

ANALYSIS OF THE INTERCULTURAL APPROACH IN THE PRACTICES OF
TEACHING AND LEARNING ENGLISH AND FRENCH AS FOREIGN LANGUAGES
IN THE BACHELOR'S DEGREE OF MODERN LANGUAGES ENGLISH, FRENCH
OF UNIVERSIDAD DEL CAUCA REGIONALIZATION SANTANDER DE
QUILICHAO 2020.1



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FRANCÉS

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Bachelor's degree to opt for the title of
LICENCIADO EN LENGUAS MODERNAS INGLÉS Y FRANCÉS

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Abstract

In a society where the educative, social, politics and cultural circumstances demand a greater knowledge of current reality, it is appropriate to discover and to analyze the intercultural approach, and it is precisely in this direction that the present research is headed. It is crucial to consider how important IA (Intercultural Approach) is in the bachelor's degree of modern languages English, French. If we talk about an intercultural approach, the main goal is to focus on the development of skills that help the student understand different ways of thinking and living. The intercultural approach is increasingly defined as global competence; it is the ability to be at home in the world. For a matter of contexts, a student who learns one or two different languages to the mother one, rather than being able to write and speak according to company rules and norms, she or he must adapt to choose according to what the context requires to be managed in different spaces. This research was carried out through an online survey that allowed participants privacy and complete anonymity. This investigative format was applied to some teachers and students of all semesters.

Keywords: intercultural approach, foreign language, English as foreign language, French as foreign language, teaching pedagogy, cultural diversity, learning methods,

Resumen

En una sociedad donde las circunstancias educativas, sociales, políticos y culturales exigen un mayor conocimiento de la realidad actual, conviene descubrir y analizar el enfoque intercultural, y es precisamente en esta dirección que se orienta la presente investigación. Es crucial considerar cuán importante es el EI (Enfoque Intercultural) en el programa de licenciatura en lenguas modernas inglés y francés. Si hablamos de un enfoque intercultural, el objetivo principal es centrarse en el desarrollo de habilidades que ayuden al estudiante a entender diferentes formas de pensar y vivir. El enfoque intercultural se define cada vez como una competencia global, lo que es considerado como la capacidad de estar en casa en el mundo. Por una cuestión de contextos, el estudiante al aprender uno o dos idiomas diferentes a la madre, en lugar de ser capaz de escribir y hablar de acuerdo a las reglas y normas de la empresa, debe adaptarse a elegir según lo que el contexto de uso requiere para ser gestionado en diferentes espacios. Esta investigación se llevó a cabo a través de una encuesta en línea que permitió a los participantes privacidad y completo anonimato. Este formato de investigación se aplicó a algunos profesores y estudiantes de todos los semestres.

Palabras claves: Enfoque Intercultural, Lengua extranjera, Inglés como lengua extranjera, Francés como lengua extranjera, Pedagogía de la enseñanza, diversidad cultural, metodologías de enseñanza.

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Introduction

This research sought a path where is involved social and cultural aspects of two different foreign languages English and French, They both have different social patterns, where current language is spoken, habits, slangs and idioms play an important role when learning these two languages, Likewise Guillén Díaz (2003) said that nowadays one cannot think of a teaching-learning model outside of a sociocultural context because it is within the language and an “intercultural consciousness that could be developed by the teaching practices ". Thus, it was crucial to consider how important IA was in the program of English and French as foreign languages classes of the Modern Languages Bachelor's Degree but not only for students but also professors. It is possible to assume that social patterns are a way of interaction between people in different societies and places. This comes as reference for this study because what exists in Universidad del Cauca is a several amount of origins with different interaction patterns, which are in constant change and display even though most of them come from the same region and all of them live in the same country.

The intercultural approach (now referred to as IA) is considered as one of the core pillars in the process of acquiring a foreign language in the Plan Educativo Institucional (now referred to as PEI) of the Universidad del Cauca modern languages English - French regionalization bachelor's degree. During the learning process of the students of the foreign languages bachelor's degree, it is deemed necessary to work on the intercultural approach as it is said in the bachelor's degree PEI. This, in order to understand that socio-cultural

differences produce changes in school spaces, where the teacher takes the role of intercultural mediator.

Consequently, it is essential to consider the forms in which language works and the ways in which any human act of communication through language is formed in specific contexts. This could not be possible if there is not culture involved, some cultures as Montgomery (2003) said, they generate patterns of interaction, common forms of social practices, recurring uses of symbols and structures of values and beliefs. In support of this statement, this research role aims to analyze the relationship between the intercultural approach in the teaching practices of the English and French as foreign languages teachers and students' perception of the IA in their English and French as foreign languages classes of the Modern Languages Bachelor's Degree (now called BDMLEF) 2019-2. The interaction from teachers to students talking about experiences and knowledge should let students have sort of a guide because according to the PEI, the intercultural approach is a research objective as a core pedagogical approach in the teaching and learning of English and French as foreign languages. This is because it is based on a social practice of one culture with another, to share and exchange experiences, habits, customs and all that can be shared or learned from another individual.

CHAPTER I. PROBLEM STATEMENT

The intercultural approach is one of the basic approaches in the modern languages bachelor's degree English-French regionalization bachelor's degree. This implies pedagogical, linguistic, social, humanistic and cultural components that the bachelor's degree involves. This research aims to carry out an analysis of the intercultural approach in the learning of English and French as foreign languages and the teacher's practices in the English and French as foreign languages classes in the BDMLEF 2019.2.

In a pedagogical environment of learning English and French as foreign languages it is core to give a context to which the intercultural approach is evidenced because learning a foreign language is not only about learning words, grammar structures or else but as well to gain social and cultural knowledge. In order to execute speech acts properly because every place has its own social standards which are invisible norms that regulate human beings actions in a place. They are very important in order to adapt to a new culture; due to the fact that foreign cultures have different speaking patterns which students of EFL have the need to adapt and comprehend the target language which is closely linked to direct interaction with the way of the intercultural approach is set on the PEI's Bachelor Degree of Modern Languages Universidad del Cauca Regionalization.

For this reason, it was intended to establish the relationship of the intercultural approach in the practices of teachers for the teaching of English and French as foreign languages in order to establish the relationship between the perception of these two educational actors,

students and teachers of the bachelor's degree. A survey for a wide sample of students was implemented and for the teachers an interview in order to know their perception about the IA in the educational practices of the teachers in the teaching of English and French as foreign languages as well as students' learning of English and French as foreign languages in the BDMLEF.

Matter fact, the ways in which language works and the ways in which any human act of communication through language is generated are within specific contexts. It can also be said, as (Belz., 2003) points out that “a teacher training program with a humanistic approach, communicative and intercultural benefits the social functions of language and emphasizes the ways in which speakers and writers interact at the linguistic level” (pág. 72).

To sum it all up, this research with languages requires the study of concepts and principles of interculturality and identity, thus reaching an understanding with other cultures, what becomes in the acceptance of diversity and of the intercultural approach as a new way of interpreting the present, developing in the student his social consciousness. Therefore, the following research question was proposed: Is there a relationship between the intercultural approach to the teaching and learning of foreign languages English-French from the perception of students and teachers of the BDMLEF regionalización Santander de Quilichao?

Rational

Considering that the IA is one of the pillars proposed in the BDMLEF, it was decided to carry out this study because the pedagogical, linguistic, social, humanistic and cultural components are considered core factors in the processes for learning languages. It should also be borne in mind that interculturality leads to a different culture, which makes it necessary to learn and create bonds of both interrelationship and understanding towards two different cultures or more to one's own.

Besides, it aims to analyze the relationship between the IA in teaching the educational practices of teachers in foreign English-French languages and the perception of students at BDMLEF 2019-2. Moreover, the methodology for the collection of information was managed by surveys on students of first to ninth semester and to the teachers of the BDMLEF. This allowed analyzing all the topics addressed in the objectives of this undergraduate research. This survey format also made it possible to obtain more accurate information about intercultural processes and the perception of students in their language learning processes. This project provided context to the concept of interculturality for the BDMLEF, as strategies (and other strategies and authors that were suggested before) related to tolerance towards communication and the effectiveness of it related to different cultures of each individual.

This research referred to a contrasting mixed approach as it was identified from a quantification of the perspective of students with regard to IA for learning foreign

languages English and French in BDMLEF 2019-2. Similarly, the perception of students and teachers was quantified, which helped to determine how the IA is evidenced for the teaching of foreign English and French languages from the perspective of the teachers of the BDMLEF in regionalization in the period 2019-2. The perception of students and teachers related to the IA was also compared in the educational practices for learning and teaching of the BDMLEF regionalization Santander de Quilichao 2019-2. In addition, it sought to investigate the IA through this research, which it left substantial information that reinforced the IA in the regionalización BDMLEF Santander De Quilichao.

Objectives

General Objective

To establish how the intercultural approach to the teaching and learning of foreign languages English and French is associated in the modern languages bachelor's degree English, French regionalization Santander de Quilichao 2019.2.

Specific Objectives

- To identify from the perspective of the students how the presence of the intercultural approach to the learning of foreign languages English and French is evidenced in the BDMLEF regionalización Santander de Quilichao 2019.2.
- To identify how the intercultural approach to the teaching of foreign languages English and French is evidenced from the perspective of the teachers of the BDMLEF regionalización Santander de Quilichao 2019.2
- To contrast the perception of students and teachers regarding the intercultural approach in educational practices for the learning and teaching of foreign languages English and French of the BDMLEF regionalización Santander de Quilichao 2019.2.

CHAPTER II. THEORETICAL FRAMEWORK

Conceptual Framework

In this section, a context of the beginning and relation of our concepts of study with our participants were provided, enlightening the concepts of the intercultural speaker, identity, culture, and interculturality.

Intercultural speaker

The concept of "intercultural speaker" was soon adopted and adapted by many academics and professionals to describe the language learner as someone who "has the ability to interact with others", to accept other perspectives and perceptions of the world, to mediate between different perspectives, to be aware of their assessments and differences. The intercultural speaker is therefore not only linguistically but also interculturally competent, that means, he/she has a mastery of the grammar and vocabulary of the language he is learning and is also sensitive to other peoples and cultures and is aware of his own cultural positioning. Significantly, the intercultural speaker is not bound by specific cultures or languages but is competent in mediation across multiple borders.

This is why intercultural competence is increasingly defined as global competence: the ability to be at home in the world. For a matter of contexts, since the student learns one or two different languages to the mother one, rather than being able to write and speak

according to company rules and norms, you must adapt to choose according to what the context of use requires to be managed in different spaces.

The intercultural speaker replaces the native speaker on what the teaching model of a language concerns with characteristics such as awareness of its own identity and culture in addition to how it is perceived by the people with whom it interacts to be aware that it is in a process of constant development. If we talk about an intercultural approach, the main goal of the teacher should not be to get as close as possible to native speakers but focus the praxis on developing skills that help the student understand different ways of thinking and living.

Identity

Identity can seem like the component of features that distinguish an individual from others inside a community. The identity is part of this research because it is applied to values, beliefs, and behaviors adding personal relations and living conditions, it allows a relationship between the communicative ability and adapting to a society that is not necessary from its own. According to anthropological and social studies, it emerged by differentiation and as re-affirmation from the other individual. Even though the concept transcended barriers (as immigrants' case), the origin of this concept was found with frequency linked to a territory.

In essence, identity can seem like the component of features that distinguish an individual from others inside a community. The identity is part of this research because it is

applied to values, beliefs, and behaviors adding personal relations and living conditions, it allows a relationship between the communicative ability and adapting to a society that is not necessary from its own.

Identity, in this case, is an extra notion in this research, therefore the cultural features help to distinguish people from one place from other from another place, adding the establishing or being on the obligation of a constant interaction with the exhibition of its own identity, there are processes of interculturality, which is given by the assimilation of one's culture and the convergence between other cultures with later subdivisions.

Interculturality

“Como concepto y práctica, la interculturalidad significa “entre culturas”, pero no simplemente un contacto entre culturas, sino un intercambio que se establece en términos equitativos, en condiciones de igualdad. Ésta debería ser entendida como un proceso permanente de relación, comunicación y aprendizaje entre personas, conocimientos, valores y tradiciones distintas, orientada a generar, construir y propiciar un respeto mutuo” (Walsh., 2005).

In the case of interculturality in BDMLEF, the interaction of different Anglo Saxon cultures and francophone cultures is covered between them, as well as the differences that are resolved or not through dialogue regarding the mixture of cultures in the same place, either by immigration, communication or forms of interaction.

Culture

Culture as a concept is a core pillar of our research because the intercultural approach to interculturality must show forms of interaction of cultures through dialogue. In essence, culture is the unification of languages or mother tongues, customs, values, among other things. In the world intercultural processes occur, expansion and propagation of different cultures to different places cultural transmission can be calamitous, because identity is put at stake by learning ways of living together and ways of thinking in order to adapt to a different society. Taking into account all these factors, students must be trained to deal with situations related to all of the above.

Culture as a concept is part of this research because as it can be seen by learning two foreign languages BDMLEF students are already possibly open to a range of cultures to be known. Consequently, part of the role of the teacher is to endow knowledge and tools not only grammatical but also of society. It is important to take into account that the identities of the people are not homogeneous and that IA as an approach is an educational process that must help to live in a modern world in constant socio-cultural transformations that induces to live together in cultural difference.

Contextual Framework

Universidad del Cauca

Universidad del Cauca began its permanent presence in Santander de Quilichao in 1998 with the purchase of its first headquarters, called "La Casona", which is located in the central sector of the municipal capital, next to the main park. This construction, with more than 200 years of history, is recognized as the architectural heritage of the city and keeps in its interior one of the eighteen (18) batteries of the first public aqueduct of Santander de Quilichao. Until 2012, in this beautiful campus and within the framework of institutional decentralization, the University offered the degree programs in ethnography, agroindustrial technology and telematics technology, as unique cohorts, and developed outreach and continuing education bachelor's degrees.

Starting 2013, with the adoption of a new concept of regionalization, which involved the establishment of the Regionalization Centre to coordinate the creation and operation of real headquarters where the University builds its own infrastructure to develop all its institutional strength, the offer of undergraduate bachelor's degrees was initiated on a permanent basis. To this end, the Law Programs were opened during the day and night, and the Degree in Modern Languages (English - French), both possessing the recognition of high quality accreditation by the Ministry of National Education. In 2014 and 2015. This offer was reinforced with the offer of civil engineering and agro industrial engineering bachelor's degrees respectively.

This academic growth implied the need to increase the infrastructure in the place, so the University made two parallel efforts, on the one hand, signed an agreement of institutional cooperation with the Universidad del Valle and a comodato to share the place called "Campus Carvajal 0079 on the other obtained the donation, by the Government of Cauca, of a property of 19 hectares. In the "Carvajal Campus" a strategic alliance has been developed with the University of the Valley, A unique experience in Colombia where two public institutions of higher education are finding ways of cooperating to develop joint actions in the fields of teaching, research and social interaction. In this place, the Universidad del Cauca has also made an intervention that has allowed it to build fourteen (14) classrooms and to plan the construction of three (3) systems rooms, an administrative area, sanitary batteries, laboratories of Biochemistry, Morphology, Microbiology and Simulation, corresponding to the program of nursing and fluid physics and Mechanics for Civil Engineering and agroindustrial engineering.

In the set assigned by the Cauca Government, the designs have been advanced to build a university citadel with all the conditions that characterize an institution with high quality accreditation as is the alma mater Caucana, have offered space for other public institutions to share their headquarters and offer the community of Norte Caucana and Sur del Valle an offer that meets the expectations of the region (Universidad del Cauca, 2012).

Reference Framework

English as a foreign Language

This article emphasizes the significance of the teaching of English as a foreign language, Professor Scott, Department of English, University of Wisconsin, discusses a few fundamental principles concerning the nature of language and the language-learning process. His article is based on a paper read at the University of Houston in April 1963.

In this article you can see the extensive role that English plays as a foreign language today. As Scott (1965) states "...There is no doubt, that the field of English as a foreign language has entered a boom era, and that the demand for teachers of English far exceeds the available supply" (pág. 414).

