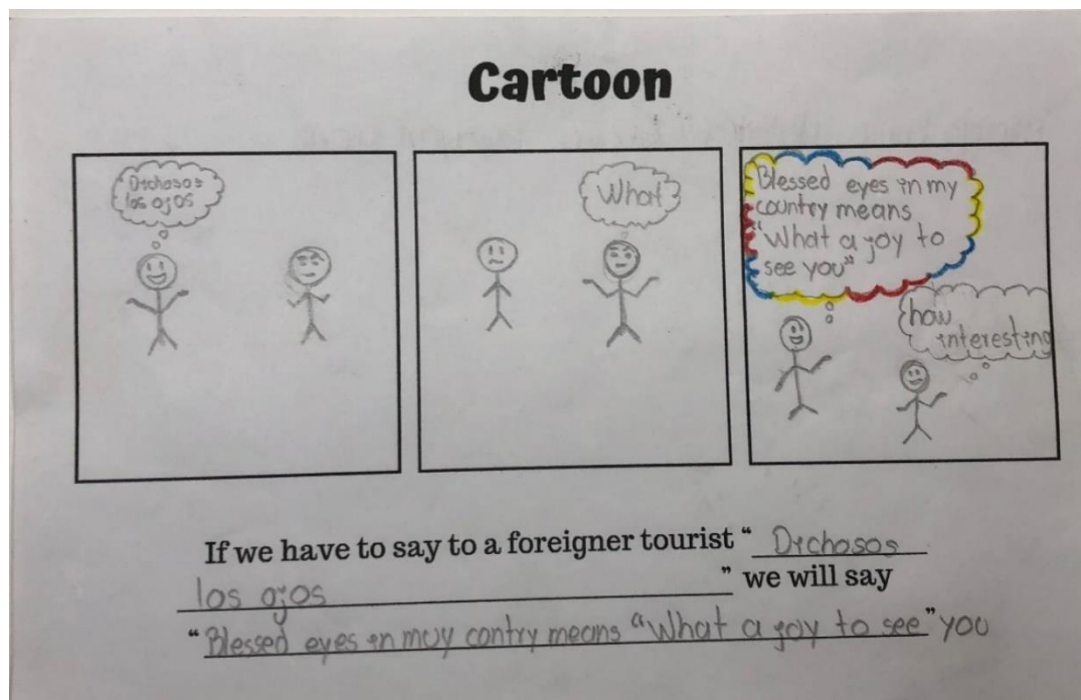


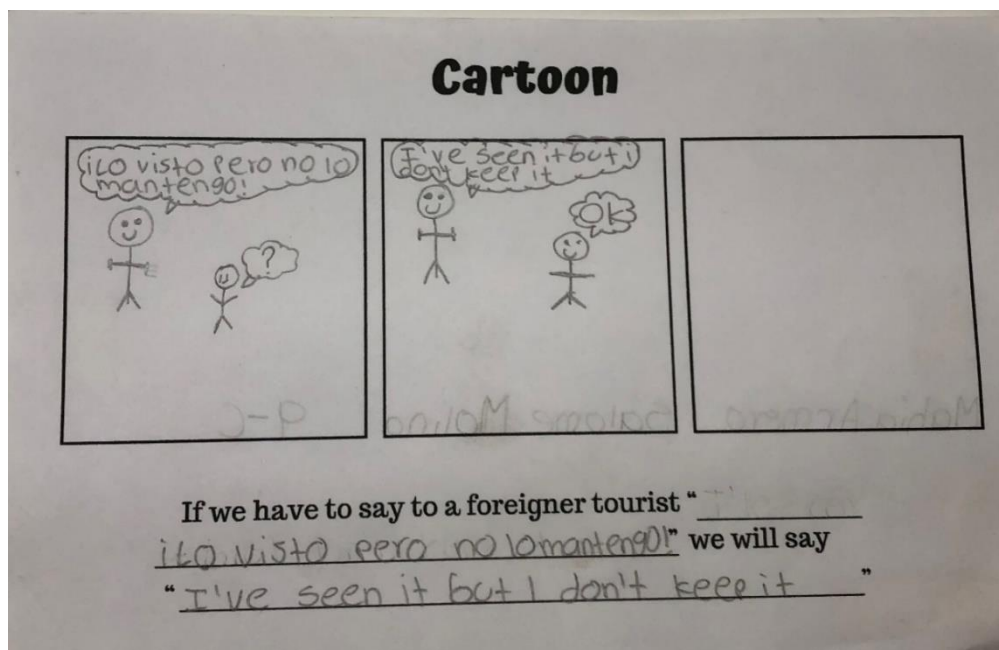
Figure 22 shows a short cartoon representing a misunderstanding in a conversation by part of a foreign person who did not understand the sense of a Colombian expression in Spanish; for this reason, students searched for an appropriate translation in English and a drawing to explain to that person.

However, finding the real meaning and context of the Colombian expression was not possible for some students, since they found a literal translation of the expression and were unable to understand the interaction of intercultural exchange that should exist in the cartoon because the translation did not have coherence in the foreign language (See figure 23).



Figure 23

Cartoon 2 – Colombian expressions



The eighth session was like the fourth session since researchers included all the subjects from the previous classes in a main activity developed in the significant part of the class. Moreover, it is important to note that the objective of this class was the same as the seventh lesson plan, and to achieve the objective, for the main activity, researchers used all the subjects of the fifth, sixth, and seventh sessions: gender roles, stereotypes, and communication styles. The activity was divided into three phases; each had a specific subject with its own activity. In the first subject, students could choose an attitude for writing a recommendation to one person who decided on a profession the parents did not accept. In the second subject, students work in groups to do an intercultural exchange according to the stereotypes they have heard about women and men. In the third subject, students worked in the same groups; one student had a blindfold, and the others instructed this person to circle the correct Colombian expression on a map.



Students could achieve the main objective according to this lesson plan's activities and subjects. It was evident that the students had tried to use English in a written way and all they had learned.

In the first phase, considering previous explanations about gender roles, students watched two situations in a Canva presentation that involved two characters: Marta and Stiven. In these situations, there was information related to the professions they wanted to perform in the future, and also, the discontent of their parents since they didn't accept their decisions because they think these are not professions for their respective gender. In this sense, students had to write some recommendations for these two characters using their knowledge of gender roles.

Below, are some examples of the recommendations for Marta or Stiven, which were written by the students:

Participant #7: *"Hello Stiven, I recommed that you follow your dreams since that career does not depend on your gender but on the talent you have"*

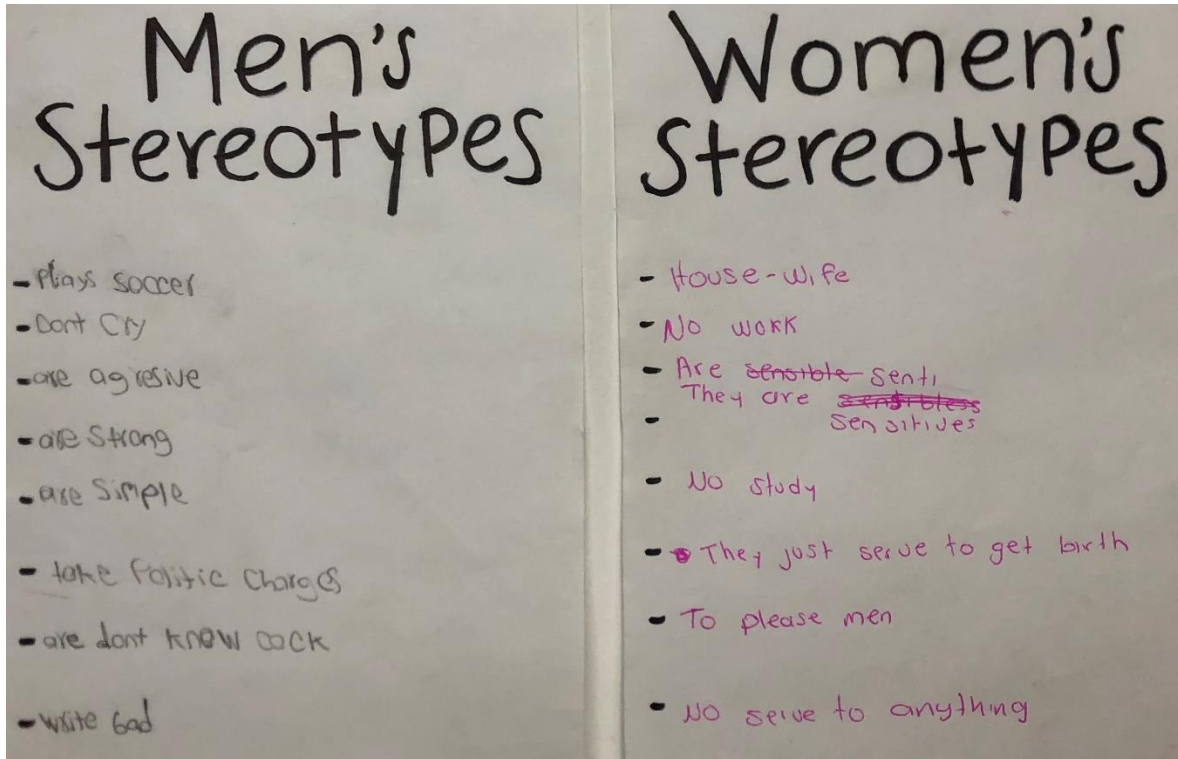
Participant #13: *"Marta, debes seguir adelante, el fútbol es para todos, no te dejes achantar por las demás personas, lo importante es seguir adelante y cumplir tus sueños"*

Participant #22: *"Marta no te sientas mal por lo que te dicen, jugar futbol no te hace "marimacha", el soccer es un deporte tanto como para men como women, lucha por lo que quieres"*

Participant #23: *"Stiven no te dejes llevar por los genders roles and sigue tus sueños. Piensa en big y disfruta de esta pretty labor"*