It establishes the objective it fulfils in foreign language in the field of teaching and functional patterns of the language. Scott states: "There is, of course, the obvious fact that in English as a foreign language we focus our teaching on the spoken, socially acceptable colloquial form of the language. We drive our students towards the goal of productive mastery of the major structural patterns of English, and these structural patterns include those of phonology".

French as a foreign language

This research seeks to make an analysis throughout the teaching French with tongue twisters and identify how French behaves as foreign languages with these particular languages activities. In teaching French as a foreign language (FFL), there is a constant

development from traditional methods to modern approaches. This development has arisen because of students' needs and of linguistic innovations.

“Nowadays, learning foreign languages gains more importance because of the globalization and the era of information. Generally, learning English is important for individuals. However, in the 21st century, the citizens must learn two or more foreign languages for having a good position in the society and also a good job for his own future. For example, French is the most important language in European Union. It is spoken in some countries such as France, Canada, Belgium, Swiss, etc... French teachers will try to teach French with enjoyable activities. The tongue twisters allow children to learn French with fun activities. They reinforce the phonetic competencies of children. In addition, the students can learn new words through tongue twisters. This article aims to demonstrate if teaching French as a foreign language with tongue twisters is a beneficial method or not for adults such as children. This study is formulated by mixed method research. The data collections tools of this study are the personal information, learning French as foreign language with tongue twister scale and the interview form” (erkan, 2015)

Intercultural competence in foreign language teaching.

In a first introductory section, reference is made to a number of studies which have investigated the relations between language and culture and to the reasons which have led to the need to promote an integrated teaching of both. Subsequently, it identifies some key

concepts on the intercultural dimension or approach applied to language teaching and provides a conceptual framework on which this dimension is based.

There is a close relationship between language and culture which develops in educational environments, where these two would complement the orientation of foreign language teaching where communicative competence is emphasized as the axis of interculturality in a globalized context. In this study it can be evidenced that language and culture complement each other for both speaking of identity and for effective interaction in a different language, because the language and culture of the place where the student comes from make up a set of beliefs and values which are part of the interaction because it is the culture of the speaker trying to communicate with another person of another culture, which we call interculturality, therefore this study is related to the duty of teachers as far as their teaching practices concern in the subjects of English and French, the teacher should go beyond grammar (which is also part of the process) and get to venture into social and cultural aspects of the Anglo-Saxon and French-speaking countries, as they are the core of our career.

Critical Interculturality and Intercultural Education.

This concept aims to explore the multiple uses of interculturality, with special emphasis on the educational field, to make the distinction between a functional interculturality to the dominant system and another imagined as a political project of transformation and creation. This research establishes the relation between the geographic and anthropological studies of the Colombian territory, this establishes that there is a huge cultural richness by the

indigenous tribes and it is focused on the interculturality because Artunduaga shows how ethnoeducation has as a principle the interculturality, so its purpose should be aimed at fostering values such as Cultural respect, cultural tolerance, cultural dialogue, and mutual enrichment because respect and tolerance are a dimension of cultural otherness from a space where they interact respectfully. This research is useful to comprehend in a better way the context of our research because this show us how the afro people and indigenous coexisting such a way that they had been analyzed from different sources as anthropology and geography to link and register their language besides identify which are the didactics which lead to proceed to redefine cultural diversity.

Studies About Intercultural Communication in Colombia.

This study establishes the relationships of the geographical and anthropological studies of the Colombian territory, stating that there is a great cultural richness on the part of the indigenous people and it is focused on the intercultural part since Artunduaga shows how ethnography has as a principle the interculturality. Then, its purpose should be aimed at promoting values such as: Cultural respect, Cultural tolerance, Cultural dialogue and mutual enrichment as respect and tolerance are a dimension of cultural otherness from a space where they interact respectfully. This study is fitting to better understand the context of our research because it shows us how an afro culture and an indigenous one coexist in such a way that they have been analyzed from different currents such as anthropology and geography to link and register their languages, in addition to identifying with which didactic forms one can proceed to redefine the cultural diversity.

In this article, the author gives a perspective of the trends and perspectives of the studies on intercultural education that have been carried out in the country in recent years. So, he goes through the various concerns of the scholars of the topic, who from different conceptual and disciplinary tendencies have been redefining the object of study of cultural diversity, which is no longer only addressed for the purpose of quantifying existing ethnic groups or cultural groups, or to relate and inventory their languages or to identify trendy pedagogical trends with regard to culture.

CHAPTER III. METHODOLOGY

Elements of study

This research focused on.

- As BDMLEF students, we attach great value to the opportunity to establish how the intercultural approach to the teaching and learning of foreign languages English and French is related to the regionalization BDMLEF Santander de Quilichao 2019.2.
- Through the contrast of the perception of students and teachers regarding the IA in the educational practices for learning and teaching of the BDMLEF regionalization Santander de Quilichao 2019-2 the IA was investigated leaving substantial information to reinforce or rethink the IA the regionalization BDMLEF Santander De Quilichao. Subsequently the comparison shall be applied for the contrasting design in the investigation. As Charles Carpenter Fries (1987) states, the most efficient data are those that are based on a scientific description of the language to be learned, compared to a description parallel to the language of the person learning a second language.

Mixed approach

As Sampieri (2010) states:

"Antes de definir propiamente los métodos mixtos debe comentarse que en la segunda década del siglo XXI se han consolidado como una tercera

aproximación o enfoque investigativo en todos los campos. Cualquier especialista lo realiza utilizando diversas fuentes de información y tipos de datos... Es decir, se recolectan y analizan datos cuantitativos y cualitativos y la interpretación es producto de toda la información en su conjunto” (pág. 311)

For this research, it was decided to use the mixed approach because we collected a type of data, qualitative (perception) so that it could be quantified later in order to give a better understanding to the topic of research with humanistic and reality forms. According to the quotation and the theory of the mixed approach, the research meets what is necessary to use this approach for several reasons. First, the data collected was qualitative, as they are perceptions regarding several aspects of the IA and their applicability, and then they were evidenced through statistics generated by digital tools.

Second, the interpretation of the data was done with all the content collected through the surveys, since the population is large and the information to be collected is also broad and it is an important approach that today is a trend for foreign language learning. Finally, this research aims to provide a deep understanding of both the concepts and the analysis of them, which fits better in a qualitative approach to complement the statistical part mentioned above, there is therefore a necessary fusion of approaches that results in bringing research to this mixed approach. Mixed methods symbolize a group of systematic, empirical and critical research processes and lead to the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make

deductions from all the information provided and thus achieve a better understanding of the phenomenon studied.

Bearing in mind that the IA is under study in the regionalization BDMLEF Santander de Quilichao and is intended to give a better understanding of the issue, an objective reality and a subjective reality was treated since interculturality as a theory is a difficult topic which involves massive concepts that in the end was contrasted to give researchers more proximity and better instruction to treat, collect, sustain research findings. In addition, as mentioned above, by integrating all the variables. One of the advantages of the approach is that it helps to provide a more complete context for the research and its participants, this permits the generalization of the results were somehow more valid.

Since this mixed process involves analysis of data from different approaches, this mixed approach helped to defend the explanation of the results obtained. Since by representing various types of processes as the citation indicates, more evaluation criteria were emerged with more creative theory to answer more questions concerning research more broadly, It evoked one of the objectives to develop skills both in interculturality for their teaching and learning as in mixed research.

Contrastive Design

This research referred to a mixed contrasting approach as it allows the quantification of the perspective of students with regard to the IA for the learning of English and French languages in the BDMLEF 2019-2. As well, the perception of students and teachers was quantified; this helped to determine how the IA for the teaching of English and French foreign languages was evidenced from the perspective of the BDMLEF teachers in regionalization in the period 2019-2.

Also, as Carpenter & Plaza (1973) affirmed that the most efficient data are those that are based on a scientific description of the language to be learned, compared to a description parallel to the language of the person learning a second language. The program that this author set out was carried out exhaustively a few years later on the side of a comparison of English with Spanish, where he says that you can predict the patterns that will cause and will not cause learning difficulties when comparing systematically the language and culture to be learned with the language and culture of the student.

Population

The community of study is university students of the Universidad Del Cauca-regionalization (Santander de Quilichao) of the BDMLEF since our research seeks to establish how the intercultural approach to the teaching and learning of foreign languages English and French is related in the BDMLEF 2019.2.

The research tried to reach as many students as possible with a wide sample from first semester to ninth semester students, as well as English-French foreign languages teachers from BDMLEF regionalization Santander de Quilichao.

Instrument

The survey method has been chosen as a way of gathering information which allows quantifying the perceptions of the students and teachers concerning IA in BDMLEF. This survey format allows working in a dynamic way of data collection, this survey is going to be directed towards a specific public and manage the respective information that aimed at. In addition, it is considered as a way of achieving big quantities of information. About the chosen instrument in this research, it is going to be applied for analyzing the results without the need of having a wide knowledge about statistics and procedures to analyze the collected information in an effective way.

On the other hand, the methodology for data collection was developed through an online survey that allows participants privacy and complete anonymity. This investigative format was applied for teachers and students of BDMLEF of all semesters. In addition, this method allows for implementing the concerning questions about the tackled research.

Research stages

- Stage 1: Research and documentation about interculturality. The researchers read a number of authors such as Atienza, Corbett, Abdallah-Preteille, among others that talk about interculturality as a concept and applied interculturality as an approach and theory in foreign language teaching.
- Stage 2: Survey piloting. The survey was piloted with a group of 20 people from different semesters. The pilot survey showed the necessity of specifying in the questions of the survey to use one question per language of the major because the intercultural context is not the same either of learning.
- Stage 3: Identification of the data. This phase gave us a broad look to analyze from the perspective and experience of the students how the presence of the intercultural approach to the learning of the BDMLEF regionalization Santander de Quilichao 2019.2 is evidenced.
- Stage 4: This phase provided a look from the teacher's dimension and with the information that was obtained; the identification of the evidence of the intercultural approach in the teaching of the foreign languages English and French from the perspective of the teachers of the BDMLEF regionalization Santander de Quilichao 2019.2 was done.

- Stage 5: Comparison of the perception of students and teachers regarding the intercultural approach in educational practices for the learning and teaching of foreign languages English and French of the BDMLEF regionalization Santander de Quilichao 2019.2.

CHAPTER IV. ANALYSIS

Data Analysis

In this section, all the data analysis which was proposed on the methodology has been carried out in order to show common and differences of thought, ways and how these perceptions can be taken as a way of either improving, reinforcing, or incorporating these and other concepts. This project has treated in order to make the IA something more complete and to have it more in context for our Regionalization students and teachers. All of the data that has been gained by this research has been contrasted and discussed within the guidelines of the research's concepts, theories and authors that throughout the research have been used as support.

Student's analysis

Question 1: How often do English teachers work on topics in the class that reinforce your identity as a person?

CHART RESULT QUESTION 1

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

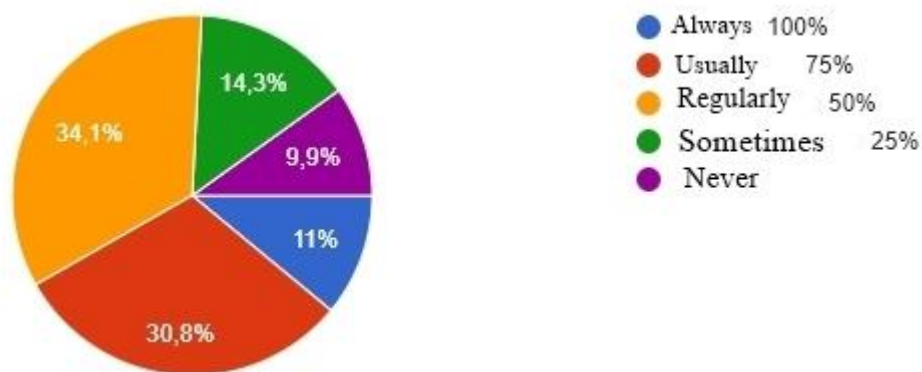
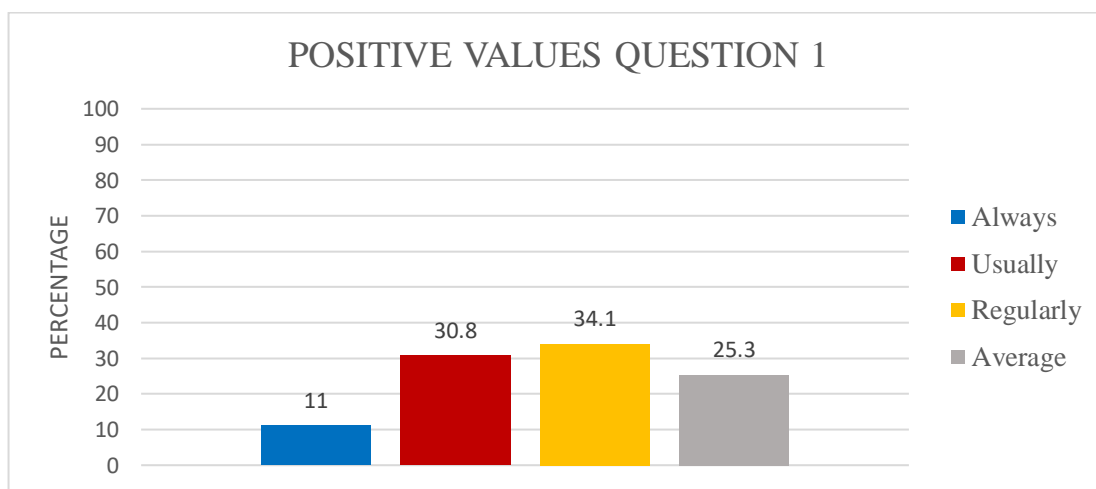


CHART VALUES

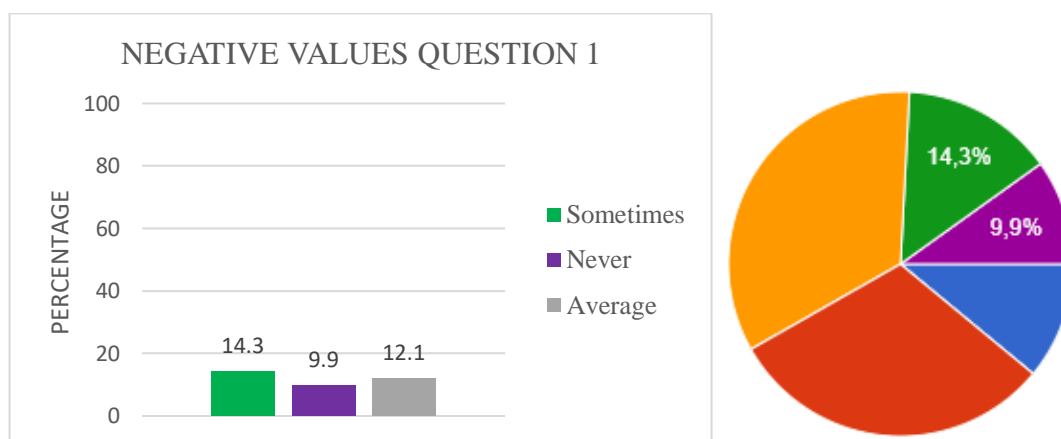


The sum of the positive values for question 1 are: Always (11%) + Usually (30.8%) + Regularly (34.1%) = 75.9%.

Average = 25,3%

Intercultural reference: Identity

As can be seen from the table, the topics that English teachers work in class do reinforce the identity of the students (75%); this gives us a sense that the activities carried out by teachers often involve strengthening the identity of students in their pedagogical practices. As Molano (2007) mentions where he infers that identity can be a component of characteristics that distinguish an individual from others within a community.



The sum of the negative values for question 1 are: Sometimes (14,3%) + Never (9.9%) = 24,2%.

Average = 12,1%

According to what the graph shows, identity is present in the activities carried out by the teachers and these imply the recognition of characteristics that differentiate them from other people. It is interesting to note that the percentage of negative responses reaches almost 25%, which means that almost a quarter of the students that did the survey consider that

identity is not a subject covered in their English classes. Therefore, not working on identity in the foreign language classroom will not guarantee the acquisition of the second language or the other culture due to factors such as the loss of one's social and cultural values or the influence of the financial and educational reputation of the other languages.

Question 2: How often do French teachers work on topics in the class that reinforce your identity as a person?

CHART RESULT QUESTION 2

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

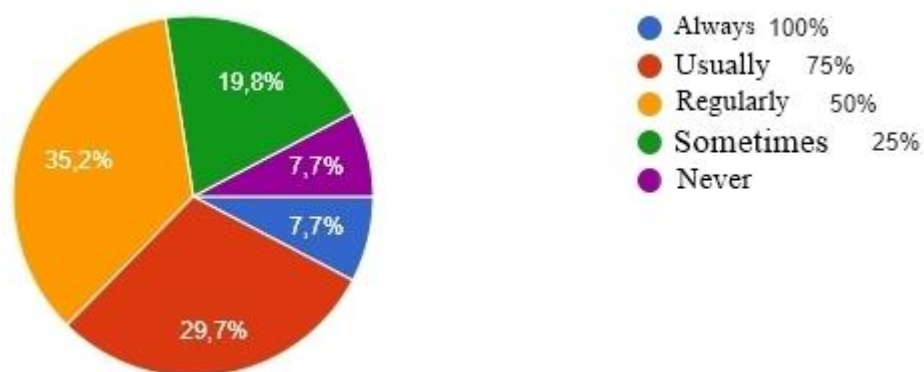
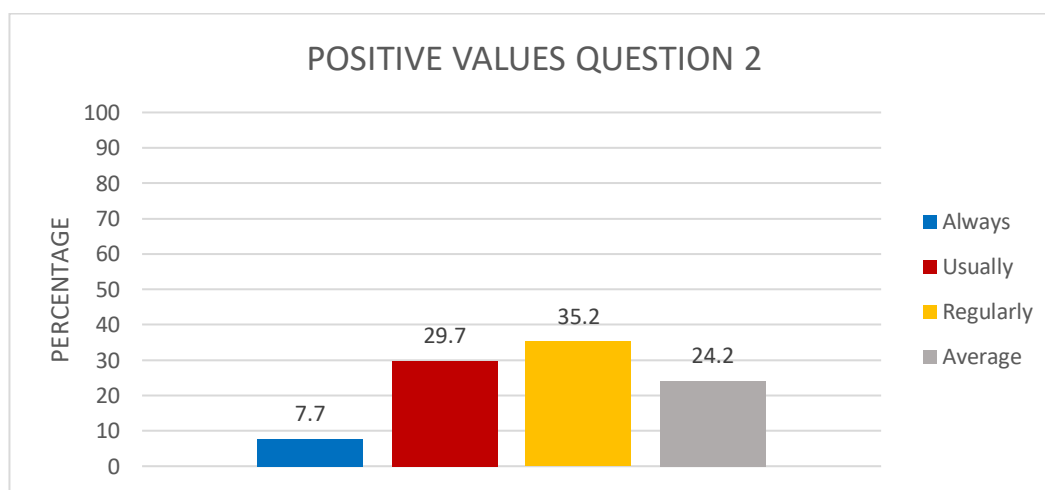


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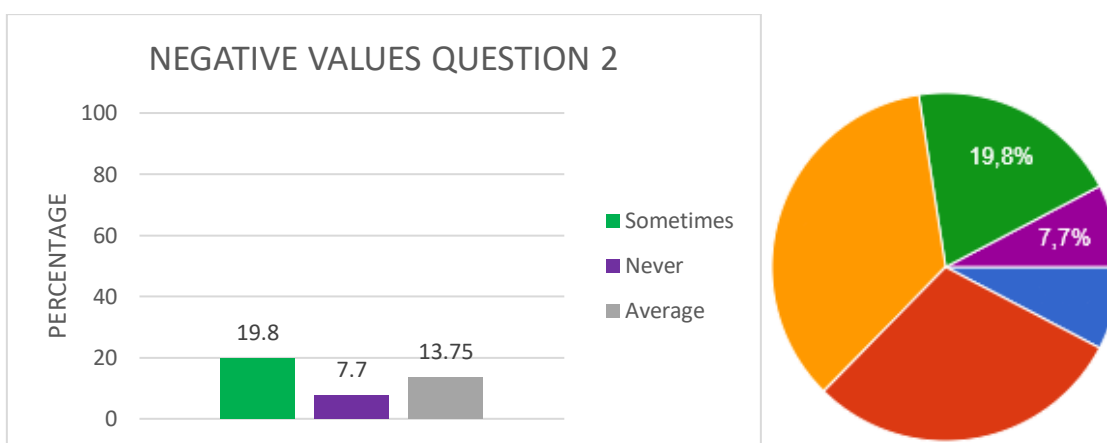


The sum of the positive values for question 2 are: Always (7.7%) + Usually (29.7%) + Regularly (35.2%) = 72.6 %.

Average = 24,2%

Intercultural reference: Identity

As can be seen from the table, the topics that French teachers work in class do reinforce the identity of the students (72.6%); this gives us a sense that the activities carried out by teachers often involve strengthening the identity of students in their pedagogical practices. As mentioned by Molano (2007) where he infers that identity can be a component of characteristics that distinguish an individual from others within a community.



The sum of the negative values for question 2 are: Sometimes (19.8%) + Never (7.7%) = 27,5%.

Average = 13,75%

As can be seen in the graph, the themes that the French teachers work on in class do reinforce the identity of the students, because what was sought with this question was to know if the activities carried out by the teachers imply the recognition of characteristics that differentiate them from other people. However, it is interesting to note that the percentage of negative perception for this question is close to 30%, because as was previously shown, identity and cultural diversity go very much together. “Identidad

cultural, un concepto que evoluciona” to give better understanding to the dimension of this paradigm “El patrimonio y la identidad cultural no son elementos estáticos, sino entidades sujetas a permanentes cambios, están condicionadas por factores externos y por la continua retroalimentación entre ambos”. Although cultural identity is not a concept that is part of this research, the concepts of identity and culture are, and since they are in constant change, it is important that teachers try to address these issues since they contain a number of ways in which cultures manifest themselves within a society.

Question 3: How often do English classes encourage knowledge and recognition of cultural diversity?

CHART RESULT QUESTION 3

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

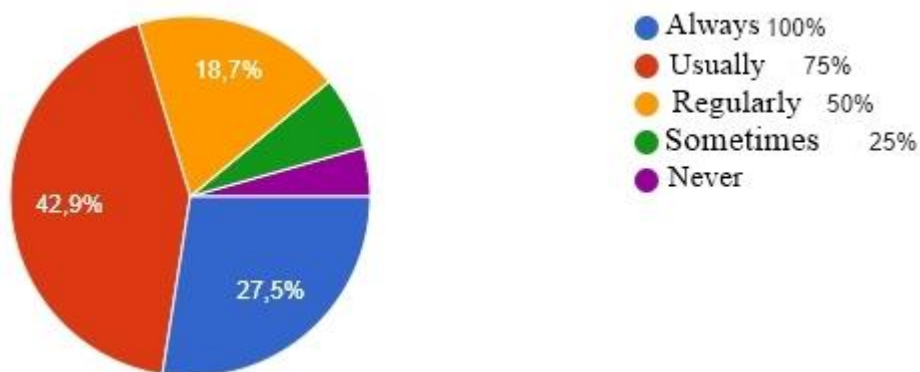
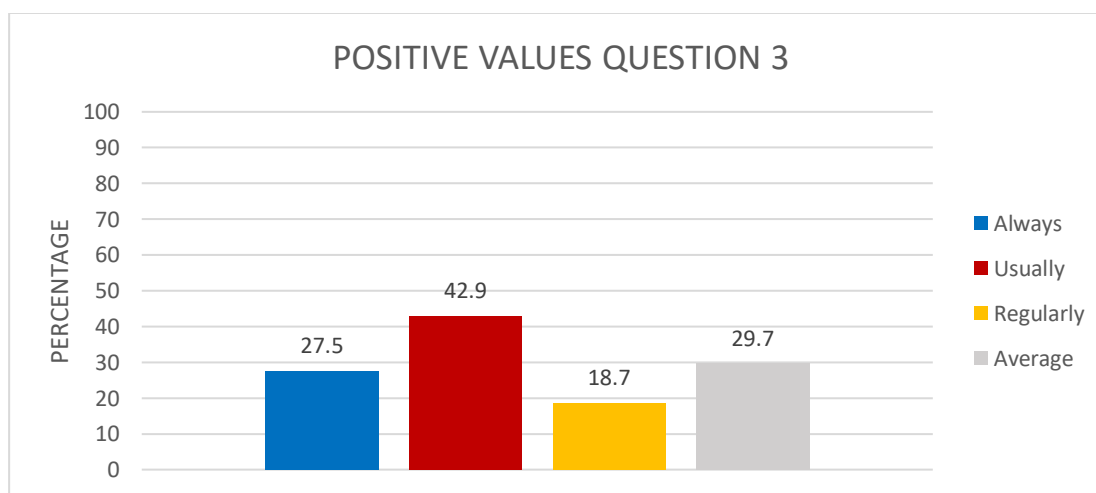


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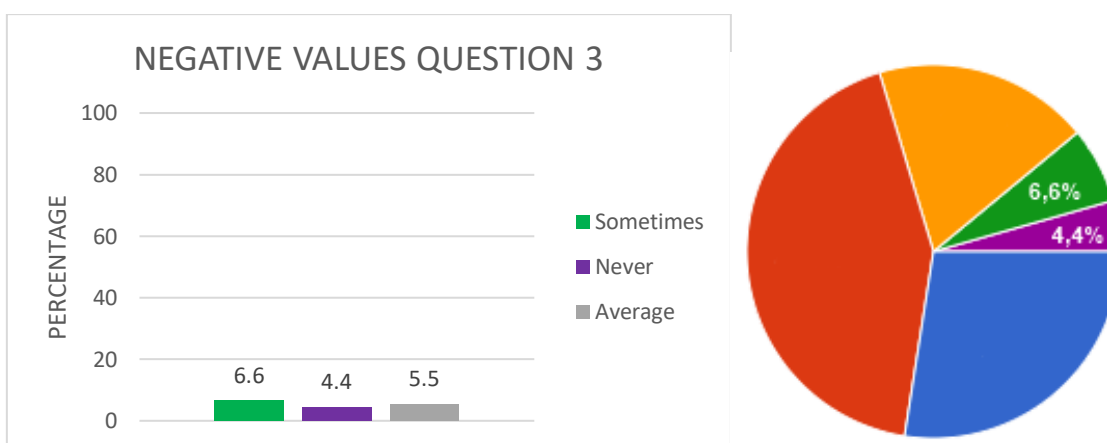


The sum of the positive values for question 3 are: Always (27,5) + Usually (42,9) + Regularly (18,7) = 89,1%.

Average = 29,7%

Intercultural reference: Cultural diversity

Based on the graph, it is evident that most students are encouraged to recognize cultural diversity (89%) through their foreign language classes. This is a process of communication between people with different cultural backgrounds, so cultural diversity is defined within a given society and as intercultural speakers one must be aware of different contexts.



The sum of the negative values for question 3 are: Sometimes (6,6%) + Never (4,4%) = 11%.

Average = 5,5%

A negative value of less than 20%. It is evident since the students of Regionalization show a high tolerance to foreign language classes in a positive way since by constantly interacting in a foreign language to which they are accustomed it is very difficult for them not to feel attracted to knowing different ways of thinking, moreover according to Krashen & Terrel (1983).

“Cuando un alumno tiene una visión positiva hacia el proceso de aprendizaje, tendrá más éxito en la adquisición de la lengua extranjera que las personas que no están motivadas. Esto significa que cuando el filtro afectivo está bajo, los estudiantes están más abiertos a aprender y adquirir la lengua con éxito. Es decir, es probable que los estudiantes busquen situaciones en las que pueden obtener más conocimiento y poner en práctica lo que han aprendido con confianza con hablantes de la lengua meta. Además, las personas con un filtro afectivo bajo son más receptivas a la información que reciben” (pág. 183).

Question 4: How often do French classes encourage knowledge and recognition of cultural diversity?

CHART RESULT QUESTION 4

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

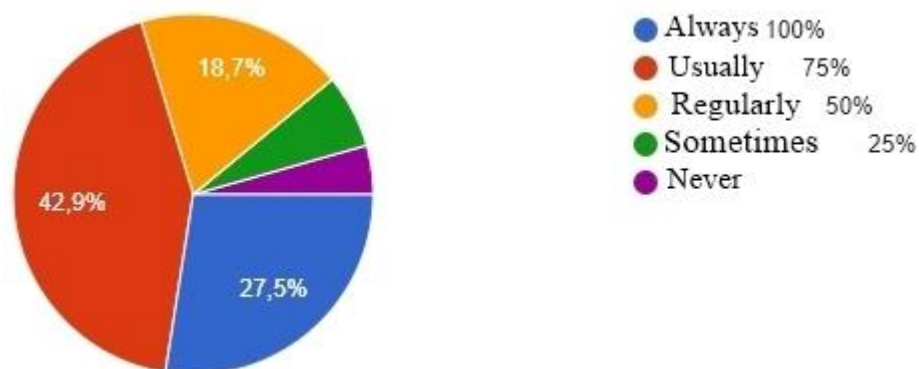
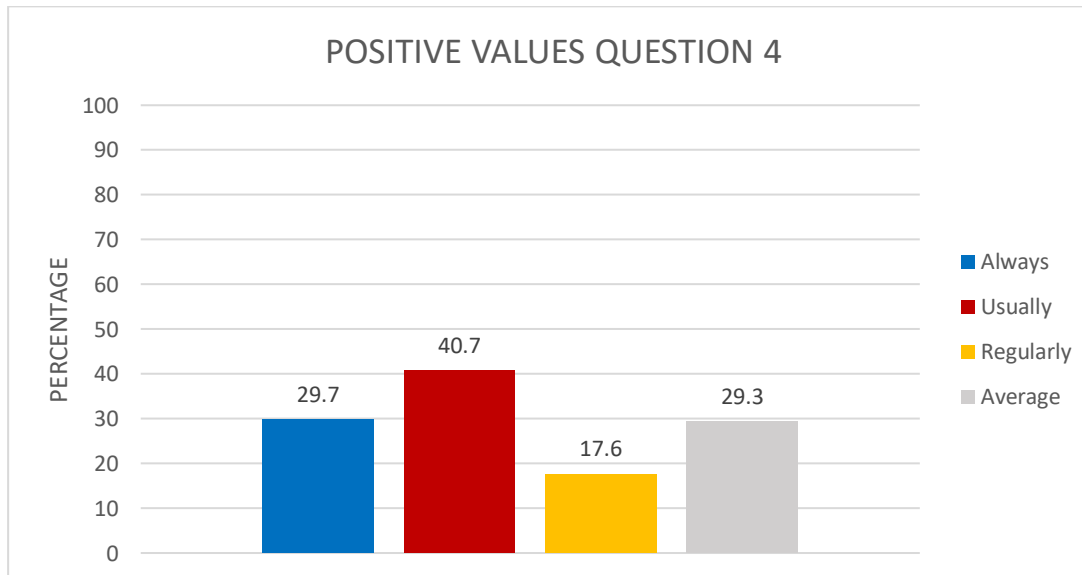


CHART VALUES



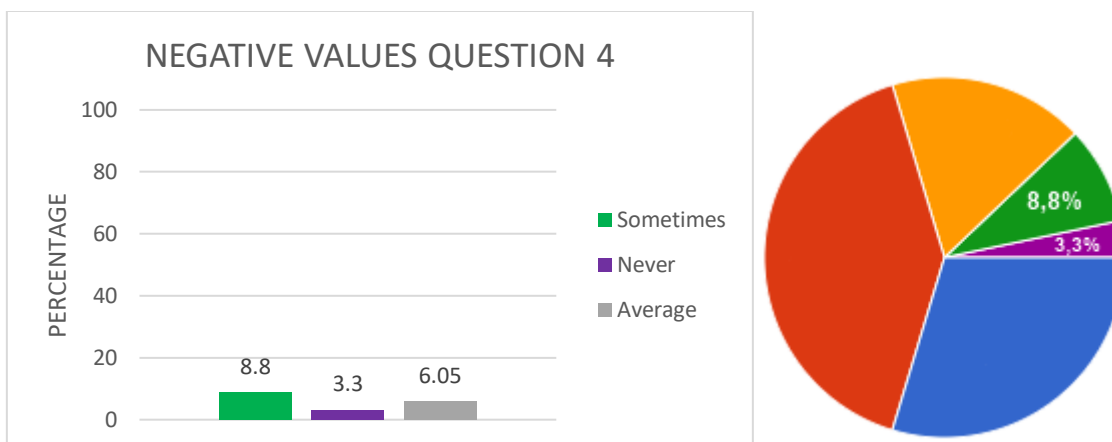
The sum of the positive values for question 4 are: Always (29,7%) + Usually (40,7%) + Regularly (17,6%) = 88%.