Figure 24

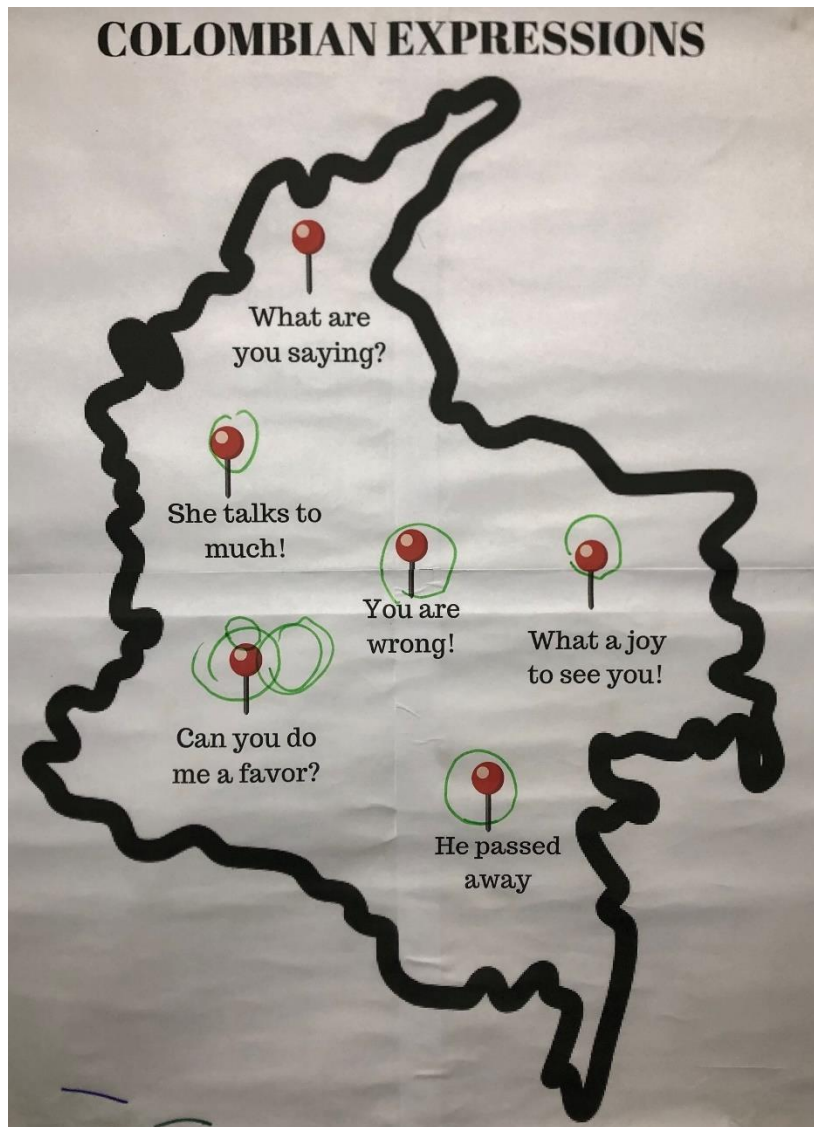
## Stereotypes



In the second phase, students worked in their groups to create a list for stereotypes about gender roles. In **Figure 24**, it is possible to see the results of this activity in which students list different stereotypes about roles in society.

**Figure 25**

Map – Colombian expressions



In the last phase, **Figure 25** shows the result of teamwork. In this activity, classmates had to guide one student to a Colombian expression translated into English, using their knowledge from one of the previous classes. Students identified easily what the teachers said. In this way, they circled the expression fast and said their meaning.

## Discussion

In the north region, the University of Cauca is characterized by gathering students from different cultural contexts in all its programs. In this sense, for the modern language program, a didactic unit to promote Intercultural Communicative Competence (ICC) was designed in this research to implement the teaching of English with culture in an integral way. It was implemented in a regional high school with younger students, promoting cultural awareness of different communities and cultures. As shown previously in *Savoir s'engager – pre-test* and *Savoir faire – pre-test* compared to *Savoir s'engager – post-test* and *Savoir faire – Post-test*, it was found that there was a decrease in the “regular answers” of the students and an increase in the “excellent answers” of students. Therefore, a significant change was evident in the students' knowledge, which confirms that there was a greater appropriation by them. Likewise, the changes and effects of this implementation had a positive impact on the community, since by promoting the development of the competence, it allowed students to interact with what is different, to be tolerant and understanding with the people around them in the reality in which they live.

In addition, the impact on the development of this implementation was also important for society in Santander de Quilichao because having a sense of ownership and belonging to our identity and everything it represents, as well as recognizing our cultural background, is part of the promotion of cultural competence, as framed in this research.

As Paricio (2014) mentions, “Bringing a foreign language into the classroom means putting students in contact with a world that is culturally different from their own.” p. 216. This author's analysis is related to this research since an intercultural content was proposed that not only allows students to recognize the existence of diverse cultures but also to interact, make

contacts, deal with differences, and achieve coexistence through comprehension, since depending on how interculturally competent we are to mediate and establish agreements. Hence, as happened in session 4, students could recognize the differences in a foreign culture, being mediators of that culture through role plays and interacting through the knowledge they could comprehend. As well as, in session 8, students, through the activities, could assimilate from their perspectives important topics to consider in cultural exchanges and strengthen their own identity and critical thinking

It is important to highlight the promotion and the possibility of inclusion of an intercultural dimension in language teaching because it can avoid falling into the understanding of culture as purely artistic or superficial features such as the celebration of national dates of the foreign language. Associated with what was said by Byram et al. (2002), this concept aims to become learners as intercultural communicators who can create a commitment of respect with diverse identities, avoiding stereotypes that arise from associating an individual with their own qualities with what is attributed to their culture. Therefore, the activities designed in this research were created by approaching deep aspects of a culture so that students could reflect on cultural differences and their coexistence in the world. In this order of ideas, it was possible to turn students into intercultural communicators since, although the results were small, they were significant as it was not a linear process in the development of the components *savoir faire* and *savoir s'engager*.

Moreover, considering the results of this research for our own professional development, it can be said that as intercultural communicators, we could guide students to identifying, recognizing and accepting that we are all different. Thus, it is necessary to understand our visual

conceptions, analyzing our social interactions and not judging the behaviors and attitudes of other cultures. Therefore, these attitudes demonstrate our empathy and tolerance towards others.

In this sense, for our future foreign language classes, the development of Intercultural Communicative Competence in English classes since high school allowed us to know how to deal with the new conceptions by part of a generation, realize the importance of teaching a language along with its culture because it is about understanding different world perspectives to learn grammar rules or linguistic aspects to find an interest of exploring a language that is not part of our identity. This implementation allowed us to prepare future students for facing a real and foreign world to avoid cultural clashes and use intercultural communicative competence in an assertive way for them to go further with the differences in cultures.

The results presented by Bernal (2020) about the importance of exposure to authentic materials based on culture are related to this research since this implementation bore in mind some of the students' answers considering the first survey about their interest in traveling abroad, their cultural environment, and their knowledge of the English language and culture, we could create contextualized activities to help students understand the similarities and differences of each one, sharing in the same environment and having the motivation to use the language. Besides, the design of context applied to activities based on interculturality was a significant proposal for future teachers in the educational process and considering both local and abroad experiences because it served as motivation for the strengthening of self-critical thinking regarding their own culture and the one, they learn, the socialization and the reflection of students towards cultural issues.

Finally, the research included eight sessions, which demonstrated the understanding by the students related to the cultural background of learning language, considering that all

experiences can be different and subjective since each person is a different world in a society that culturally relates and interacts. Thus, it is possible avoiding segregation and disrespect to coexist harmoniously.

## Chapter V: Conclusions and Recommendations

### Conclusions

This research promoted the development of Intercultural Communicative Competence through a teaching unit for 9<sup>th</sup>C grade English classes at the Instituto Técnico de Santander Educational Institution in Quilichao, Cauca. Four specific objectives were considered to achieve this task. As well as the pedagogical implications of this research for the modern language program and the Institution Educativa Instituto Técnico, the creation of didactic units which seek the development of ICC, the importance for us as future professionals and some difficulties.

The first objective was to recognize the reality of the context and the intercultural transversality in English classes. At the first meeting with students and teachers, the lack of intercultural resources that would allow students to have contact with other cultures and with their own culture was evident.

According to what was previously stated, it was necessary to continue with the second and third objectives, designing and implementing a didactic unit with intercultural content through different teaching methodological strategies for English classes. For that reason, the incorporation of Byram's components was crucial to promote intercultural communicative competence. On the one hand, the *savoir faire* allows students to put into practice the knowledge and skills taught by the researchers/teachers acquired in real contexts. The students were able to communicate effectively in each one of the activities. On the other hand, the *savoir s'engager* allowed students to reflect critically on how they see the world through other cultures and their own. Students' critical analysis was essential to promote respect and cultural diversity.

Some of the difficulties encountered during this research were the low level of English in the students considering their level of education. However, the use of signs and movements when



a new topic was presented allowed the students to understand the instructions in the foreign language, making little use of their mother tongue. Likewise, another difficulty for the development of the implementation was the student overpopulation, an aspect that teachers in public institutions face and which harms the students since it was challenging in this research to create a space in which all 27 students had the opportunity to participate.

In addition, the few hours in the school schedule addressed to teaching the foreign language and the unexpected events at the institution were negative factors since the time for the development of the classes was limited and sometimes interrupted. Also, a difficulty related to the behavior of some students in the classroom was indiscipline, which as teachers and researchers, we realized that students were not always in their best mood because of the lack of interest. However, this was possible to manage through the strategic organization of the work groups.

The importance of using ICC in the classroom was reflected from the moment in which, as researchers, we first met with the students, realizing that it was a diverse classroom that would benefit from this method. Therefore, this competence was essential for the comprehensive development of students since by promoting a foreign culture, students not only improved their linguistic skills but also developed sensitivity and respect for diverse cultures inside and outside their country. This allowed students to have the necessary tools to overcome differences in intercultural contexts in a globalized world. Moreover, the use of ICC had an excellent result due to the motivation and commitment of the students since this proposal allowed the creation of spaces with attractive and relevant material, thus promoting comfort in participating in each of the scenarios proposed by the researchers.

In this research, it was evident the necessity of a didactic unit which seeks the development of ICC for include different subjects to learn. Therefore, the implementation of a didact unit in English classes at Institución Educativa Instituto Técnico generated a positive impact, since it allowed the development of ICC through the organization of the intercultural content using different methodological strategies. For this reason, it could be said that the creation of this tool is extremely useful if it is organized in a way that allows teachers to achieve their class objectives.

To continue, the pedagogical implications of this research demonstrated the importance of including intercultural communicative competence in the modern language program from the first semesters to encourage the use of this competence in future teachers. Moreover, it is necessary for the Institución Educativa Instituto Técnico to involve the intercultural transversality and contextualized material on students in foreign language classes to go further the traditional methods used in educational contexts because it allows the reflection on themselves about cultural contents to understand others.

Regarding the importance of this research for us as future professionals is wide because the use of ICC in this research was an enriching experience that gave us knowledge about new methodological strategies to implement in our future classes. Finally, ICC is a tool that always will be considered when preparing our foreign classes, presenting us with the opportunity to understand the world that surrounds us and our students.

### **Recommendations**

Based on all the processes within this project, we researchers want to note some recommendations for the modern language program, future teachers, and future researchers. In this way, we can recognize important facts to consider when developing this type of project.

For the modern language program, we recommend motivating students to implement intercultural communicative competence (ICC) in their research. The program could highlight important aspects of this perspective such as interaction, recognition of one's own and the other culture, and communication in the foreign language. First, intercultural communicative competence allows interaction between students, allowing them to share ideas and opinions.

Therefore, ICC represents a different way to learn while interacting and is another approach teachers can use to develop in classes. Secondly, recognizing someone's culture and that of another is fundamental in the academic context. It is necessary to be aware of the things that identify everybody and the differences and similitudes in cultures. In this sense, building a healthy coexistence in classroom spaces could be possible. Thirdly, communication in a foreign language could become a challenge for students. Still, intercultural communicative competence could motivate students to speak in the foreign language since they can express information about themselves instead of just memorizing concepts. To summarize, the modern language program could encourage students to search for different approaches in their projects, such as intercultural communicative competence, which would be a useful perspective to use in foreign language classes.

For future teachers, it is important to know their students so that they can implement effective methods that allow them to acquire the information in the best way possible. It is necessary to organize the work groups strategically since this action depends on the efficacy of the activities development. Considering that some students, when with their friends, lose their attention in the activities, it is difficult for teachers to develop their objectives.

In addition, teachers must be aware of the use of time because it could be a challenge when it is necessary to finish the class. Still, some aspects need an explanation of the subject, the

end of the main activity, the conclusion, and the reflection of the class. In these cases, it is extremely important to adapt the lesson plan to the circumstances without affecting the content related to the lacking aspects of the possible changes for the development of the classes, considering the use of time.