Average = 29,3%

Intercultural reference: Cultural diversity.

Based on the graph, it is evident that most students are encouraged to recognize cultural diversity (88%) through their foreign language classes. This is a process of communication between people with different cultural backgrounds, so cultural diversity is defined within a given society and as intercultural speakers one must be aware of different contexts.

Besides, for the students of the degree in modern languages English, French Regionalization of the University of the Cauca the identity is an evident factor since these are conscious that when speaking and learning a second and third language it is necessary to consider that not only the linguistic code and the praxis is learned but also that it differentiates them from us. “Es posible inscribir todos los matices de este objetivo general en el interior de un continuo enmarcado, por un lado, por la idea de curiosidad y de apertura de espíritu, y, por otro, por la de empatía por el otro. Entre estos dos extremos, se sitúan invitaciones a una mayor tolerancia, a una mayor apertura hacia los valores de los otros, a la superación de los estereotipos, a la aceptación del otro en sus diferencias. “La adquisición de valores como la solidaridad o incluso la adopción de actitudes positivas con respecto a los valores europeos están presentes igualmente en algunos programas” (EURYDICE , 2001).



The sum of the negative values for question 4 are: Sometimes (8,8%) + Never (3,3%) = 12,1%.

Average = 6,1%

A negative value of little margin is evidenced in this question since in a language teaching context teachers create a pattern of interaction of abstraction and language understanding from the sociolinguistic to which, as pointed out by Areizaga (2001), nowadays there is a consensus about the role played by foreign languages, to which educational objectives of a formative nature are attributed that imply going beyond the acquisition of a linguistic competence and whose goal is “...formar ciudadanos para una sociedad multicultural y multilingüe... El concepto de competencia comunicativa intercultural intenta responder a la necesidad de ofrecer un modelo para la integración de lengua y cultura en la enseñanza de lenguas” (pág. 12).

Question 5: How often do English class dynamics contribute to the evolution of your identity as a person?

CHART RESULT QUESTION 5

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

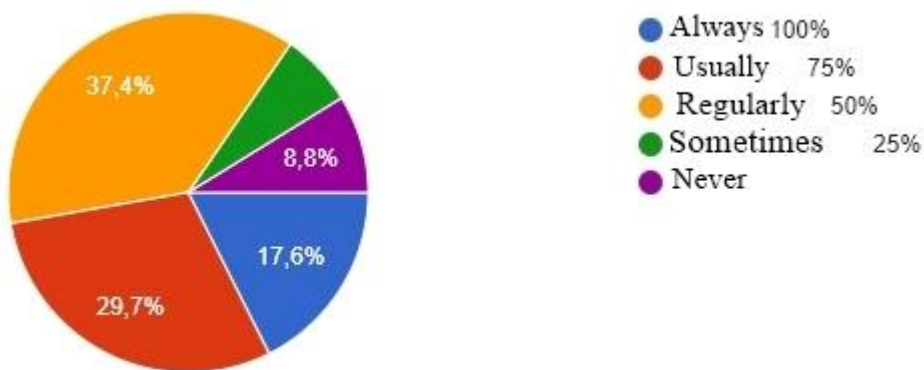
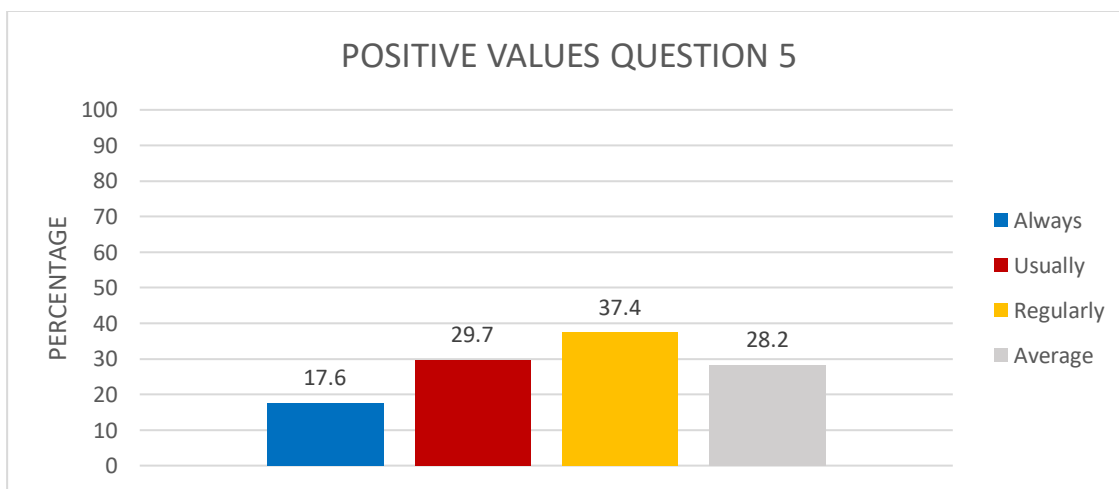


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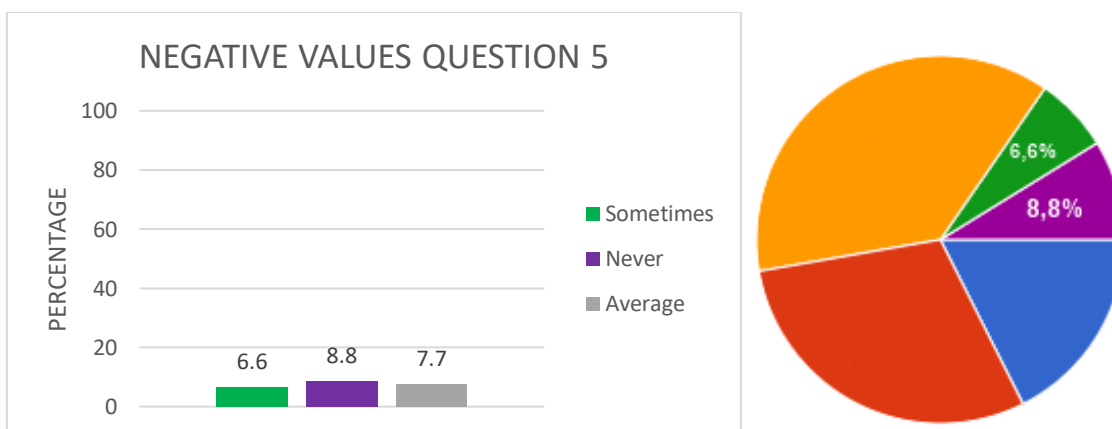


The sum of the positive values for question 5 are: Always (17,6%) + Usually (29,7) + Regularly (37,4) = 89,1%.

Average = 28,6

Intercultural reference: Identity

For the students of the degree in modern languages English and French from Regionalization of Universidad del Cauca, identity is an evident factor in their foreign languages classes. Since, these are conscious that when speaking and learning a second and third language, it is necessary to consider that not only the linguistic code and the praxis is learned, but also the IA should be different from the stand point that it differentiates these two foreign languages and cultures from ours, whereas Colombians we have already acquired linguistic and social characteristics like politeness, courtesy, speech and register.



The sum of the negative values for question 5 are: Sometimes (6,6%) + Never (8,8%) = 15,4%.

Average = 7, 7%

A negative value of little margin is evidenced in this question because in a language teaching context teachers had created a pattern of language interaction by their teaching practices which is really wide in terms of interculturality and at the same time it let the students of modern languages English, French of Universidad del Cauca regionalization

Santander de Quilichao have a sense of abstraction and recognition of language and a better understanding from a sociolinguistic point of view which made them comfortable and aware of the differences of the language target.

Question 6: How often do French class dynamics contribute to the evolution of your identity as a person?

CHART RESULT QUESTION 6

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

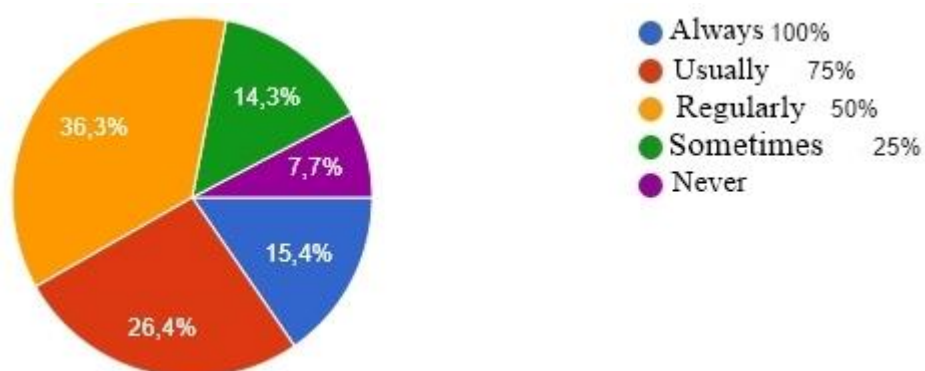
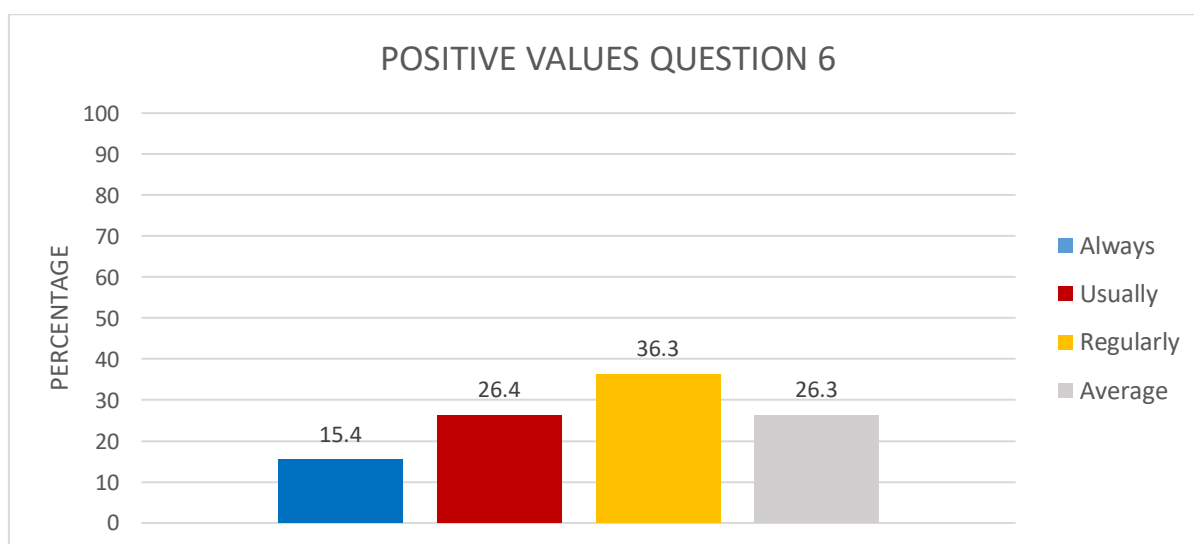


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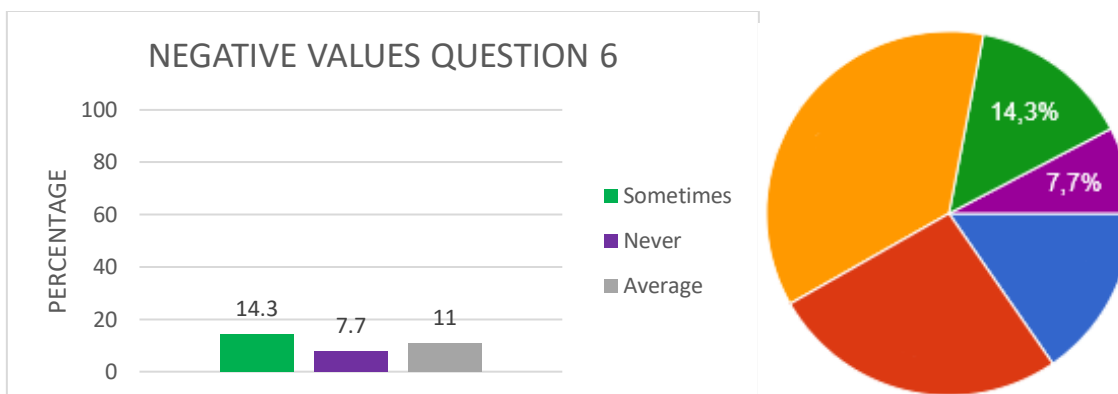


The sum of the positive values for question 6 are: Always (15,4%) + Usually (26,4%) + Regularly (36,3%) = 78,1%.

Average = 26%

Intercultural Reference: Identity

In Santander de Quilichao there is a cultural variety and this is reflected in the students of the foreign language program English, French Regionalization of the University of Cauca. As some belong to ethnic groups such as Afrocolombianos and indigenous, that is why there is an intercultural relationship that makes students see the differences and learn from them. Therefore, this provides a wider awareness of French and English in this case with a fine sensitivity for the language. We can highlight some of the intercultural skills that students gain from their mother language and tongue, which is a cultural abundance they start from and they put in display so they can acquire cultural abundance in other languages which are not familiar to them, in this case like French and English.



The sum of the negative values for question 6 are: Sometimes (14,3%) + Never (7,7%) = 15,4%.

Average = 7,15%

There is a low margin of a 15% of the students that do not think this is evidenced in the classroom, since it is a low percentage it is safe to assume that French classes impact the student as a person and it is possible that the students (this %) may not possess the enough knowledge themselves of the language, so this may be a consequence of it, and it may be reflected in this chart, otherwise identity in their French classes could have been discussed with teachers in their classes.

Question 7: How often do they encourage you to be more tolerant of the dynamics of the French class with respect to cultural values and diverse ways of thinking?