To continue, teachers need to use the foreign language as much as possible because English teachers don't usually use a foreign language a lot in this kind of academic context. When they do, they immediately translate it into the mother language. Therefore, students are not used to listening to English in class. Also, teachers must give students specific structures that can be used to express their ideas and opinions using a foreign language. In this way, students could feel motivated to participate even if they don't have a comprehensive knowledge of the English Language.

Finally, teachers must adapt to the resources of the academic places where they are going to implement their projects. Most of the time, resources such as the Internet, video beams, and materials are scarce. Moreover, teachers need to use just the material they can access or create their own material.

For future researchers, if there is chosen investigation-action research, it is necessary to identify the population problems before starting with the proposal. For this research, it is important to first recognize the situation in which a proposal could be implemented. Then, researchers could develop all their ideas and implement their project considering the actual problem.

In addition, researchers must have extra time for implementation when working in a school's context because they could appear unattended in situations such as days with no classes, modifications in the school schedule, cultural activities, and parent meetings, among many other

circumstances. Also, researchers must investigate the subjects they are going to use for the proposal since the subjects are the main aspect that guides the research.

Finally, it is recommended to do exhaustive research about the authors that could be related to the project because they represent the basis of the investigation, allowing researchers to justify the work they are developing. This makes it easier to successfully advance ideas, implementation, results, and conclusions.

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## Appendices

### *Appendix A. Teacher's semi-structured interview*

<b>QUESTION</b>
<b>¿Qué metodología utiliza usted para el desarrollo de sus clases de inglés?</b>
<b>¿Qué materiales pedagógicos utiliza para las clases de inglés?</b>
<b>¿El material utilizado está relacionado con la realidad cultural del estudiante?</b>
<b>¿El material pedagógico es estandarizado o propio?</b>
<b>¿Cómo es el funcionamiento del material en los estudiantes en las clases de inglés?</b>
<b>¿Incluye la competencia comunicativa intercultural en sus clases de inglés?</b>

*Appendix B. Student's survey*

 Universidad del Cauca	<b>Encuesta</b> <b>Institución Educativa Instituto Técnico</b> <b>Jornada Diurna - Santander de Quilichao, Cauca</b> <b>9°C</b> <b>ÁREA: Inglés</b>	
	<p><b>Instrucciones:</b> Agradecemos su participación en esta encuesta. La información recopilada ayudará a comprender mejor su contexto sociodemográfico, sus interacciones en la sociedad y su relación con el inglés. Por favor, responda de manera honesta.</p>	
<b>INFORMACIÓN PERSONAL</b>		
Nombres y Apellidos:		
Edad:	Nacionalidad:	Estrato socioeconómico:
Género: <input type="radio"/> Femenino <input type="radio"/> Masculino <input type="radio"/> No binario <input type="radio"/> Otro: _____ <input type="radio"/> Prefiero no decirlo		
<b>GUSTOS Y EXPERIENCIAS</b>		
1. ¿Le gusta algún deporte? <input type="radio"/> SI <input type="radio"/> NO ¿Cuál?		
2. ¿Le gusta la música? <input type="radio"/> SI <input type="radio"/> NO ¿Qué género?		
3. ¿Ha viajado a otras ciudades del país? <input type="radio"/> SI <input type="radio"/> NO ¿Cuáles?		
4. ¿Ha viajado al extranjero? <input type="radio"/> SI <input type="radio"/> NO ¿A qué lugar?		
5. ¿Le interesaría salir del país? <input type="radio"/> SI <input type="radio"/> NO ¿A qué lugar?		
<b>COMUNIDAD CULTURAL Y SOCIEDAD</b>		
6. ¿Con cuál comunidad cultural o étnica se identifica? <input type="radio"/> Indígena <input type="radio"/> Afrocolombiana <input type="radio"/> Mestiza <input type="radio"/> Mulato <input type="radio"/> Raizal <input type="radio"/> Ninguna		
7. ¿Ha experimentado discriminación o prejuicios por pertenecer a una comunidad cultural o étnica? <input type="radio"/> SI <input type="radio"/> NO <input type="radio"/> Prefiero no decirlo		
8. ¿Participa activamente en eventos o actividades culturales o comunitarias relacionadas con la comunidad con la que se identifica? <input type="radio"/> SI <input type="radio"/> NO		
9. ¿Qué cambios o mejoras le gustaría ver en su comunidad o sociedad en general?		
<b>EDUCACIÓN Y CULTURA</b>		
10. ¿Le gusta el inglés? <input type="radio"/> SI <input type="radio"/> NO ¿Por qué?		
11. ¿Ha evidenciado aspectos culturales dentro de sus clases de Inglés? <input type="radio"/> SI <input type="radio"/> NO ¿Cuáles?:		
12. ¿Las clases de inglés están relacionadas con su contexto inmediato: barrio, ciudad, país? <input type="radio"/> SI <input type="radio"/> NO ¿Qué tipo de actividades se desarrollan?		
<p><b>Le agradecemos nuevamente por su tiempo y sus respuestas. Esta información nos ayudará a comprender mejor las experiencias de los estudiantes en relación con su identidad cultural y su participación en la sociedad. Todas las respuestas serán tratadas con confidencialidad.</b></p>		

**Appendix C. Pre and Post-Test****Test de Sensibilidad Intercultural  
Institución Educativa Instituto Técnico – 9°C**

Nombres y apellidos: \_\_\_\_\_ Fecha: \_\_\_\_\_

- Encierra tu respuesta en un círculo y rellénalo

**[Situación 1]**

1. En la clase de geografía, el profesor está enseñando los continentes y sus países. Sin embargo, menciona específicamente diferentes países del mundo que no son reconocidos. ¿Qué opinas de este tema de la clase?

- A. Te parece innecesario conocer sobre la existencia de otros países.
- B. Crees que es sólo un tema más de la clase.
- C. Piensas que es un tema muy interesante y muestras curiosidad por aprender más sobre otros lugares.

**[Situación 2]**

2. Una familia viaja a un sitio turístico de Colombia en donde se encuentran con muchas personas de diferentes países de Latinoamérica. El viaje incluye recorridos por diferentes lugares. Tú crees que los miembros de la familia podrían:

- A. Realizar el recorrido del lugar y observar el espacio sin tener contacto necesariamente con las personas alrededor.
- B. Mostrar indiferencia hacia las personas alrededor porque son extranjeros y no es importante saber sobre sus culturas.
- C. Buscar la forma de conocer sobre sus culturas para aprender sobre los demás países de nuestro continente.

**[Situación 3]**

3. Un estudiante pertenece a una comunidad indígena en la que la naturaleza es sagrada. Por tal motivo, durante una presentación de clase sobre el calentamiento global, el estudiante menciona sus creencias culturales para hacer un llamado al cuidado del medio ambiente. A ti te parece que:

- A. Es importante la intervención del compañero porque utiliza sus creencias propias para hablar del tema.
- B. El tema de la exposición no tiene nada que ver con sus creencias culturales.
- C. Son sólo creencias de su comunidad y no me interesa esa parte de la presentación.

**[Situación 4]**

4. Imagina que aprendiste en un curso de tejido de mochilas Wayúu, muchas costumbres y creencias sobre la cultura. Por lo tanto, cuando una nueva compañera perteneciente a esta comunidad, llega al colegio, entiendes su comportamiento. Sin embargo, tus compañeros sienten que su forma de actuar es muy diferente y no quieren trabajar en grupo con ella. Ella es tímida y prefiere no decir nada. ¿Tú qué harías?

- A. Les explico a mis compañeros que ella actúa conforme a las costumbres y creencias de su comunidad.

- B. Pienso que ella misma debería explicar la situación y dejo que lo resuelva sola.
- C. Lo que sucede no tiene nada que ver conmigo, así que, no pasa nada.

**[Situación 5]**

5. Imagina que vives en España y tienes un trabajo estable con una compañía. Un día contratan a una nueva compañera de trabajo, pero ella llegó en su primer día a las 8 de la mañana. Sin embargo, la hora de entrada al trabajo en España es a las 9 de la mañana, pero tu compañera no se dio cuenta de ello. Tú estabas cerca del lugar revisando unos documentos y ves a tu compañera esperando afuera sin entender la situación. En este caso tú:

- A. Haces de cuenta que no viste nada porque hay que revisar los contratos de trabajo.
- B. Te acercas a tu compañera y le explicas que en este país los horarios son diferentes al de los nuestros.
- C. Te parece que ella debería conocer el horario de trabajo desde el inicio y debe resolver sola la situación.

**[Situación 6]**

6. Karla es profesora de inglés y la contratan para dar un curso de inglés. El objetivo del curso es preparar a los estudiantes de 10 grado para presentar el ICFES. Aunque Karla sabe el vocabulario y las estructuras gramaticales, también conoce sobre prácticas culturales de países en los que se habla el inglés. De manera que tiene dudas sobre cómo guiar las clases. ¿Qué podría hacer?

- A. Creo que ella debería limitarse a enseñar sólo gramática, escritura, escucha, lectura y habla del inglés.
- B. Pienso que ella podría enfocarse más en la enseñanza de la competencia lingüística del inglés (escucha, escritura, lectura y habla) pero, eventualmente podría incluir algunos temas culturales al final de cada clase.
- C. Me parece que podría incluir todos sus conocimientos, para ayudar a sus estudiantes a conocer las culturas que giran en torno a la lengua, y adquirir mejores habilidades comunicativas en situaciones reales.

**[Situación 7]**

7. Estás participando en un programa de intercambio cultural en el que te asignan como compañero de cuarto a alguien de una cultura completamente diferente a la tuya. Durante la primera semana, notas que tu compañero de cuarto siempre deja los zapatos afuera de la puerta antes de entrar al dormitorio. ¿Qué pensarías de esa acción?

- A. No entendería por qué lo ha hecho.
- B. Ignoraría la acción ya que es algo que no me afecta.
- C. Pensaría que es la manera de proceder de acuerdo con las costumbres de su país.

**[Situación 8]**

8. Una compañera que vive en el campo te invita a quedarte en su casa durante 5 días. Desde el primer día notas que sus horarios son muy diferentes a los tuyos ya que se acuestan a las 7pm y se levantan a las 5am a hacer las actividades cotidianas. ¿Por qué crees que lo hacen?

- A. Porque para ellos el tiempo vale oro.
- B. No entiendo por qué lo hacen.
- C. Porque es algo normal en su cultura.

**[Situación 9]**

9. Contratas a Max, un domiciliario, para que te recoja todos los días a las 6:15am para llevarte al colegio. Sin embargo, un día sales 15 minutos después de la hora establecida y notas que él ya no está esperándote. Él es muy puntual y te das cuenta de que llegó a tiempo y no te esperó. ¿Qué pensarías?

- A. Él se fue porque pensó que yo no tenía clases.
- B. Max es muy egoísta al no ponerse en mi posición.
- C. Él es una persona muy puntual y yo debí avisarle que saldría más tarde, por lo tanto, es normal que se haya ido.

**[Situación 10]**

10. En el mes de febrero, tu profesor de inglés decide celebrar San Valentín en una actividad de clase, por ser un evento importante en Estados Unidos, uno de los países de habla inglesa. ¿Qué harías tú en este caso?

- A. Te interesas por interpretar esta celebración y reconocer su relación con la celebración de Amor y Amistad que se celebra en tu país.
- B. Te muestras apático/a ante el evento de la clase porque eso no es de tu país.
- C. Haces parte de la actividad sin entender de qué se trata.

**[Situación 11]**

11. En el colegio, un estudiante de nacionalidad venezolana realiza una exposición sobre diferentes comidas típicas de su país, su preparación e ingredientes. ¿Qué harías tú en este caso?

- A. No lo escuchas e ignoras su presentación porque incluye la arepa, y la arepa no es de Venezuela.
- B. Muestras interés por su exposición, comparando las diferencias entre la comida colombiana y la comida venezolana.
- C. Escuchas la exposición con respeto, pero no es de tu interés porque no es de tu país.

**[Situación 12]**

12. En un paseo al Parque Nacional Natural Tayrona en Santa Marta, Colombia te encuentras con diferentes personas extranjeras y notas que tienen una distancia amplia para mantener su espacio personal. Una de las personas que se encuentra en el lugar y que reconoces como colombiana está quejándose por la actitud que tienen ellos como extranjeros. ¿Qué harías tú en ese caso?

- A. Interpretas su acción de mantener su espacio personal y explicas a la otra persona que debe ser respetable porque su cultura es diferente a la nuestra.
- B. Intentas hacer una comparación entre el espacio personal que tienen los extranjeros y reconoces cómo es el tuyo como colombiano.
- C. Muestras una mala actitud con todos los extranjeros que se encuentran en el lugar porque si están en Colombia, deberían actuar como todas las personas colombianas.

**[Situación 13]**

13. Una creadora de contenido fitness, ha recibido fuertes críticas debido a su repentino cambio en su forma de vestir, pues actualmente solo utiliza prendas tradicionales de la mujer musulmana, mostrando únicamente su rostro. Ha decidido acercarse más a su religión. En este caso tú:

- A. Estás de acuerdo con las personas que la critican, porque es imposible crear contenido deportivo con prendas que cubren completamente el cuerpo.
- B. Eres consciente de que las personas pueden cambiar sus perspectivas (su forma de vestir y de mostrarse) y tener prácticas diferentes, considerando sus creencias y valores.
- C. Dejas de seguir a la creadora de contenido porque ya no te llama la atención debido a su cambio en la vestimenta.

**[Situación 14]**

**14.** En el colegio, un grupo de estudiantes incomodan a una estudiante indígena con burlas y malos gestos, debido a su manera de expresarse en el salón e interactuar en su lengua indígena con compañeros de su mismo grupo étnico. En ese caso tú:

- A. Estás de acuerdo en incomodar a la estudiante porque debería cambiar su manera de expresarse y no utilizar su lengua indígena cuando solo unos pocos la entienden.
- B. Evitas burlarte y analizas conscientemente el origen cultural de la estudiante para entender sus costumbres, prácticas y valores que representan sus raíces.
- C. Eres consciente de los comportamientos de la estudiante, pero no sabes cómo defenderla y explicar a los demás el respeto que merece.

**[Situación 15]**

**15.** Eres un estudiante colombiano de intercambio en una universidad en Estados Unidos y has puesto una queja debido a que una profesora no te ha permitido entrar a su clase porque todos los días llegas tarde, aunque desde el inicio se pidió a todos los estudiantes la asistencia puntual. En este caso tú:

- A. Te sientes impotente porque no tienes una excusa real, solo que creíste llegar a tiempo en 10 minutos.
- B. Rechazas profundamente el comportamiento de la profesora, justificando que no es justa la acción porque solo fueron 10 minutos de retraso.
- C. Aceptas y reconoces que la gestión del tiempo y la puntualidad puede depender de cada cultura y se percibe diferente en las creencias y valores de cada persona.



*Appendix D. Observation Format*

<b>Observation Format</b> <b>Institución Educativa Instituto Técnico</b>			
<b>AFFIRMATION</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATION</b>
Classes are performed using traditional methods.			
Activities proposed by the teacher invite students to be committed.			
It is established a specific time for the different activities in the class.			
Context is adequate to the development of activities in class.			
Intercultural knowledge, local customs, and cultural diversity are integrated into the English classes.			
Students show interest in English classes.			
Students show a positive interest in collaborative work.			
The teacher keeps in mind English level of students to develop the classes.			
The teacher shows certainty and confidence in the development of the topic of the class.			
Cultural examples and references are used to illustrate concepts during the class.			
The teacher promotes respect and value to cultural differences between students.			
The teacher includes didactic materials that reflect cultural diversity such as textbooks, visual resources, and multimedia.			

### *Appendix E. Field diary*

The field diary was guided by different questions that allowed us to record the perceptions and experiences of the activities implemented in the action plan:

1. How did students react to class and interact with materials and content?
2. Was the objective of the planned activity achieved?
3. What aspects of the implemented lesson plan should be improved and why?
4. What were the positive or negative aspects of the implementation?
5. Are there anecdotes and experiences in class to mention?
6. How did we feel during the implementation?
7. According to the development of the activities implemented, was there a promotion of intercultural communicative competence?

*Appendix F. Didactic Unit*

Sesion	Savoir faire				Savoir s'engager			
	1	2	3	4	5	6	7	8
<b>Topic</b>	Beliefs	Attitudes toward the environment	Gestures and greetings	The same topics in sessions 1 – 2 – 3	Gender roles	Stereotypes	Communication styles	The same topics in sessions 5 – 6 – 7
<b>Objectives</b>	Identify significant references within and across cultures and elicit their significance and connotations.	Use in real-time an appropriate combination of knowledge, skills, and attitudes to interact with interlocutors from a different country and culture, taking into consideration the degree of one's existing familiarity with the country and culture and the extent of difference between one's own and the other.	Identify similar and dissimilar processes of interaction, verbal and non-verbal, and negotiate an appropriate use of them in specific circumstances.	Use in real-time knowledge, skills, and attitudes for mediation between interlocutors of one's own and a foreign culture.	Make an evaluative analysis of the documents and events which refers to an explicit perspective and criteria.	Identify and interpret explicit or implicit values in documents and events in one's own and other cultures.	Interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of them by drawing upon one's knowledge, skills, and attitudes.	
<b>Vocabulary</b>	Animals: cow, Rat, Tiger, Crocodile, Cat, Dog.	Colors: green, white, black, yellow, blue, gray. Environment, garbage cans, Solid waste: plastic bottles, cardboard boxes, cans, paper, toilet paper, fruit peels, and glass. Countries: Colombia, Spain, United States (New York).	Greetings: hi, howdy, hey, what's up, hello, good morning, good afternoon, good evening.	The same vocabulary in sessions 1 – 2 – 3	Women, men, woman, man, Professions: lawyer, fireman, farmer, artist, nurse, doctor, teacher, pilot, housewife, engineer, dressmaker, waiter, police, soccer player, housekeeper.	Opinion connectors: In my opinion, I think, I consider, from my point of view.	Colombian expressions	The same vocabulary in sessions 5 – 6 – 7
<b>Communicative function</b>	To recognize cultural meanings	To talk about colors to classify solid waste in different cultures	To express their opinion	To reflect on how to use the knowledge obtained	To give examples about the professions in their family considering gender roles	To identify the stereotypes in their own country	To recognize Colombian expressions used in my own culture	To reflect and assimilated the knowledge learned and applied in the context

## Appendix G. Lesson plans

### LESSON PLAN (1)



Fecha: 12/Abril/2024 Grado: 9C Clase número: 1 Tiempo: 45 minutos

#### PLAN DE CLASE

**Docentes:** Johana Isabel Dagua Labio, Dayana Peña Campo y Karol Jara Larrahondo

**Profesor director de grupo:** Leidy Johana Jalbin

**Colegio:** Institución Educativa Instituto Técnico.

<b>Savoir</b>	Saber hacer: habilidad de poder hacer uso de diferentes conocimientos que se han aprendido de una cultura extranjera.
<b>Objetivo</b>	Identificar referencias importantes dentro y entre culturas para extraer su significado y connotaciones.
<b>Tema</b>	Beliefs
<b>Vocabulario</b>	Animales: Cow, Rat, Tiger, Crocodile, Cat, Dog
<b>Metodología(s)</b>	ABP, TPR, visual learning
<b>Transversalidad</b>	Geografía, biología y cosmovisión cultural.
<b>Competencias</b>	Lingüística, pragmática y sociolingüística.
<b>Evaluación del objetivo</b>	Se hará a través de la actividad llamada “escoge la bandera correcta”
<b>Pregunta para el desarrollo de la función comunicativa</b>	What is the meaning of the animals in the cultures seen in class?

<u><i>Tema / habilidad comunicativa y competencia lingüística</i></u>	<u><i>Estándares de competencias en lenguas (Guía 22, DBA, suggested curriculum)</i></u>	<u><i>Descripción de la actividad</i></u>
<b>Icebreaker</b> 5min - <b>Habilidad comunicativa:</b> listening <b>Competencia:</b> pragmática	- Sigo las instrucciones dadas en clase para realizar actividades académicas (2)	Para iniciar la clase, se hará una corta actividad en la que se incluyan algunos animales en inglés: Los estudiantes deberán imitar al animal que se nombre, utilizando su cuerpo. Antes de iniciar el juego, se hará una muestra para que los estudiantes entiendan cómo funciona. Luego, se realizará la actividad: se mencionará el nombre de un animal y el estudiante que haya realizado su imitación, quedará eliminado, así sucesivamente hasta llegar al ganador del juego.

<p><b>Presentación del tema</b> 15min</p> <p>-</p> <p><b>Habilidad comunicativa:</b> listening</p> <p><b>Competencia:</b> sociolingüística</p>	<p>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (3).</p>	<p>Se hará una presentación en diapositivas para explicar el significado y la representación de los animales seleccionados dentro de cada cultura: La vaca y la rata en la cultura Hindú, el tigre en la cultura China, el gato en la cultura egipcia, el cocodrilo en Ghana y el perro en Nepal.</p>
<p><b>Actividad 1</b> <b>“Crea un meme”</b> 15min <b>(trabajo en grupos de 3)</b></p> <p>-</p> <p><b>Habilidad comunicativa:</b> listening, reading, writing, speaking</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2).</p> <p>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (3).</p> <p>- Escribo narraciones sobre experiencias personales y hechos a mi alrededor (1,2).</p> <p>- Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés (2).</p>	<p>Para esta actividad, los estudiantes harán uso de los conocimientos aprendidos anteriormente. Para ello, crearán un meme haciendo referencia a los animales y un malentendido o situación de ironía que se pueda presentar en caso de visitar las culturas mencionadas. Seguidamente, se seleccionarán algunos grupos para presentar el meme que crearon y se identifique su significado referente a la cultura y el malentendido.</p>
<p><b>Evaluación del objetivo</b> <b>“Escoge la bandera correcta”</b> 5min</p> <p>-</p> <p><b>Habilidad comunicativa:</b> speaking, reading, listening</p> <p><b>Competencia:</b> pragmática y sociolingüística</p>	<p>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2).</p> <p>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (3).</p> <p>- Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes (2,3).</p> <p>- Identifico elementos culturales presentes en textos sencillos (3).</p>	<p>Para evaluar el objetivo de la clase, se mostrarán una serie de imágenes en las que se representen los animales y sus significados. Las docentes harán uso de banderas de los países y los estudiantes deberán escoger la bandera del país según lo aprendido. Para escoger la bandera correcta deberán usar los adjetivos demostrativos “This” o “that”. En cada ronda, los adjetivos se relacionarán con la cercanía o lejanía de las culturas presentadas, es decir, para la cultura propia (colombiana) siempre se utilizará “this” ya que es la cultura que todos compartimos. Ejemplo: en una diapositiva están dos imágenes. Una con la representación de las ratas en la cultura de los estudiantes y otra para la representación de las ratas en la India. Los estudiantes escogen las banderas.</p>
<p><b>Pregunta para el desarrollo de la función comunicativa</b> 5min</p> <p>-</p> <p><b>Habilidad comunicativa:</b> speaking</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas (1,2).</p> <p>- Me apoyo en mis conocimientos generales del mundo para participar en una conversación (2).</p> <p>- Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura (3).</p>	<p>Para finalizar la clase, se reflexionará a partir de una pregunta: What is the meaning of the animals in the cultures seen in class?</p>