CHART RESULT QUESTION 7

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

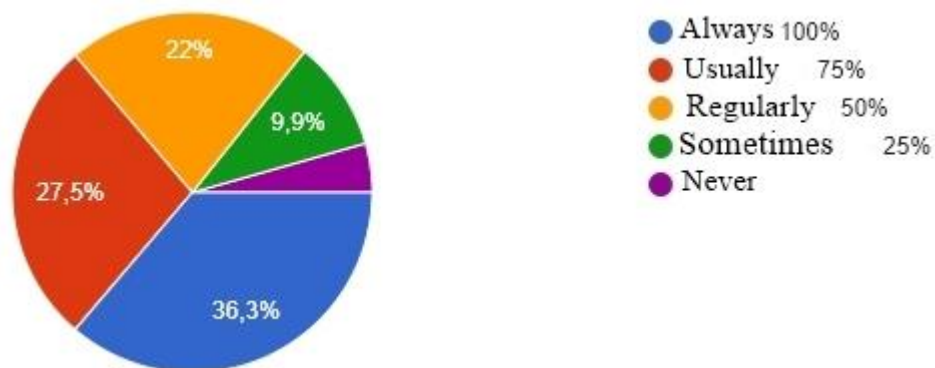
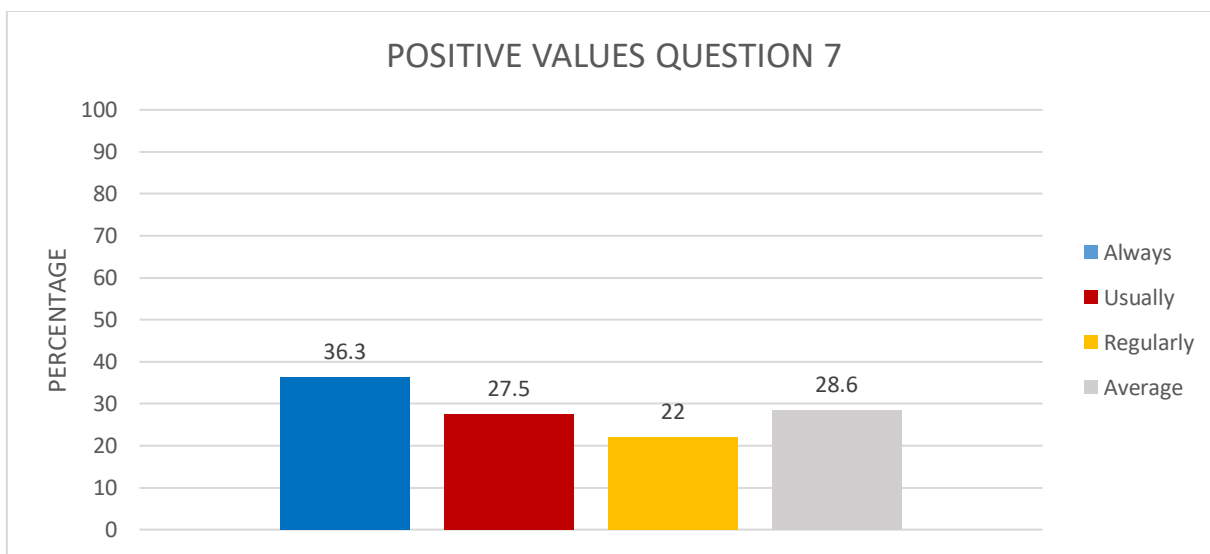


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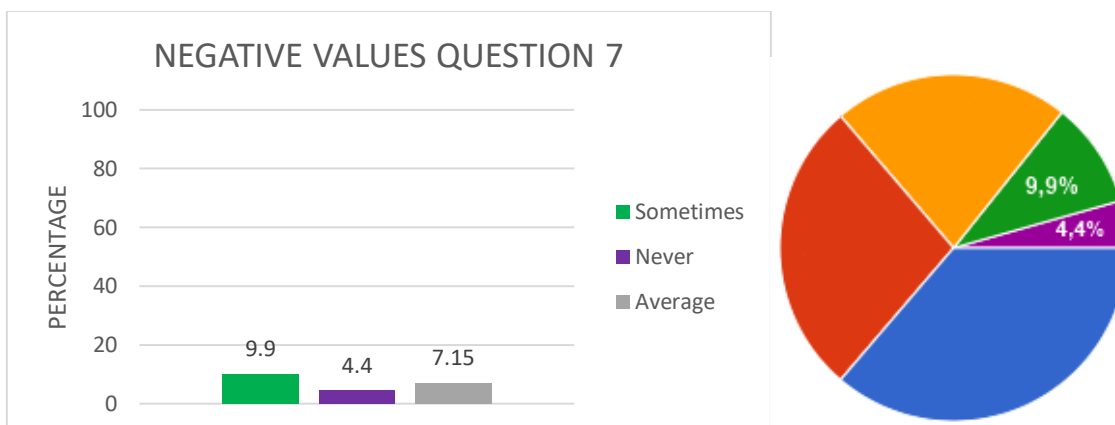


The sum of the positive values for question 7 are: Always (36,3%) + Usually (27,5%) + Regularly (22%) = 85,8%.

Average = 28,6%

Intercultural Reference: Cultural diversity

The students of modern languages demonstrate to be tolerant in front of what is taught in the classes of French, since they count on a big cosmovision of cultures that are not the same as theirs and are conscious of the changes or differences that they have of their own culture. For instance, the students are aware of the updates about the countries of the languages that they study and the professor promotes information now which does not remain only in examples but that is applied in real life. As well, social media is a way to get closer to the culture because it is a real point of view of what transpires in places and societies, so almost everyone around the world has access to it and there is various specific contents in all types of interests..



The sum of the negative values for question 7 are: Sometimes (9,9%) + Never (4,4%) = 14,3%.

Average = 7,15%

In this case, the chart shows a little percentage of students that do not perceive a change from cultural diversity in their French classes. However, one of the realities that may occur nowadays due to the lack of cultural diversity intolerance is unappropriated social behaviors, which sometimes lead to “hierarchy” in some places. Sometimes because of language, also because of sexual orientation, or even because of race. All of this mixed changes culture, language and how people learn in order to adapt interactions within society.

Question 8: How often do they encourage you to be more tolerant of the dynamics of the English class with respect to cultural values and diverse ways of thinking?

CHART RESULT QUESTION 8

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

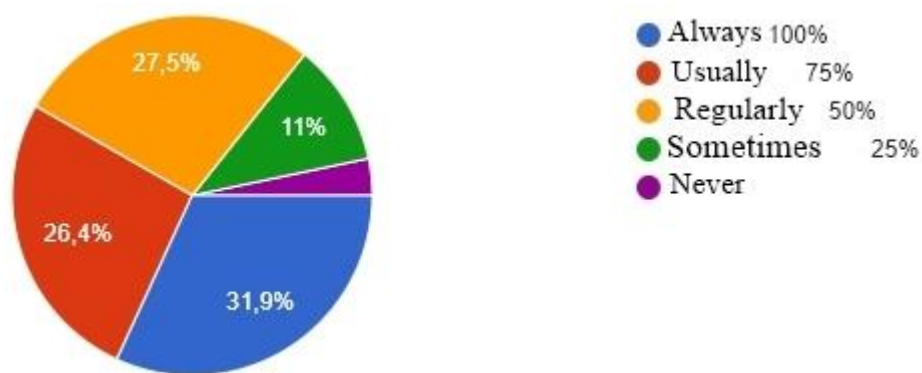
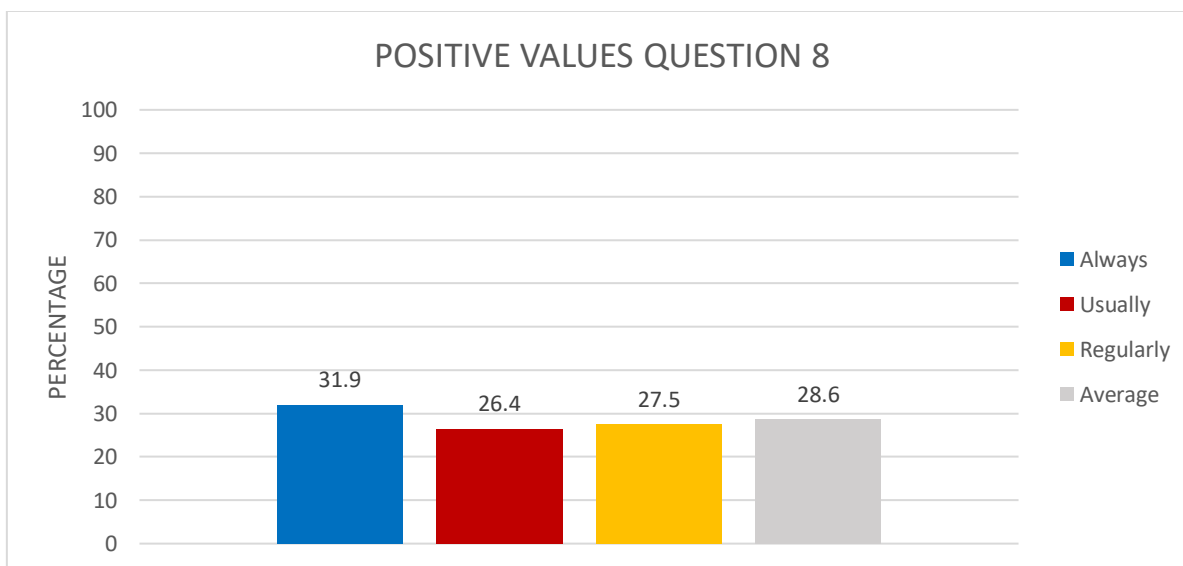


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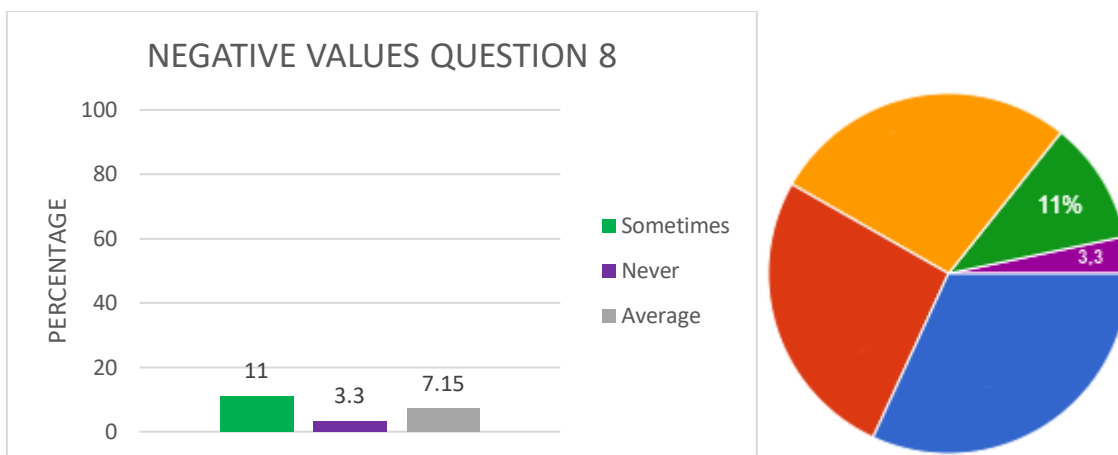


The sum of the positive values for question 8 are: Always (31,9%) + Usually (26,4%) + Regularly (27,5%) = 85,8%.

Average = 28,6%

Intercultural Reference: Social and cultural reality

The intercultural approach goes beyond, because it provide us a big field in terms of contexts as W. Klein & Wolfgang (1986) states that “The process of language acquisition can be construed as a series of transitions from one variety to the next, and these transitions again reveal an inherent systematicity” (pág. 26). Despite being learning a second language or what is called L2 from a target country, students from foreign languages bachelor degree have a huge interest in cultures owing to the fact that when you learn a language you learn not only the grammatical and pragmatic aspects but also the culture and living lifestyle.



The sum of the negative values for question 8 are: Sometimes (11%) + Never (3,3%) = 14,3%.

Average = 7,15%

A very low percentage is shown in the chart of this question. Students of foreign languages bachelor's degree regionalization. Students in Santander de Quilichao are really interested about getting more information and knowledge from a country where French and English is spoken. That's why they are studying this career because they want to know more than grammatical structures, nevertheless without idioms and daily life expressions that are within the intercultural approach that offers the program. So, probably students won't reach b1 on the common European framework.

Question 9: How often do you humanize and socially transform activities into classes for your English teacher?

CHART RESULT QUESTION 9

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

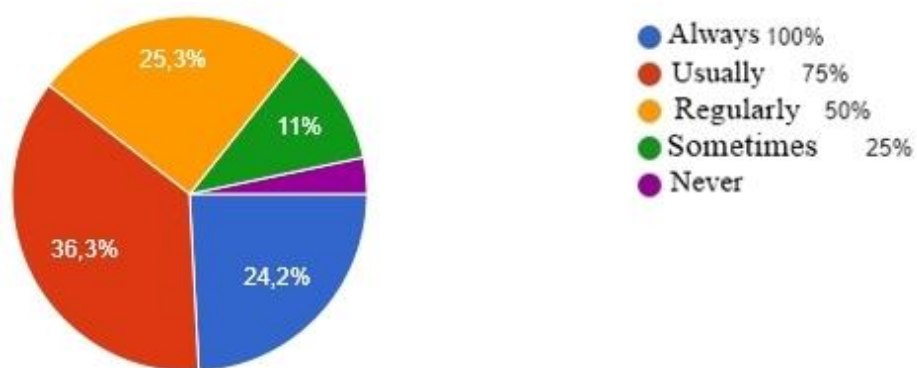
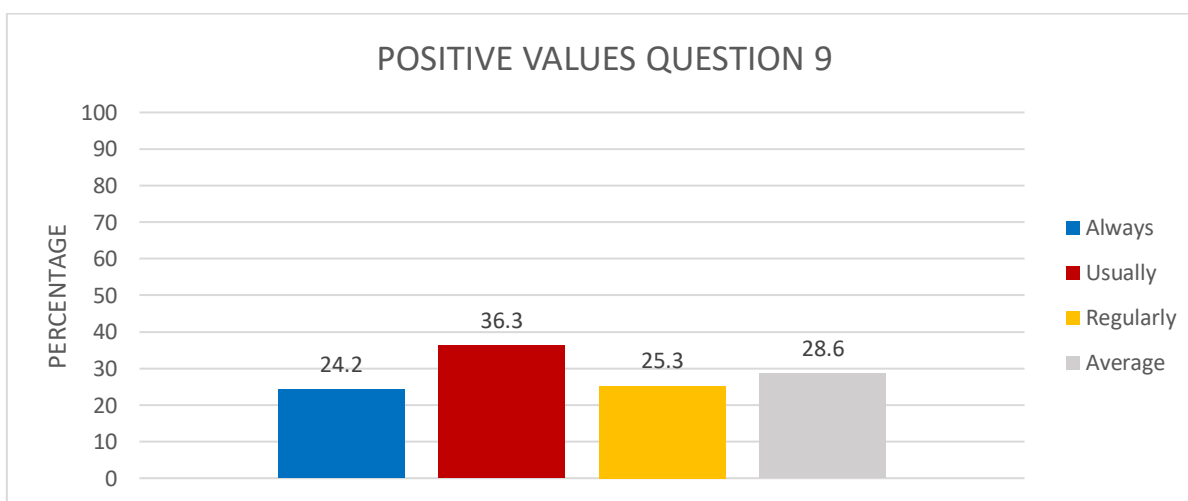


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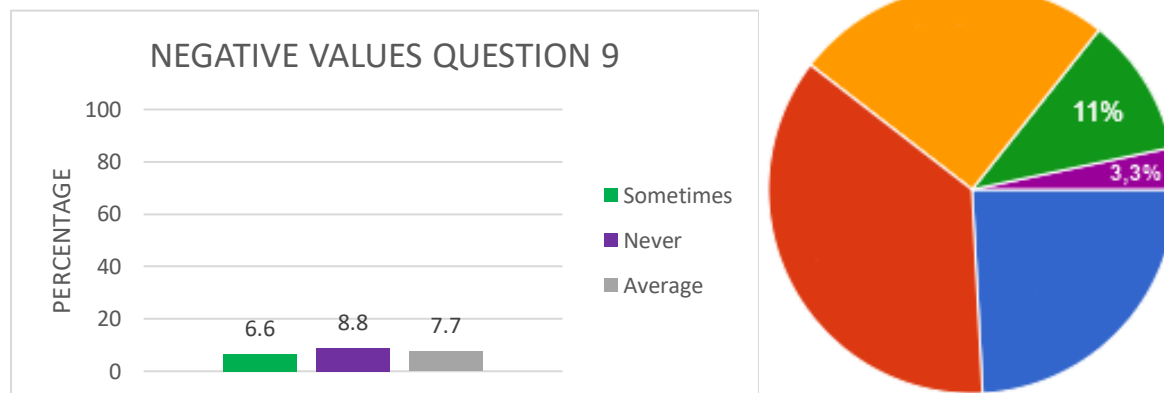
The sum of the positive values for question 9 are: Always (24,2%) + Usually (36,3%) + Regularly (25,3%) = 85,8%.