## LESSON PLAN (2)



Fecha: 17/Abril/2024 Grado: 9C Clase número: 2 Tiempo: 45 minutos

**PLAN DE CLASE**

**Docentes:** Johana Isabel Dagua Labio, Dayana Peña Campo y Karol Jara Larrahondo

**Profesor director de grupo:** Leidy Johana Jalbin

**Colegio:** Institución Educativa Instituto Técnico

<b>Savoir</b>	Saber hacer: habilidad de poder hacer uso de diferentes conocimientos que se han aprendido de una cultura extranjera.
<b>Objetivo</b>	Utilizar en tiempo real una combinación adecuada de conocimientos, habilidades y actitudes para interactuar con interlocutores de un país y una cultura diferentes, teniendo en cuenta el grado de familiaridad existente con el país y la cultura y el grado de diferencia entre el propio y el otro.
<b>Tema</b>	Attitudes toward environment
<b>Vocabulario</b>	<b>Colors:</b> green, white, black, yellow, blue, gray. Environment, garbage cans. <b>Solid waste:</b> plastic bottles, cardboard boxes, cans, paper, toilet paper, fruit peels, and glass. <b>Countries:</b> Colombia, Spain, United States (New York)
<b>Metodología(s)</b>	Collaborative learning, visual learning, communicative approach, ABP
<b>Transversalidad</b>	Ciencias naturales, competencias ciudadanas, ética y valores
<b>Competencias</b>	Lingüística, pragmática y sociolingüística.
<b>Evaluación del objetivo</b>	Se evaluará con la actividad llamada: diferencias y similitudes.
<b>Pregunta para el desarrollo de la función comunicativa</b>	What are the colors of the garbage cans used to separate solid waste in country you were assigned to?

<u>Tema / habilidad comunicativa y competencia lingüística</u>	<u>Estándares de competencias en lenguas (Guía 22, DBA, suggested curriculum)</u>	<u>Descripción de la actividad</u>
<b>Icebreaker</b> 5min - <b>Habilidad comunicativa:</b> listening, reading <b>Competencia:</b> Pragmática y sociolingüística	- Sigo las instrucciones dadas en clase para realizar actividades académicas (2). - Utilizo mi conocimiento general del mundo para comprender lo que escucho. (2,3)	Esta clase, se iniciará con una corta actividad de reciclaje en la que los estudiantes podrán tener un acercamiento con el tema principal de la clase. Se tendrán 9 canecas de reciclaje, al igual que imágenes de objetos para reciclar. La clase se dividirá en tres grupos de 9 personas. Cada grupo tendrá 7 imágenes de desechos sólidos (plastic bottle, cardboard box, can, paper, toilet paper, fruits peel, glass) y al frente de cada grupo estarán 3 canecas. Una docente dirá el nombre de un objeto, y cada grupo tendrá 15 segundos para decidir en qué caneca ubicarlo. Pasado el tiempo, una persona del grupo lo depositará en la caneca que decidieron. Después, la docente dirá cuál era la caneca correcta,

		<p>por lo tanto, los grupos que lo hayan puesto en la caneca correcta, obtendrán el punto. Así se realizarán con cada una de las 7 imágenes.</p>
<p><b>Presentación del tema</b> 15min -</p> <p><b>Habilidad comunicativa:</b> Listening, reading</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado <b>(1,2)</b>.</p> <p>- Utilizo mi conocimiento general del mundo para comprender lo que escucho <b>(2,3)</b>.</p> <p>- Infero información específica a partir de un texto oral <b>(3)</b>.</p> <p>- Identifico elementos culturales presentes en textos sencillos <b>(3)</b>.</p>	<p>Para continuar, se hará una presentación de tres países diferentes (Colombia, Estados Unidos, España) con el fin de enseñar cómo se recicla en cada uno. Para esto, se pegaran en el tablero el color de las canecas que cada país usa para el reciclaje. Es decir, para explicar cómo se recicla en Colombia, se usarán 3 canecas (verde, blanca y negra), para reciclar en Estados Unidos, específicamente Nueva York (azul, verde y gris) y para España se usan 4 (amarillo, azul, gris y verde) Esta presentación se realizará a través de 3 personajes, los cuales representarán cada país.</p>
<p><b>Actividad 1</b> 15min “diferencias y similitudes” <b>Evaluación del objetivo</b> -</p> <p><b>Habilidad comunicativa:</b> Listening, speaking, writing, reading</p> <p><b>Competencia:</b> Lingüística, pragmática y sociolingüística</p>	<p>- Sigo las instrucciones dadas en clase para realizar actividades académicas <b>(2)</b>.</p> <p>- Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición <b>(2,3)</b>.</p> <p>- Muestro una actitud respetuosa y tolerante al escuchar a otros <b>(3)</b>.</p> <p>- Utilizo mi conocimiento general del mundo para comprender lo que escucho.</p> <p>- Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes <b>(2,3)</b>.</p> <p>- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares <b>(1,3)</b>.</p> <p>- Identifico elementos culturales presentes en textos sencillos <b>(3)</b>.</p> <p>- Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales <b>(1,2,3)</b>.</p> <p>- Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas <b>(1,2)</b>.</p> <p>- Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura <b>(3)</b>.</p>	<p>Para continuar, se dividirá a los estudiantes en 3 grupos de 9 personas, a cada grupo se le asignará un país de los vistos anteriormente. Después, cada grupo completará una cartelera hecha por las docentes con el fin de conocer cómo se recicla en el país asignado, la cartelera contiene la información: - “In _____ (Colombia/Spain, United Stated) we use # garbages can” Además, ellos tendrán las canecas del país asignado donde deberán pegar los residuos sólidos alrededor de la caneca a la que correspondan. Luego, para establecer las similitudes y diferencias de los países y la cultura propia, a cada grupo se le dará una tabla compuesta por los siete residuos a clasificar y los tres países. Por consiguiente, saldrá uno de los equipos, y los restantes jugarán piedra, papel o tijera, el equipo perdedor deberá hacerle preguntas al grupo que está presentando: - In which garbage can do you put _____? - In the _____ one. De todas formas, los dos grupos deberán completar las tablas con la información que escuchen.</p>

<p><b>Pregunta para el desarrollo de la función comunicativa</b> 10min -</p> <p><b>Habilidad comunicativa:</b> Speaking, listening</p> <p><b>Competencia:</b> Sociolingüística</p>	<p>- Me apoyo en mis conocimientos generales del mundo para participar en una conversación (3).</p> <p>- Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura (3).</p>	<p>Finalmente, se seleccionará una persona integrante de cada grupo para responder a la siguiente pregunta de acuerdo a la forma de reciclar en el país que se les asigno: What are the colors of the garbage cans used to separate solid waste in country you were assigned to?</p> <p>Para ello, podrán utilizar la oración: In Colombia/United States/Spain we use # colors: ____, _____, _____ ...</p>
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### LESSON PLAN (3)



Fecha: 19/Abril/2024 Grado: 9C Clase número: 3 Tiempo: 45 minutos

#### PLAN DE CLASE

**Docentes:** Johana Isabel Dagua Labio, Dayana Peña Campo y Karol Jara Larrahondo

**Profesor director de grupo:** Leidy Johana Jalbin

**Colegio:** Institución Educativa Instituto Técnico

<b>Savoir</b>	Saber hacer: habilidad de poder hacer uso de diferentes conocimientos que se han aprendido de una cultura extranjera.
<b>Objetivo</b>	Identificar procesos de interacción similares y diferentes, verbales y no verbales, y negociar un uso apropiado de los mismos en circunstancias específicas.
<b>Tema</b>	Gestures and Greetings
<b>Vocabulario</b>	Greetings: hi, howdy, hey, what's up, hello, good morning, good afternoon, good evening.
<b>Metodología(s)</b>	TPR, ABP, audio-visual learning, collaborative learning
<b>Transversalidad</b>	Diferencias y similitudes culturales, ética y valores, expresión corporal.
<b>Competencias</b>	Lingüística, pragmática y sociolingüística.
<b>Evaluación del objetivo</b>	Se evaluará con la actividad 1, al momento que los estudiantes respondan a qué cultura, qué gesto y a qué contexto estaban haciendo referencia sus compañeros en sus presentaciones.
<b>Pregunta para el desarrollo de la función comunicativa</b>	What gestures and greetings are used in your family to greet?

<u>Tema / habilidad comunicativa y competencia lingüística</u>	<u>Estándares de competencias en lenguas (Guía 22, DBA, suggested curriculum)</u>	<u>Descripción de la actividad</u>



<p><b>Icebreaker</b> 10min - <b>Habilidad comunicativa:</b> listening <b>Competencia:</b> pragmática y sociolingüística</p>	<p>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2). - Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3).</p>	<p>Para iniciar se utilizarán 3 gestos para saludar utilizados en 3 culturas diferentes que son: japonesa, colombiana y tibetana. Estos gestos serán mostrados por las docentes. Seguidamente, se organizarán dos grupos con participantes iguales, y lo que deberá hacer cada grupo es planear una estrategia para hacer un gesto diferente al del equipo contrario ya que cada gesto tendrá un valor diferente dependiendo el orden en que se escoja. Por ejemplo, el orden será: levantar la cabeza (Colombia), sacar la lengua (Tibet) y hacer una venia (Japón). Es decir que, al gesto de levantar la cabeza, le ganará a sacar la lengua; al gesto de sacar la lengua, le ganará hacer la venia; y al gesto de hacer la venia, le ganará levantar la cabeza. Después de que cada grupo planee la estrategia (escoger el gesto que harán), deberán hacer una línea, de modo que quede un grupo frente al otro. Una vez acomodados los estudiantes, la docente a cargo contará del 1 al 3 y dirá "NOW". Al escuchar la palabra "now" los grupos deberán realizar el gesto que escogieron, el grupo que haya elegido el gesto con mayor valor deberá atrapar a los estudiantes del otro grupo, por ende, los otros deberán correr y no dejarse atrapar. Para salvarse, cada equipo tendrá una "zona segura" a donde llegar. Sin embargo, cada que un estudiante sea atrapado, este hará parte del grupo que lo atrapó. En caso de que ambos grupos hagan el mismo gesto, se les dará nuevamente tiempo para que escojan otro.</p>
<p><b>Presentación del tema</b> 10min - <b>Habilidad comunicativa:</b>sS peaking, listening, reading <b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado (1,2). - Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3). - Infiero información específica a partir de un texto oral (3). - Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes (2,3).</p>	<p>En un primer momento, se preguntará a los estudiantes sobre los gestos que utilizan para saludar para reconocer las similitudes y diferencias que puede haber entre culturas. Seguidamente, se presentará un video de los diferentes gestos que utilizan las personas para saludar en culturas diferentes como: Colombia, Japón, Francia, Tailandia, Tibet y Nueva Zelanda. Estos gestos, estarán acompañados con el vocabulario de saludos formales e informales utilizados en inglés como: hi, howdy, hey, what's up, hello, good morning, good afternoon, good evening.</p>
<p><b>Actividad 1</b> 20min "Trabajo en equipo" - <b>Habilidad comunicativa:</b> speaking, listening, writing, reading <b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2). - Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales (1,2). - Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés (2). - Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto (2,3).</p>	<p>A continuación, se crearán 3 grupos de 9 estudiantes. En una bolsa estarán 3 papeles de las culturas vistas anteriormente (Tíbet, Japón y Francia). Cada papel comprenderá el gesto de saludo que representa esa cultura, un contexto y una actitud (formal e informal) que deberán usar para crear un performance. Cada grupo tendrá a una docente, la cual ayudará a los estudiantes a crear el diálogo de su performance. Para esto, tendrán 6 minutos. Una vez terminado el tiempo, cada grupo deberá pasar al frente a hacer su performance, y una vez terminado; los demás grupos deberán adivinar a qué cultura, qué gesto y a qué contexto estaban haciendo referencia sus compañeros.</p>

<p><b>Pregunta para el desarrollo de la función comunicativa</b> 5min</p> <p>-</p> <p><b>Habilidad comunicativa:</b> speaking</p> <p><b>Competencia:</b> pragmática y sociolingüística</p>	<p>- Me arriesgo a participar en una conversación con mis compañeros y mi profesor (2,3).</p>	<p>Finalmente, se reflexionará sobre lo aprendido en clase a partir de una pregunta:</p> <p>- What gestures and greetings are used in your family?</p> <p>- In my family, we use ...</p>
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#### LESSON PLAN (4)



Fecha: 22/Abril/2024 Grado: 9C Clase número: 4 Tiempo: 45 minutos

#### PLAN DE CLASE

**Docentes:** Johana Isabel Dagua Labio, Dayana Peña Campo y Karol Jara Larrahondo

**Profesor director de grupo:** Leidy Johana Jalbin

**Colegio:** Institución Educativa Instituto Técnico

<b>Savoir</b>	Saber hacer: habilidad de poder hacer uso de diferentes conocimientos que se han aprendido de una cultura extranjera.
<b>Objetivo</b>	Utilizar en tiempo real conocimientos, habilidades y actitudes para la mediación entre interlocutores de la cultura propia y ajena.
<b>Tema</b>	Beliefs, attitudes towards the environment, gestures and greetings (A project with all the content used in previous lesson plans)
<b>Vocabulario</b>	All the vocabulary of the sessions 1 – 2 – 3
<b>Metodología(s)</b>	TPR, communicative approach, ABP, collaborative learning and visual learning.
<b>Transversalidad</b>	Biología, Ciencias naturales, ética y valores,
<b>Competencias</b>	Lingüística, pragmática y sociolingüística.
<b>Evaluación del objetivo</b>	Se evaluará a través de la actividad cultural (YINCANA)
<b>Pregunta para el desarrollo de la función comunicativa</b>	Reflection: What would you use all this knowledge for in real-life situations?

<p><b><u>Tema / habilidad comunicativa y competencia lingüística</u></b></p>	<p><b>Estándares de competencias en lenguas (<u>Guía 22, DBA, suggested curriculum</u>)</b></p>	<p><b><u>Descripción de la actividad</u></b></p>
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<p><b>Icebreaker</b> 5min - <b>Habilidad comunicativa:</b> Speaking, listening <b>Competencia:</b> Pragmática, sociolingüística</p>	<ul style="list-style-type: none"> <li>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2).</li> <li>- Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición (2,3).</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros (3).</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3).</li> </ul>	<p>Para iniciar la clase, se realizará un juego de número, animal y representación corporal o sonido. El juego consiste en relacionar la cantidad de los números con un nombre de un animal visto en la primera clase (cow, rat, tiger, cat, dog, crocodile) y el sonido o representación corporal del animal. Es decir que se inicia con el número uno (one), así que la persona que sigue deberá decir el nombre del animal y la siguiente deberá hacer el sonido o la representación corporal (todo se hace una solo vez porque es el número 1). Después, el siguiente dice el número dos (two), así que el siguiente va a decir un animal y el que sigue dice el mismo ya que estarán en el número 2 y los dos siguientes hacen el sonido o representación del mismo animal, y así sucesivamente con el aumento de los números.</p>
<p><b>YINCANA</b> 35 min - <b>Habilidad comunicativa:</b> Listening, speaking, reading, <b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<ul style="list-style-type: none"> <li>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2).</li> <li>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado (1,2).</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros (3).</li> <li>- Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes (2,3).</li> <li>- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares (1,2).</li> <li>- Identifico elementos culturales presentes en textos sencillos (3).</li> <li>- Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros (1,2,3).</li> <li>- Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés (2).</li> <li>- Me arriesgo a participar en una conversación con mis compañeros y mi profesor (2,3).</li> <li>- Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco (2,3).</li> <li>- Uso lenguaje formal o informal en juegos de rol</li> </ul>	<p>Seguidamente, se hará la presentación de una YINCANA llamada “INTERCULTURAL CHANGE” que será guiada a través de 3 estaciones rotativas en las que los estudiantes deberán cumplir un objetivo para pasar por cada una siguiendo una situación intercultural. Los estudiantes estarán divididos en 3 grupos de 9 estudiantes y cada grupo tendrá por estación 10 minutos. La primera estación será “Solid Waste” donde se reforzará las diferencias entre nuestra cultura y las de otros países sobre cómo separar los residuos sólidos en los países vistos en una de las clases pasadas (Colombia, USA, Spain). En esta actividad, se presentarán 3 casos en tres afiches: El primer afiche tendrá el caso de Max que es de New York, USA, pero ha viajado a Colombia por primera vez; el segundo tendrá el caso de Ibai que es Español y ha viajado a New York por primera vez; y el último tendrá el caso de Martha que es Colombiana y ha viajado a España por primera vez. Así que, los estudiantes deberán ayudar a Max, Ibai y Martha a separar adecuadamente los residuos sólidos según las normas del país al que llegaron. Por lo tanto, los estudiantes serán los mediadores, y le indicarán a la docente a qué color de caneca se vincula cada elemento, y la docente, lo conectará con una línea. Para esto, los estudiantes deberán usar la oración: - Max/Ibai/Marta, in Colombia/New york/Spain, you have to put the (plastic) in the (green) garbage can! La segunda estación será “The animals” donde se representará una situación. Para esto, el grupo será dividido en dos y tendrán que defender un animal venerado por la cultura que escoja cada uno. En primer momento, saldrán dos estudiantes, 1 en representación de cada cultura. Sus compañeros tendrán que lanzar un ula-ula en el participante de la cultura opuesta. El grupo que no pueda enchoclar el ula-ula en el participante de la cultura opuesta, deberá escoger de una bolsa un meme que burle a el animal venerado por la otra cultura. Para evitar la burla, cada cultura tendrá un mediador que</p>

	<p>improvisados, según el contexto (2,3).</p> <p>- Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura (3).</p>	<p>explique al otro la razón de su creencia. Para esto, los estudiantes deberán usar la oración: In my country, we venerate _____ because they are considered _____ . Finalmente, la tercera estación será “Gestures and greetings” donde habrán 3 situaciones sobre los saludos y los gestos, cada una para el grupo que llegue. En estas situaciones, se evidencia un saludo y gesto de una cultura en un ambiente en el que las personas lo verían como algo “extraño”, ejemplo, sacar la lengua para saludar. Por lo tanto, los estudiantes, tendrán opciones de frases que podrían utilizar al estar frente a una situación de ese tipo, haciendo uso de sus conocimientos sobre el tema.</p> <p>Situación hipotética: vas a Santa Marta y en un recorrido por el parque Tayrona, tu familia y tú, ven que unas personas se están sacando la lengua entre sí y son extranjeras. Tu familia piensa que es algo “extraño”, ¿tú qué les dirías?</p> <p>1- it is normal in their culture when they greet someone. 2- Yes, I also think it is weird, they should avoid this kind of behavior. 3- Just ignore them.</p>
<p><b>Pregunta para el desarrollo de la función comunicativa</b> 5min</p> <p>- <b>Habilidad comunicativa:</b> Listening, speaking, reading</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3).</p> <p>- Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros (1, 2, 3).</p> <p>- Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación (1, 2, 3).</p> <p>- Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura (3).</p>	<p>Para finalizar, se realizará una pregunta de reflexión con el fin de que los estudiantes den su punto de vista sobre el conocimiento obtenido en las clases anteriores.</p> <p>What would you use all this knowledge for in real-life situations?</p> <p>I would use this knowledge in real-life situations for _____</p>

## LESSON PLAN (5)



Fecha: 02/Mayo/2024 Grado: 9C Clase número: 5 Tiempo: 45 minutos

### PLAN DE CLASE

**Docentes:** Johana Isabel Dagua Labio, Dayana Peña Campo y Karol Jara Larrahondo

**Profesor director de grupo:** Leidy Johana Jalbin

**Colegio:** Institución Educativa Instituto Técnico

<b>Savoir</b>	Saber comprometerse: Capacidad de evaluar de forma crítica y consciente sobre la base de criterios, perspectivas, prácticas y productos en la cultura propia y en otras culturas.
<b>Objetivo</b>	Realizar un análisis evaluativo de los documentos y acontecimientos que haga referencia a una perspectiva y criterios explícitos.
<b>Tema</b>	Gender roles
<b>Vocabulario</b>	Women, men, woman, man, <b>Professions:</b> lawyer, fireman, farmer, artist, nurse, doctor, teacher, pilot, housewife, engineer, dressmaker, waiter, police, soccer player and housekeeper.
<b>Metodología(s)</b>	Visual learning, communicative approach, natural approach,
<b>Transversalidad</b>	Historia, ética y valores,
<b>Competencias</b>	Lingüística, pragmática y sociolingüística
<b>Evaluación del objetivo</b>	El objetivo se evaluará con la actividad principal llamada “Rol de género”
<b>Pregunta para el desarrollo de la función comunicativa</b>	Are gender roles established in your family?

<u><i>Tema / habilidad comunicativa y competencia lingüística</i></u>	<u><i>Estándares de competencias en lenguas (Guía 22, DBA, suggested curriculum)</i></u>	<u><i>Descripción de la actividad</i></u>
<b>Icebreaker</b> 5min - <b>Habilidad comunicativa:</b> Speaking, Listening, Reading <b>Competencia:</b> Lingüística, Pragmática, sociolingüística	<ul style="list-style-type: none"> <li>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2).</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros (3).</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3).</li> <li>- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares (1,2).</li> </ul>	Para iniciar la clase, se enseñarán y se entregarán a algunos estudiantes 15 flashcards de profesiones. (Lawyer, fireman, farmer, artist, nurse, doctor, teacher, pilot, housewife, engineer, dressmaker, waiter, police, watchman, housekeeper). Después, el tablero se dividirá en tres partes: “women”, “men” y “both”. Así que, los estudiantes deberán pasar adelante y ubicar la profesión en la casilla de la tabla que ellos crean que el rol o profesión puede ser desempeñado.
<b>Presentación del tema</b> 10min - <b>Habilidad comunicativa:</b> Listening, Reading <b>Competencia:</b> lingüística, pragmática y sociolingüística	<ul style="list-style-type: none"> <li>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado (1,2).</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros (3).</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3).</li> <li>- Infero información específica a partir de un texto oral (3).</li> </ul>	Seguidamente, se realizará la introducción del tema “gender roles”, para reflexionar sobre las condiciones que tiene la mujer y el hombre de acuerdo al rol que pueden desempeñar desde el momento en que nacen y los adjetivos que califican su rol. Para esto se utilizarán imágenes en un estilo de rollo fotográfico que cuente y acompañe la información que las docentes presentan.