Average = 28,6%

Intercultural Reference: Social transformation

According to the results shown in the chart, it is notable that a large percentage of the student population claims that English teachers use methods where they seek to socially transform and humanize students in their classes. Show this is a good factor since within our society, being sociable and understanding the behavior of different cultures is fundamental when you are acquiring a language

It is believed that, it is this region where this degree work was carried out, a social transformation is important. We realized that there is a cultural diversity because there are many students who come from other departments and the cultural variation is remarkable. For this reason, it is important that English teachers apply the social aspect and humanize students from other cultures around us.



The sum of the negative values for question 9 are: Sometimes (11%) + Never (3,3%) = 14,3%.

Average = 7,15%

There is a low percentage of negative values in this answer because students from foreign languages bachelor's degree regionalization are open minded about cultures while they understand and give a certain value to others. So, they have already realized that being more tolerant with others give a sense of acceptance of culture and habits within the language and that implies that the professors of the program are really showing those contexts in their classes. To be capable of having a closer point of view to the culture of the target language whether English or French.

Question 10: How often do your French teacher's classroom activities humanize and transform you socially?

CHART RESULT QUESTION 10

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

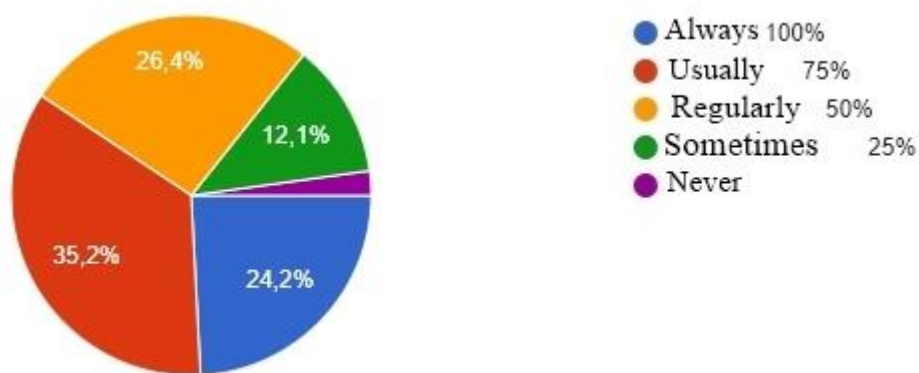
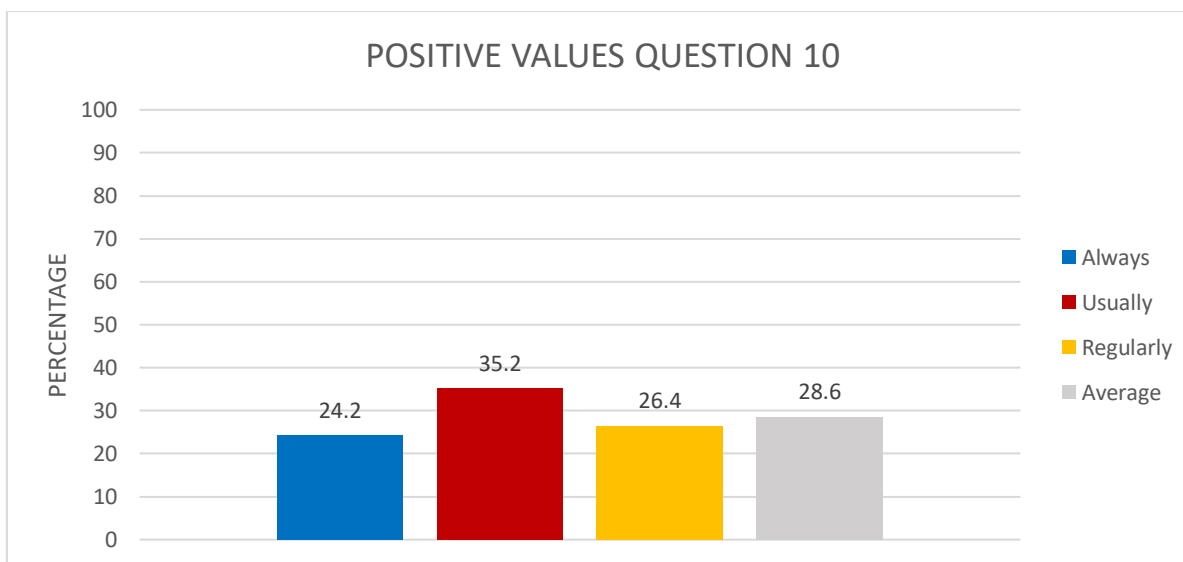


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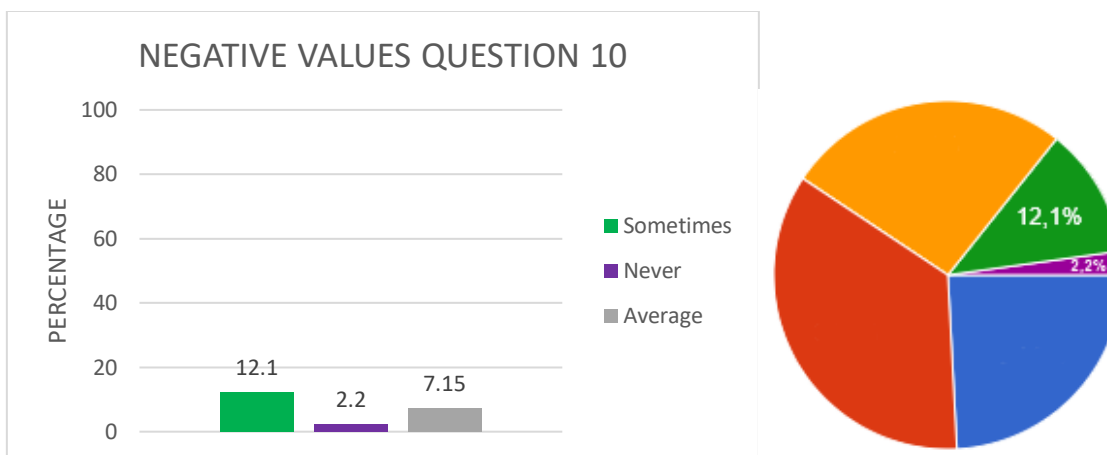


The sum of the positive values for question 10 are: Always (24,2%) + Usually (35,2%) + Regularly (26,4%) = 85,8%.

Average = 28,6%.

Intercultural Referente: Cultural diversity

As can be seen in the result of the sum of the positive percentages, there is evidence of a process of awareness regarding cultural values, beliefs and behaviors. Both in the foundation cycle and in the deepening cycle focus on the study of foreign languages on specific situations or experiences on different topics of interest, related to the different areas of knowledge and functions of language. In such a way that students construct operations of internalization and understanding in a meaningful way. Therefore, the contents are constituted as fundamental in the process of humanization of an individual.



The sum of the negative values for question 10 are: Sometimes (12,1%) + Never (2,2%) = 14,3%.

Average = 7,15%

According to the chart we can denote that the average given (14.3%) is low, which is good. With this, it is evident that teachers are implementing their social objectives in the acquisition of languages. Possibly, it may be due to factors of neglect and interest on the part of that minority student population shown in the table.

Question 11: How often do you feel encouraged to learn about new customs, forms of social relationship, features and particularities of the countries where English is spoken?

CHART RESULT QUESTION 11

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

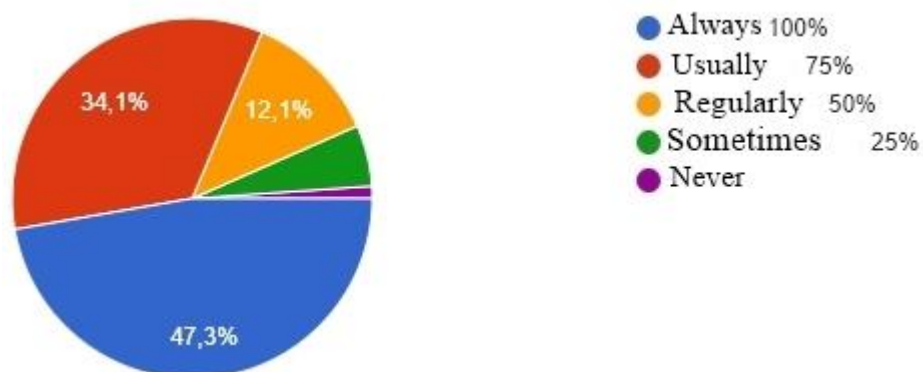
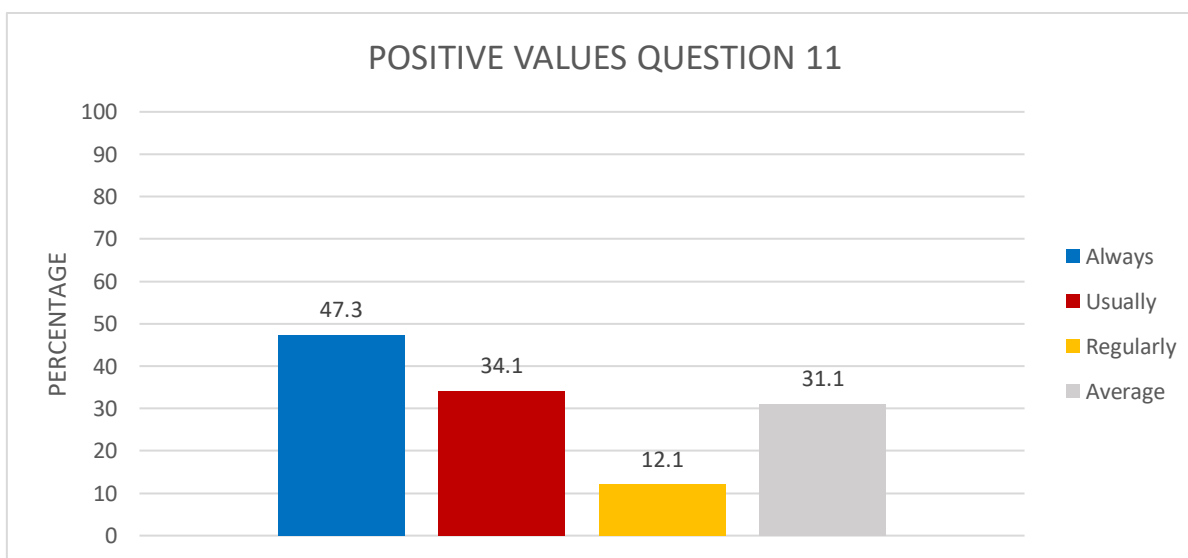


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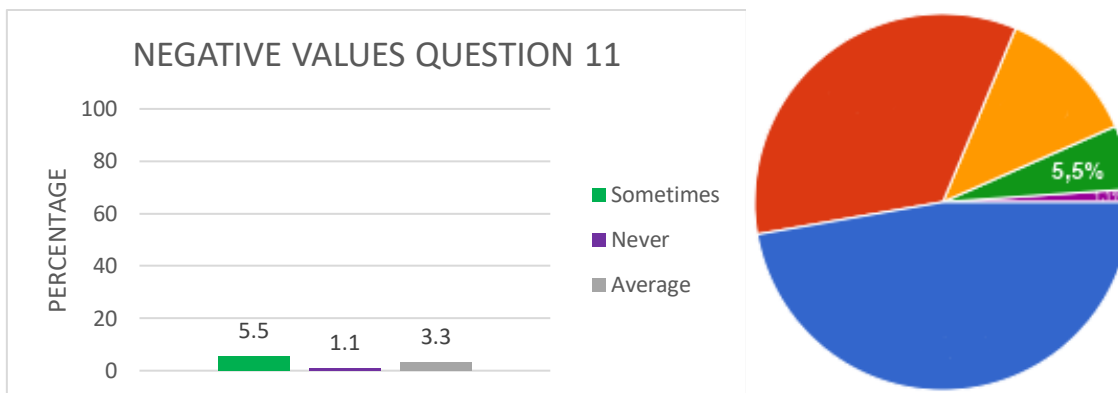


The sum of the positive values for question 11 are: Always (47,3%) + Usually (34,1%) + Regularly (12,1%) = 93.5%.

Average = 31,1%.

Intercultural Reference: Emotional development

As can be seen in the result of the sum of the positive percentages, it is evident in a high percentage that students are being encouraged to know new customs, social relations, and particularities of the countries where English is spoken. According to the chart, teachers are applying this very important component for the acquisition of a language. Being motivated to know and inquire about the particular traits or customs that a country has, is an effective method to learn and understand a language. This is a good component that teachers should apply in their classes as we can find that some students are indifferent to learn more about another English-speaking country.



The sum of the negative values for question 11 are: Sometimes (5,5%) + Never (1,1%) = 6,6%

Average = 3,3%

The negative percentages obtained data are a positive factor for English teachers. This is because most of the students are being encouraged to discover and learn more about the customs, social forms, traits and particulars that we find in English-speaking countries. This is very important because the English language is worldwide which makes it necessary to be interested in knowing about it.

Question 12: How often do you feel encouraged to learn about new customs, forms of social relationship, features and particularities of the countries where French is spoken?

CHART RESULT QUESTION 12

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

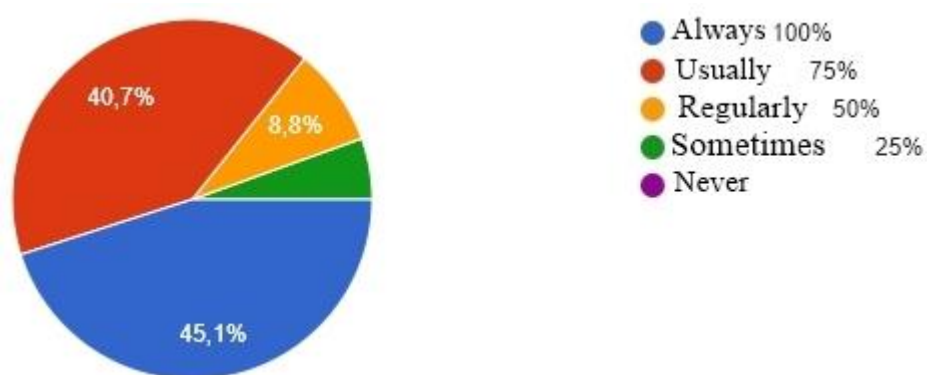
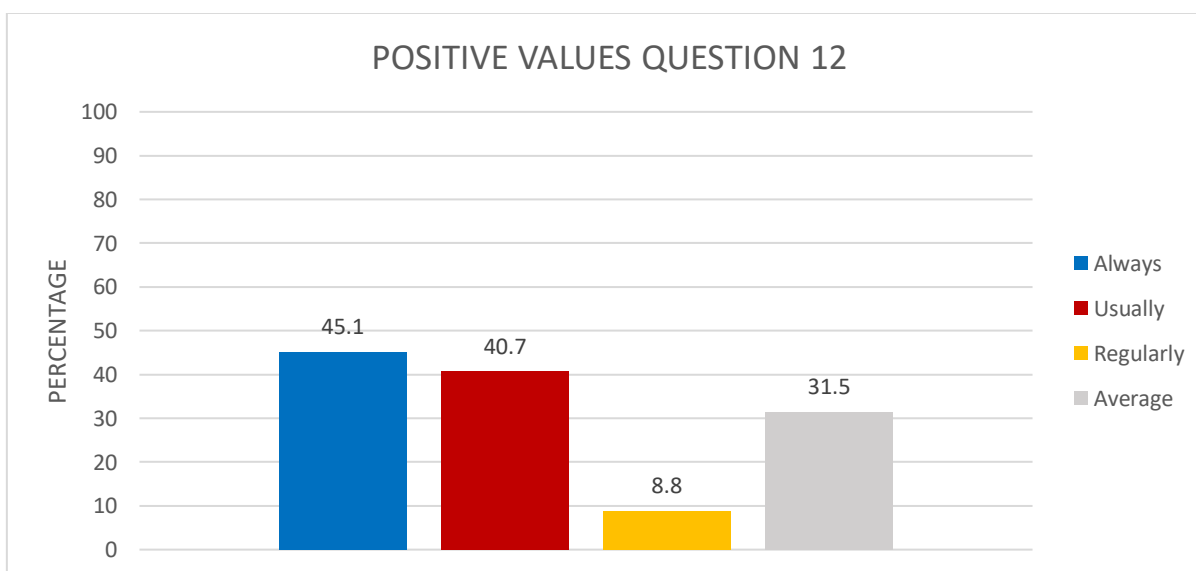


CHART VALUES

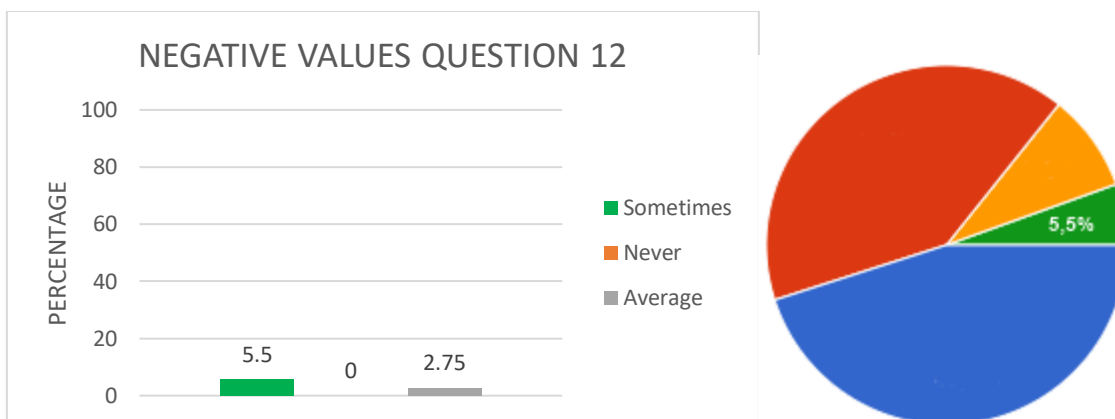


The sum of the positive values for question 12 are: Always (45,1%) + Usually (40,7%) + Regularly (8,8%) = 94.6%

Average = 31,5%.

Intercultural Reference: Emotional development

Respect to the percentage in the chart, it can be observed in the result of the sum of the positive percentages where a process of awareness of cultural values, beliefs and behaviors is evident. According to the graph, teachers are applying this component, which is extremely important for language acquisition. Maintaining the motivation to know and investigate the particular features or customs that a country has, is a necessary method to learn and understand a language. This is a good component that teachers should apply in their classes since we can find that some students are indifferent to know more about another French-speaking country.



The sum of the negative values for question 12 are: Sometimes (5,5%) + Never (0,0) = 5.5%

Average = 2,75%

An almost null percentage was obtained in this shown result. Almost none of the students answered "never". This is good because it also states that teachers are applying this very important component of language acquisition. Maintaining the motivation to know and investigate the particular features or customs that a country has, is a necessary method to learn and understand a language.

Question 13 How often does your interest increase to know about different social and cultural realities through the pedagogical practices of the English teacher?

CHART RESULT QUESTION 13

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

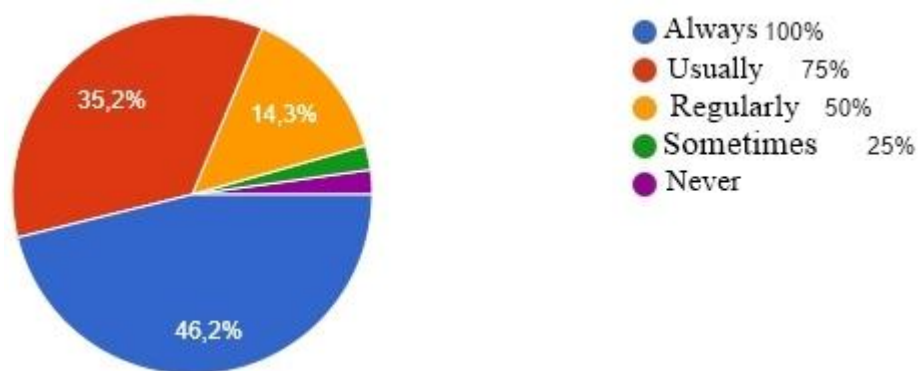
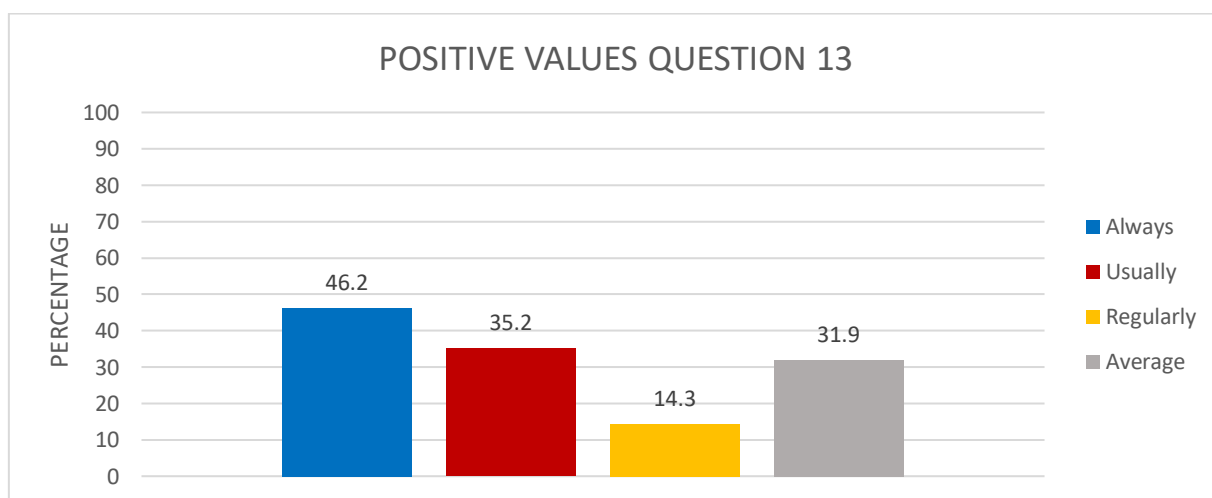


CHART VALUES



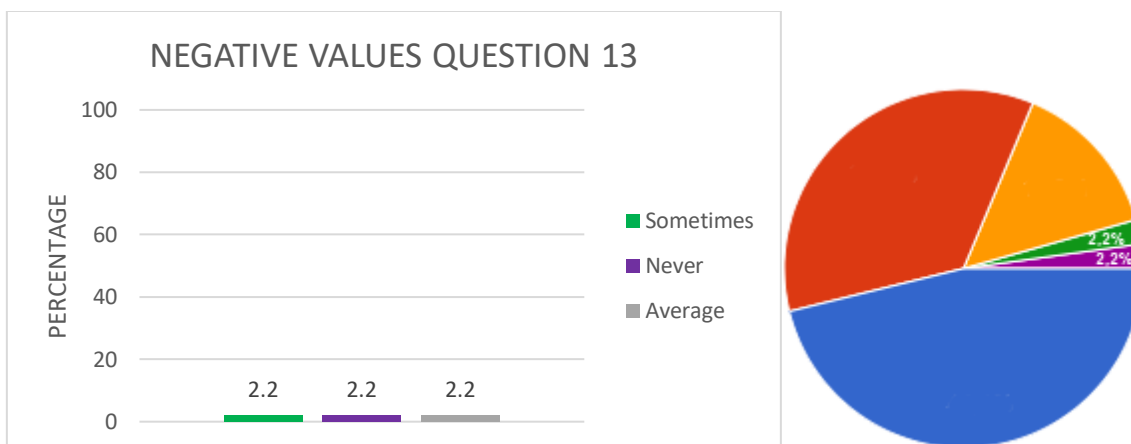
The sum of the positive values for question 13 are: Always (46,2%) + Usually (35,2%) + Regularly (14,3%) = 95.7%

Average = 31,9%.

Intercultural Reference: Social and cultural reality

The result of the sum of the positive values in this chart is very interesting because it has been one of the results with the highest percentage in the interviews (95.7%). This indicates that the English teachers have focused on both the motivational and social aspects.

Allowing students to learn more about different cultural realities. It can be inferred that students of modern languages maintain a constant interest towards this linguistic component. It is with this result that we can infer the need for all teachers to apply this motivational process with students about the different realities that exist.



The sum of the negative values for question 13 are: Sometimes (2,2%) + Never (2,2%) = 4,4%

Average = 2,2

In this chart an average of 2.2% of students, which is a very small percentage. This gives a signal that students are being taught about social differences and cultural realities. This, in addition, is a factor that shows a pedagogy on the part of the teachers because a positive perception is also shown in this chart.

Question 14: How often does your interest increase to know about different social and cultural realities through the pedagogical practices of the French teacher?

CHART RESULT QUESTION 14

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

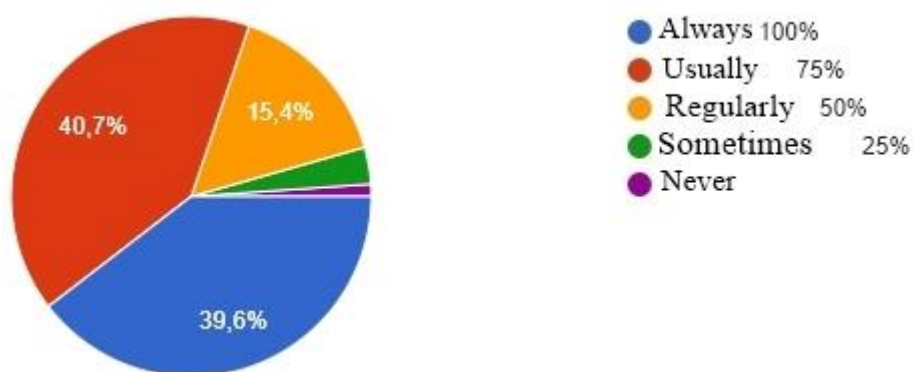
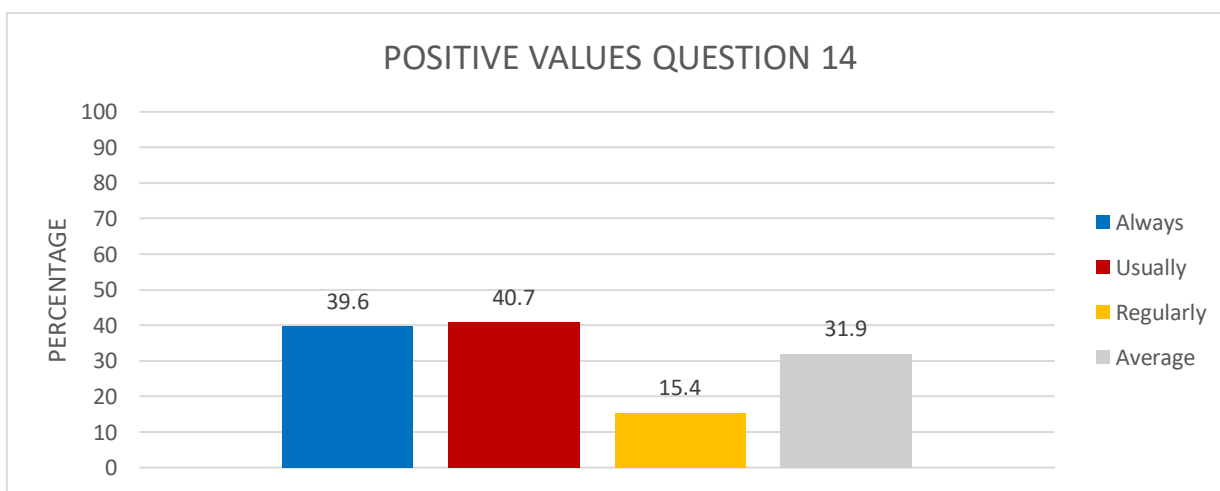


CHART VALUES

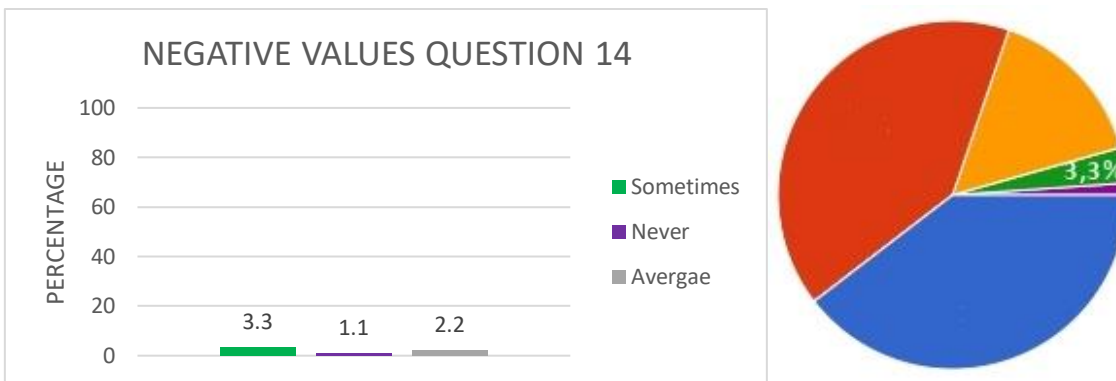


The sum of the positive values for question 14 are: Always (39,6%) + Usually (40,7%) + Regularly (15,4%) = 95,7%

Average = 29,3%.

Intercultural Reference: Social and cultural reality

In general the sums of these positive results were very good (95.7%), because it is being demonstrated that French teachers are focusing on the processes in both the motivational and social aspects. Thus allowing students to learn more about different cultural realities. It can be inferred that students of modern languages maintain a constant interest towards this linguistic component. It is with this result that we can infer the need for all teachers to apply this motivational process with students about the different realities that exist.



The sum of the negative values for question 14 are: Sometimes (3,3%) + Never (1,1%) = 4,4%

Average = 2,2%

The results in this chart is 2.2% of students, which is a very small percentage as English result. Students are feeling comfortable being taught about social differences and cultural realities. This, in addition, is a factor that shows a pedagogy on the part of the teachers because a positive perception is also shown in the chart.

Question 15. How often does your English teacher use authentic teaching materials (flashcards, magazines, pictures, etc) for their foreign language classes?