<p><b>Actividad 1</b> <b>“gender roles”</b> <b>Evaluación del objetivo</b> 25min -</p> <p><b>Habilidad comunicativa:</b> Listening, Reading, Writing, Speaking</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<ul style="list-style-type: none"> <li>- Identifico la recurrencia de ideas en un mismo texto <i>(1,2)</i>.</li> <li>- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares <i>(1,2)</i>.</li> <li>- Comprendo la información implícita en textos relacionados con temas de mi interés <i>(2)</i>.</li> <li>- Identifico elementos culturales presentes en textos sencillos <i>(3)</i>.</li> <li>- Sigo las instrucciones dadas en clase para realizar actividades académicas <i>(2)</i>.</li> <li>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado <i>(1, 2)</i>.</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros <i>(3)</i>.</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho <i>(2,3)</i>.</li> <li>- Contesto, en forma escrita, preguntas relacionadas con textos que he leído. <i>(1,2)</i>.</li> <li>- Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros <i>(1, 2, 3)</i>.</li> <li>- Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas <i>(1,2)</i>.</li> <li>- Me apoyo en mis conocimientos generales del mundo para participar en una conversación <i>(3)</i>.</li> </ul>	<p>Para esta actividad, se llevarán 3 lecturas con cuestionario de 3 culturas diferentes donde el rol de género sea evidenciado. Luego, a cada fila se le asignará una cultura, no importa que se repita. Después, a cada estudiante se le entregará una lectura con un respectivo cuestionario que deberán llenar en 12 minutos conforme a lo que dice el texto y a su opinión crítica a fin de conocer e interpretar el rol de género en esa cultura.</p> <p>Una vez terminado el tiempo, se escogerán 3 estudiantes de cada cultura para que compartan el rol de género que tiene la cultura designada y su opinión acerca de este.</p> <p>Además, las docentes le preguntarán a los demás estudiantes “What do you think about this information?” y para responder deberán usar “I think that information is ...”. Al finalizar las intervenciones de los estudiantes que participen, las docentes darán comentarios acerca del rol de género de esa cultura en caso de ser necesario.</p>
<p><b>Pregunta para el desarrollo de la función comunicativa</b> 5min -</p> <p><b>Habilidad comunicativa:</b> Listening, Reading, Speaking</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<ul style="list-style-type: none"> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros <i>(3)</i>.</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho <i>(2,3)</i>.</li> <li>- Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. <i>(1, 2,3)</i>.</li> <li>- Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas <i>(1,2)</i>.</li> <li>- Me arriesgo a participar en una conversación con mis compañeros y mi profesor <i>(2, 3)</i>.</li> <li>- Me apoyo en mis conocimientos generales del mundo para participar en una conversación <i>(3)</i>.</li> </ul>	<p>Para finalizar, se realizará la siguiente pregunta: “Are gender roles established in your family? Give examples”. Los estudiantes responderán “Yes or Not” y darán ejemplos de los casos específicos de los roles de género de acuerdo a las profesiones desempeñadas por las personas en su familia.</p>



## LESSON PLAN (6)



Fecha: 03/Mayo/2024 Grado: 9C Clase número: 6 Tiempo: 45 minutos

**PLAN DE CLASE**

**Docentes:** Johana Isabel Dagua Labio, Dayana Peña Campo y Karol Jara Larrahondo

**Profesor director de grupo:** Leidy Johana Jalbin

**Colegio:** Institución Educativa Instituto Técnico

<b>Savoir</b>	Saber comprometerse: Capacidad de evaluar de forma crítica y consciente sobre la base de criterios, perspectivas, prácticas y productos en la cultura propia y en otras culturas.
<b>Objetivo</b>	Identificar e interpretar valores explícitos o implícitos en documentos y acontecimientos de la propia cultura y de otras culturas;
<b>Tema</b>	Stereotypes
<b>Vocabulario</b>	Opinion connectors: In my opinion, I think, I consider, from my point of view.
<b>Metodología(s)</b>	Visual learning, ABP, communicative approach
<b>Transversalidad</b>	Ética y valores, geografía
<b>Competencias</b>	Lingüística, pragmática y sociolingüística
<b>Evaluación del objetivo</b>	Se evaluará con la actividad llamada “yo no soy lo que un estereotipo dice”
<b>Pregunta para el desarrollo de la función comunicativa</b>	What stereotypes have you noticed in Colombia?

<u><i>Tema / habilidad comunicativa y competencia lingüística</i></u>	<u><i>Estándares de competencias en lenguas (Guía 22, DBA, suggested curriculum)</i></u>	<u><i>Descripción de la actividad</i></u>
<b>Icebreaker</b> 5min - <b>Habilidad comunicativa:</b> Speaking, listening <b>Competencia:</b> Sociolingüística, pragmática, sociolingüística	<ul style="list-style-type: none"> <li>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2).</li> <li>- Reconozco los elementos de enlace de un texto oral para identificar su secuencia (2).</li> <li>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado (1,2).</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros (3).</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3).</li> <li>- Infero información específica a partir de un texto oral (3).</li> </ul>	Para iniciar la clase, se realizará una actividad de “2 truths and 1 lie”. Para las verdades se utilizarán declaraciones que los estudiantes implícitamente ya conozcan sobre culturas y para la mentira se utilizarán estereotipos sobre las mismas, que serán redactadas como afirmaciones con el fin de que los estudiantes puedan identificar. Las declaraciones las dirán las profesoras, por ejemplo: 1. “In Colombia there are 32 departments”. 2. “In Colombia there is a wide diversity”. 3. “Pablo Escobar is a representation of Colombian people”. Teniendo en cuenta lo anterior, para las declaraciones verdaderas los estudiantes se levantarán de la silla y para las declaraciones que identifiquen como falsas darán un aplauso.

<p><b>Presentación del tema</b> 12min -</p> <p><b>Habilidad comunicativa:</b> Listening, speaking, reading</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado <i>(1,2)</i>.</p> <p>-Muestro una actitud respetuosa y tolerante al escuchar a otros <i>(3)</i>.</p> <p>- Utilizo mi conocimiento general del mundo para comprender lo que escucho <i>(2,3)</i>.</p> <p>- Infiero información específica a partir de un texto oral <i>(3)</i>.</p> <p>- Identifico elementos culturales presentes en textos sencillos <i>(3)</i>.</p> <p>- Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros <i>(1,2,3)</i>.</p>	<p>Para la presentación del tema, se utilizarán diapositivas. Cada diapositiva tendrá imágenes de estereotipos de una cultura diferente (Colombiana, Italiana, Mexicana, Surcoreana). Por lo tanto, se tendrá en cuenta la interacción de los estudiantes para confirmar si relacionan los estereotipos con alguna de las culturas. Para esta interacción se hará la pregunta “What country do you think it is?” Para responder a la anterior pregunta, los estudiantes deberán usar la oración: - I think it is _____.</p> <p>Una vez los estudiantes hayan dicho el país al cual corresponden las imágenes, la docente encargada confirmará si se trata de ese país. Además, se les hará una corta explicación de la importancia de no relacionar a un país con algo en específico, en este caso, con los estereotipos ya que siempre debemos indagar e informarnos bien sobre una cultura y no juzgar a nadie por lo que hace o dice.</p>
<p><b>Actividad 1</b> “Yo no soy lo que un estereotipo dice” (Evaluación del objetivo) 25min -</p> <p><b>Habilidad comunicativa:</b> Listening, speaking, reading, writing</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Sigo las instrucciones dadas en clase para realizar actividades académicas <i>(2)</i>.</p> <p>- Me apoyo en mis conocimientos generales del mundo para participar en una conversación <i>(3)</i>.</p> <p>- Escribo mensajes en diferentes formatos sobre temas de mi interés <i>(1,2)</i>.</p> <p>- Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación <i>(1,2)</i>.</p>	<p>Para la actividad principal, se conformarán 4 grupos escogidos por las docentes y cada uno tendrá una caja en la que encontrarán diferentes cosas representativas de una cultura. Cada grupo mostrará la caja a sus compañeros, sin ellos saber que contiene y los compañeros deberán dar diferentes pistas (estereotipos) para que el grupo adivine la cultura en la caja.</p> <p>Después de adivinar su cultura se pondrá en situación la vida de una persona inmigrante que constantemente escucha estereotipos de su cultura a la que deberán escribir una carta.</p>
<p><b>Pregunta para el desarrollo de la función comunicativa</b> 3min</p> <p><b>Habilidad comunicativa:</b> Listening, speaking, reading</p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<p>- Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición <i>(2,3)</i>.</p> <p>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado <i>(1,2)</i>.</p> <p>- Utilizo mi conocimiento general del mundo para comprender lo que escucho <i>(2,3)</i>.</p> <p>- Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros <i>(1,2,3)</i>.</p> <p>- Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis</p>	<p>Para esta última parte, se les hará la pregunta “What stereotypes have you noticed in Colombia?” Para responder a esta pregunta usarán la oración: - I have noticed...</p>



	respuestas (1,2). - Me arriesgo a participar en una conversación con mis compañeros y mi profesor (2,3).	
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## LESSON PLAN (7)



Fecha: 08/Mayo/2024 Grado: 9C Clase número: 7 Tiempo: 45 minutos

PLAN DE CLASE

**Docentes:** Johana Isabel Dagua Labio, Dayana Peña Campo y Karol Jara Larrahondo

**Profesor director de grupo:** Leidy Johana Jalbin

**Colegio:** Institución Educativa Instituto Técnico

<b>Savoir</b>	Saber comprometerse: Capacidad de evaluar de forma crítica y consciente sobre la base de criterios, perspectivas, prácticas y productos en la cultura propia y en otras culturas.
<b>Objetivo</b>	Interactuar y mediar en los intercambios interculturales de acuerdo con criterios explícitos, negociando, cuando sea necesario, un grado de aceptación de los mismos, aprovechando los conocimientos, habilidades y actitudes de cada uno.
<b>Tema</b>	Communication styles
<b>Vocabulario</b>	Colombian expressions
<b>Metodología(s)</b>	ABP, natural approach, communicative approach, grammar-translation method, collaborative learning, visual approach
<b>Transversalidad</b>	Ciencias sociales
<b>Competencias</b>	Lingüística, pragmática, sociolingüística
<b>Evaluación del objetivo</b>	La evaluación del objetivo se hará por medio de la actividad principal llamada "Colombian Expressions"
<b>Pregunta para el desarrollo de la función comunicativa</b>	"Talk about an expression used in your family and explain the meaning or message you think it transmits within the Colombian culture"

<u>Tema / habilidad comunicativa y competencia lingüística</u>	<u>Estándares de competencias en lenguas (Guía 22, DBA, suggested curriculum)</u>	<u>Descripción de la actividad</u>
<b>Icebreaker</b> 5min - <b>Habilidad comunicativa:</b> Speaking, listening, reading <b>Competencia:</b>	- Sigo las instrucciones dadas en clase para realizar actividades académicas (2). - Muestro una actitud respetuosa y tolerante al escuchar a otros (3). - Identifico relaciones de significado expresadas en textos sobre temas que me son familiares (1,2). - Identifico elementos culturales presentes en textos sencillos (3).	Para iniciar la clase, se realizará la actividad de "hangman". Una docente colocará líneas en el tablero y los estudiantes deberán decir letras del alfabeto en inglés para completar una frase que será una expresión colombiana traducida al inglés. Ejemplo: "no hay mal que por bien no venga" = "Every cloud

Lingüística, Pragmática, Sociolingüística		has a silver lining”. Cada vez que los estudiantes digan una letra que no está dentro de la frase, se le dibujará una parte del cuerpo al hombre, si los estudiantes completan la frase antes de que el hombre esté completo ganan ya que este no se ahorcaría.
<b>Presentación del tema</b> 8min - <b>Habilidad comunicativa:</b> listening, reading <b>Competencia:</b> lingüística, pragmática y sociolingüística	<ul style="list-style-type: none"> <li>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado <i>(1,2)</i>.</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros <i>(3)</i>.</li> <li>- Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes <i>(2,3)</i>.</li> <li>- Me arriesgo a participar en una conversación con mis compañeros y mi profesor <i>(2,3)</i>.</li> </ul>	<p>Seguidamente, para la presentación del tema, se les explicará a los estudiantes a través de algunas expresiones colombianas que no siempre se deben hacer traducciones literales. Para esto, se escogerán de un árbol de expresiones hecho por las docentes 3 expresiones colombianas que se usan en diferentes partes del país. Después, se les dirá que, aunque en la mayoría de veces las expresiones de otros países (en este caso Colombia) no tienen una traducción literal, se le podría buscar una equivalencia en otro idioma (en este caso inglés). Por lo tanto, la docente encargada, compartirá la expresión con los estudiantes y procederá a dar una equivalencia en Inglés de esa expresión.</p> <p>Finalmente, se les dirá a los estudiantes que saber buscar una equivalencia a nuestras propias expresiones nos podría servir para ayudar a una persona extranjera que se encuentre en Colombia y que quizá no entienda una expresión.</p>
<b>Actividad 1 “Colombian Expressions”</b> <b>Evaluación del objetivo</b> 27min - <b>Habilidad comunicativa:</b> listening, reading, writing, speaking <b>Competencia:</b> lingüística, pragmática y sociolingüística	<ul style="list-style-type: none"> <li>- Sigo las instrucciones dadas en clase para realizar actividades académicas <i>(2)</i>.</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros <i>(3)</i>.</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho <i>(2,3)</i>.</li> <li>- Infiero información específica a partir de un texto oral <i>(3)</i>.</li> <li>- Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes <i>(2,3)</i>.</li> <li>- Identifico la recurrencia de ideas en un mismo texto <i>(1,2)</i>.</li> <li>- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares <i>(1,2)</i>.</li> <li>- Identifico elementos culturales presentes en textos sencillos <i>(3)</i>.</li> <li>- Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación <i>(1,2)</i>.</li> </ul>	<p>Como actividad principal, los estudiantes se organizarán en parejas y escogerán una expresión colombiana de un árbol de expresiones. El objetivo es que intenten traducir la expresión al inglés buscando una interpretación coherente. También, deberán plasmar en una historieta corta, la expresión acompañada de dibujos donde se cree un contexto de malentendido de decirle esa expresión literal en inglés a un turista extranjero. Finalmente, algunas de las parejas pasarán al frente a presentar su historieta y la expresión que han traducido, utilizando la siguiente frase: “If we have to say to a foreigner tourist</p>

	- Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés (2).	“_____” we will say “_____”
<b>Pregunta para el desarrollo de la función comunicativa</b> 5min - <b>Habilidad comunicativa:</b> listening, reading, speaking <b>Competencia:</b> lingüística, pragmática y sociolingüística	- Sigo las instrucciones dadas en clase para realizar actividades académicas (2). - Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado (1,2). - Muestro una actitud respetuosa y tolerante al escuchar a otros (3). - Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3). - Infero información específica a partir de un texto oral (3). - Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas (1,2). - Me apoyo en mis conocimientos generales del mundo para participar en una conversación (2,3).	Para evaluar la función comunicativa, se dará a los estudiantes la siguiente consigna “Talk about an expression used in your family and explain the meaning or message you think it transmits within the Colombian culture” para responderla los estudiantes deberán usar la oración: “In my family we use _____ and the meaning for us is _____”.

## LESSON PLAN (8)



**Fecha:** 10/Mayo/2024 **Grado:** 9C **Clase número:** 8 **Tiempo:** 45 minutos

### PLAN DE CLASE

**Docentes:** Johana Isabel Dagua Labio, Dayana Peña Campo y Karol Jara Larrahondo

**Profesor director de grupo:** Leidy Johana Jalbin

**Colegio:** Institución Educativa Instituto Técnico

<b>Savoir</b>	Saber comprometerse: Capacidad de evaluar de forma crítica y consciente sobre la base de criterios, perspectivas, prácticas y productos en la cultura propia y en otras culturas.
<b>Objetivo</b>	Interactuar y mediar en los intercambios interculturales de acuerdo con criterios explícitos, negociando, cuando sea necesario, un grado de aceptación de los mismos, aprovechando los conocimientos, habilidades y actitudes de cada uno.
<b>Tema</b>	Gender roles, stereotypes, communication styles (A project with all the content used in previous lesson plans)
<b>Vocabulario</b>	All the vocabulary of the sessions 5 – 6 – 7
<b>Metodología(s)</b>	Communicative approach, collaborative learning, visual learning.
<b>Transversalidad</b>	Geografía, ética y valores
<b>Competencias</b>	Lingüística, sociolingüística y pragmática
<b>Evaluación del objetivo</b>	Se hará a través de la actividad principal.
<b>Pregunta para el desarrollo de la función comunicativa</b>	What do you think about gender roles, stereotypes and Colombian expression?

<p><u>Tema / habilidad comunicativa y competencia lingüística</u></p>	<p><b>Estándares de competencias en lenguas (<u>Guía 22, DBA, suggested curriculum</u>)</b></p>	<p><u>Descripción de la actividad</u></p>
<p><b>Icebreaker</b> 10min - <b>Habilidad comunicativa:</b> Speaking, listening, reading <b>Competencia:</b> Lingüística, Pragmática, sociolingüística</p>	<ul style="list-style-type: none"> <li>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2).</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3).</li> <li>- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares (1,2).</li> <li>- Identifico elementos culturales presentes en textos sencillos (3).</li> </ul>	<p>Para iniciar la clase, se jugará Kahoot, un juego que tendrá 6 preguntas de opción múltiple relacionadas con los temas vistos en las tres últimas clases: roles de género, estereotipos y expresiones colombianas.</p> <p>Para el desarrollo de la actividad, las docentes mostrarán en el televisor el juego y los estudiantes dirán las respuestas que creen sean las correctas. Después de responder cada pregunta, se tendrá un corto espacio para recordar el tema, reflexionar sobre las opciones de respuesta, entre otros.</p>
<p><b>Actividad principal</b>  (Evaluación del objetivo) 30min - <b>Habilidad comunicativa:</b> listening, <b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<ul style="list-style-type: none"> <li>- Sigo las instrucciones dadas en clase para realizar actividades académicas (2).</li> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros (3).</li> <li>- Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado (1,2).</li> <li>- Utilizo mi conocimiento general del mundo para comprender lo que escucho (2,3).</li> <li>- Escribo mensajes en diferentes formatos sobre temas de mi interés (1,2).</li> <li>- Identifico elementos culturales presentes en textos sencillos (3).</li> <li>- Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas (1,2).</li> <li>- Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros (1,2,3).</li> <li>- Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación (1,2,3).</li> <li>- Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas (1,2).</li> </ul>	<p>Esta actividad estará dividida en 3 etapas:</p> <p>La primera será sobre los “gender roles” donde se expondrán dos situaciones: una de un hombre (Stiven) y otra de una mujer (María). La situación de cada personaje tendrá un problema relacionado con la profesión que quieren desempeñar en el futuro. Por ejemplo: Marta, una joven de 16 años quiere ser futbolista, pero sus padres le dicen que esa no es una profesión para mujeres, y que mejor debe estudiar para ser enfermera. De este mismo modo, se hará la situación para Stiven.</p> <p>Una vez se expliquen las situaciones, a cada estudiante se le entregará un papel donde deberán escoger a qué personaje le escribirán una recomendación positiva o negativa. Es decir, si están de acuerdo con el sueño de los personajes (Marta o Stiven) el mensaje sería positivo, pero si están de acuerdo con los familiares sería negativo.</p> <p>Cuando terminen, deberán depositar el papel en una caja relacionada con el personaje que hayan decidido escribirle la recomendación.</p> <p>Después, de cada caja, las docentes tomarán 3 papeles y leerán la recomendación hecha por el estudiante con el fin de reflexionar en las respuestas hechas por el estudiante. Además, preguntarán al grupo de manera general si están de acuerdo con la recomendación. Para esto, los estudiantes deberán usar las expresiones: I agree / I disagree.</p> <p>En la segunda etapa de “los estereotipos” se conformarán 3 grupos de 9 estudiantes (dos grupos de solo mujeres y 1 de hombres). Cada grupo deberá compartir los estereotipos que a diario pueden escuchar relacionado a su sexo, a la vez, deberán de hacer una lista de cada uno de los estereotipos que vayan nombrando. Seguidamente, las docentes leerán algunos de los estereotipos en lista y se dará una corta reflexión en la que se hable sobre cómo</p>

		<p>actuar ante las diferencias y se entienda que un estereotipo no define a una persona.</p> <p>La tercera etapa será sobre las expresiones colombianas, donde cada grupo ya conformado trabajará en equipo con una docente a cargo. En primer momento, se mostrará a los estudiantes palabras que pueden utilizar para dar instrucciones de dirección: Up, down, left and right. Seguidamente, cada grupo escogerá un estudiante para venderle los ojos y se les entregará una plantilla de un mapa de Colombia en donde se ubicarán 6 expresiones colombianas traducidas al inglés coherentemente utilizadas en el país. El estudiante escogido, deberá encerrar la expresión que dirá la docente en español, los demás estudiantes del grupo utilizarán las instrucciones de dirección para guiar a su compañero.</p>
<p><b>Pregunta para el desarrollo de la función comunicativa</b> 10min</p> <p>-</p> <p><b>Habilidad comunicativa:</b></p> <p><b>Competencia:</b> lingüística, pragmática y sociolingüística</p>	<ul style="list-style-type: none"> <li>- Muestro una actitud respetuosa y tolerante al escuchar a otros <b>(3)</b>.</li> <li>- Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros <b>(1,2,3)</b>.</li> <li>- Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación <b>(1,2,3)</b>.</li> </ul>	<p>What do you think about gender roles, stereotypes and Colombian expression?</p> <p>Los estudiantes, deben responder usando los conectores de opinion anteriormente explicados: for me, in my point of view, Gender roles are...</p>