CHART RESULT QUESTION 15

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

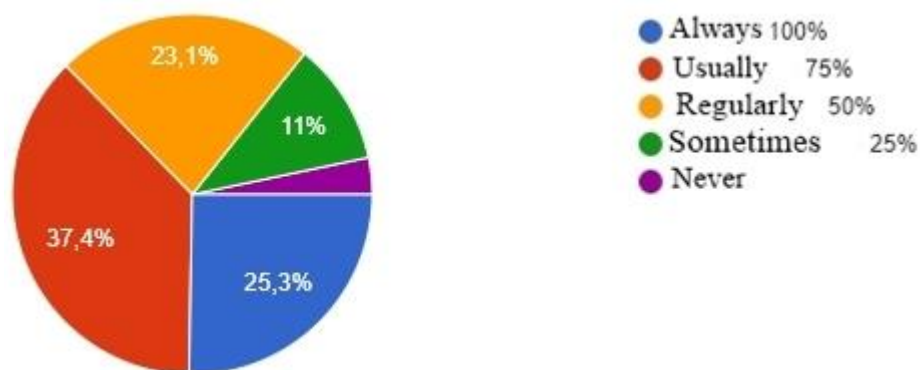
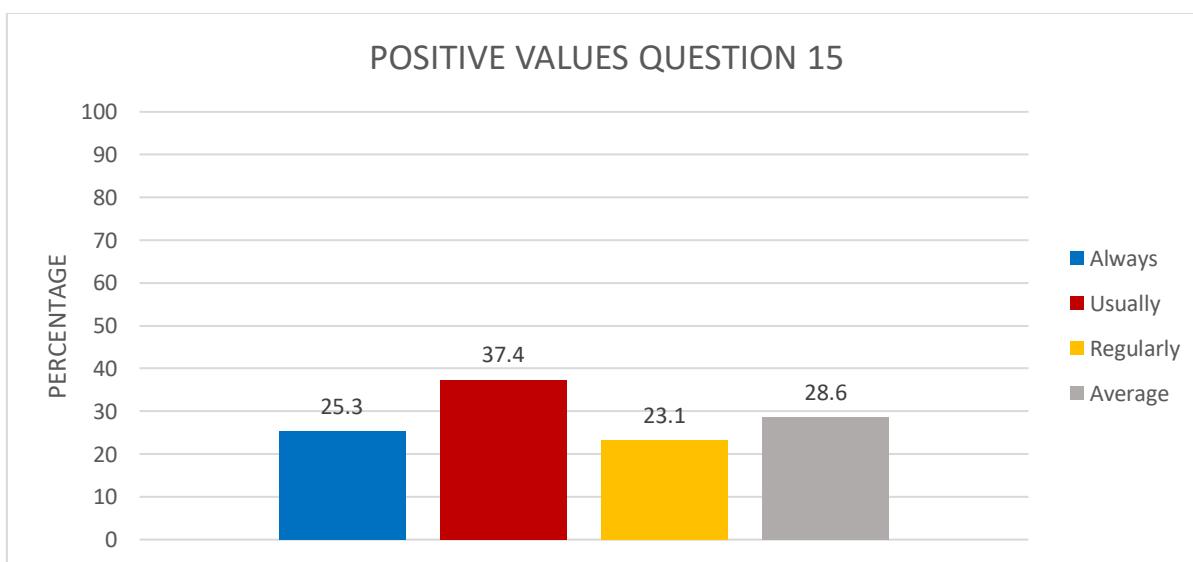


CHART VALUES



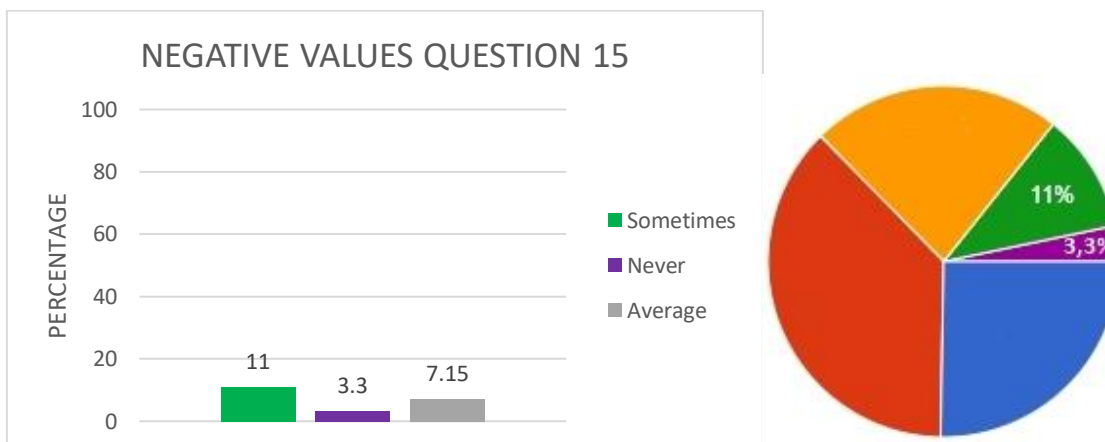
The sum of the positive values for question 15 are: Always (25,3%) + Usually (37,4%) + Regularly (23,1%) = 85,8%

Average = 28,6%.

Intercultural Reference: Authentic pedagogical material

As for the authentic pedagogical, it was possible to see a percentage of 85,8%.

Considering the result in the chart, it is possible to assume that teachers are using important elements for their language classes. Such as documentaries about global situations which makes students get more insight about the target language's culture, allowing with this a different view where the English language is spoken and transversely applied the awareness for cultural beliefs, values and behaviors that were mentioned earlier.



The sum of the negative values for question 15 are: Sometimes (11%) + Never (3,3%) = 14,3%

Average = 7,15

It is possible to assume that French teachers are taking some material from authentic sources available from pages and even that students can get access to them. It is very important to consider the type of material that will be carried out in a class. This allows the students to have an interest in the foreign culture and to know the different realities and forms of people where the English and French languages are spoken.

Question 16. How often does your French teachers use authentic teaching materials (flashcards, magazines, pictures, etc) for their foreign language classes?

CHART RESULT QUESTION 16

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

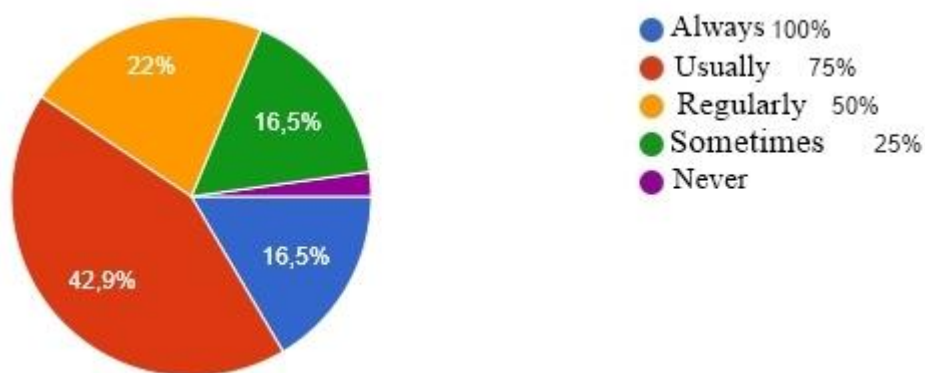
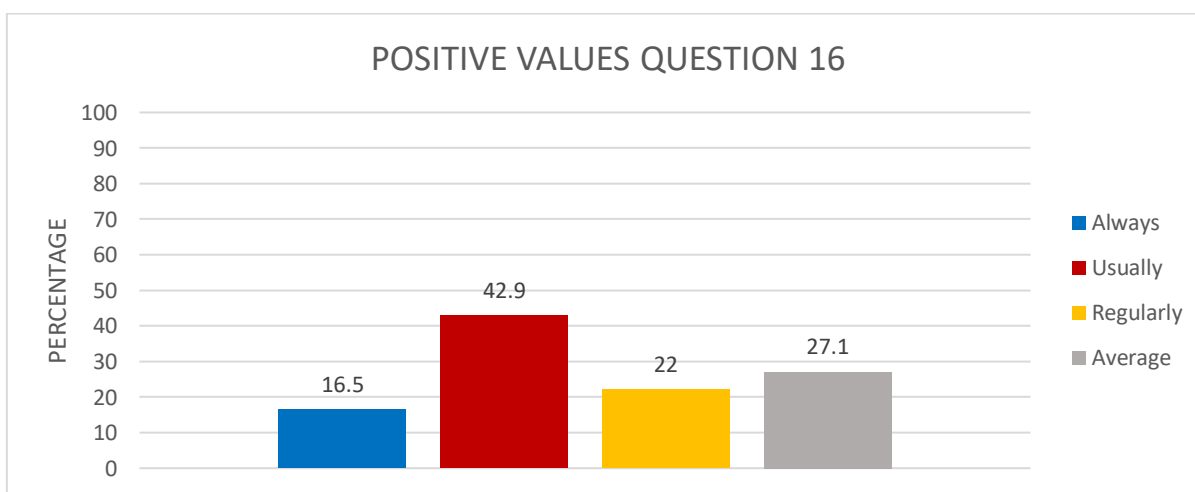


CHART VALUES

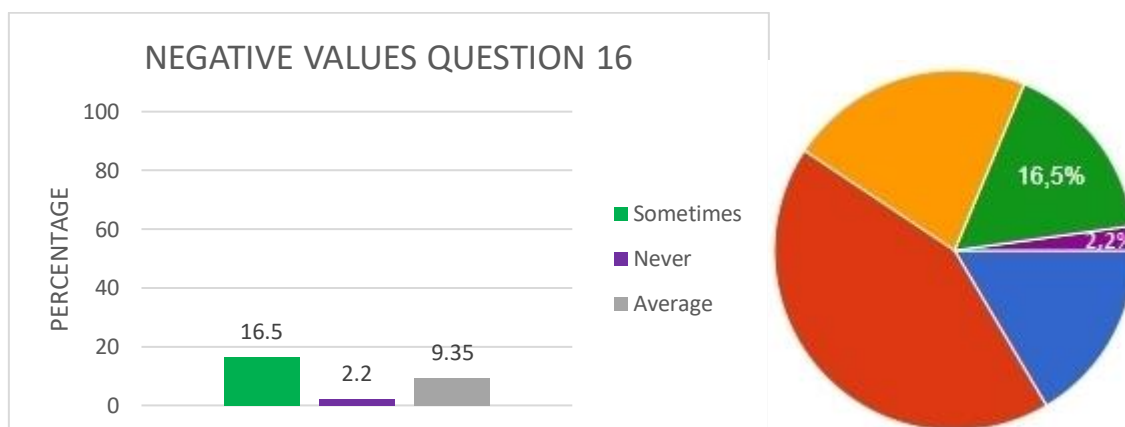


The sum of the positive values for question 16 are: Always (16,5%) + Usually (42,9%) + Regularly (22%) = 81.4%.

Average = 27,1%.

Intercultural Reference: Authentic pedagogical material

It is evident from the students' perception that the teachers take their educational authentic materials from journal sources such as New York Times, Le monde, etc. The use of this type of material is of great help to better relate the context and the subject to be developed. The teaching materials used in the classes often use elements from between the language and the current reality. It is advisable to look for a series of means, resources, materials that serve as a link between what is taught, what is learned and the real world.



The sum of the negative values for question 16 are: Sometimes (16,5%) + Never (2,2%)
= (18,7%)

Average = 9,35%.

We can see in the chart an 18.7% of the students feel that French teachers are not applying the authentic materials for their teachings, in contrast to the majority of the population surveyed, which indicates that they do carry out it.

Question 17. How often do English teachers awaken or develop your cultural sensitivity?

CHART RESULT QUESTION 17

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

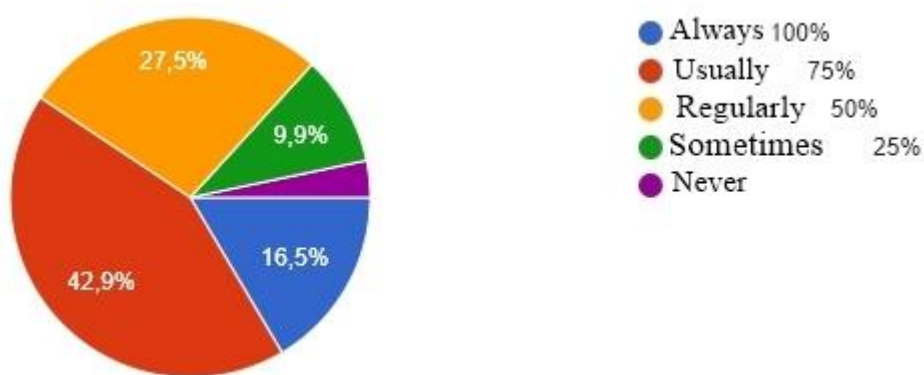
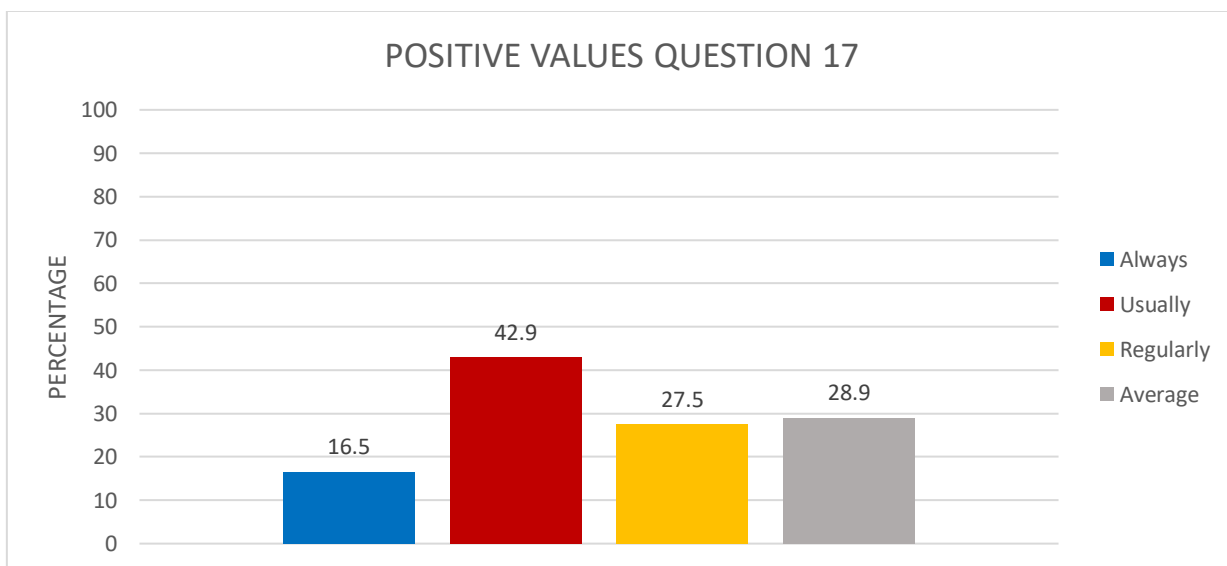


CHART VALUES

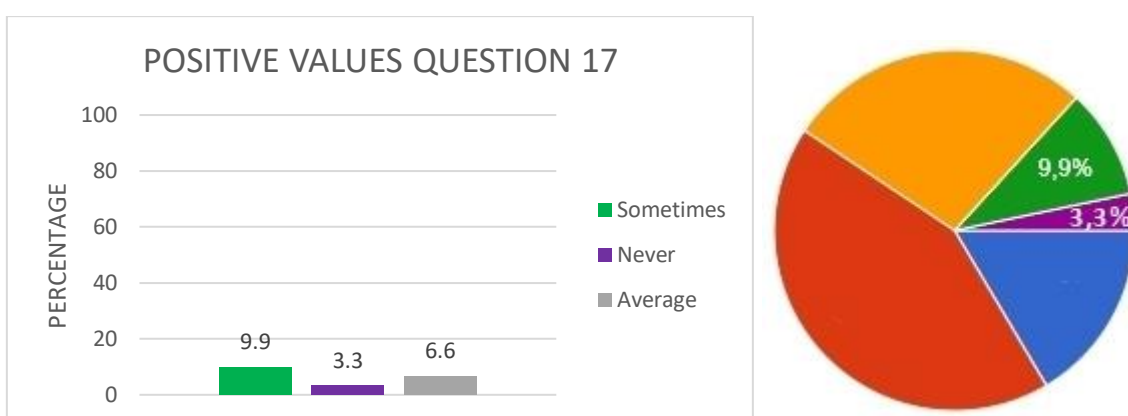


The sum of the positive values for question 17 are: Always (16,5%) + Usually (42,9%) + Regularly (27,5%) = 86.9%.

Average = 28,9%.

Intercultural reference: Cultural sensitivity

As it can be seen in the chart, most of the students interviewed consider that English teachers frequently awaken and develop cultural sensitivity. To understand more cultural sensitivity in the foreign language classroom, it is necessary to consider what is essential for student.



The sum of the negative values for question 17 are: Sometimes (9,9%) + Never (3,3%)

Average = 6,6 %.

As it can be seen in the graph, most of the students interviewed consider that English teachers frequently awaken and develop cultural sensitivity. A small percentage of almost 15% do not consider that this aspect is worked on as frequently as necessary.

Question 18: How often do French teachers awaken or develop your cultural sensitivity?

CHART RESULT QUESTION 18

This was the survey result applied to the students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao

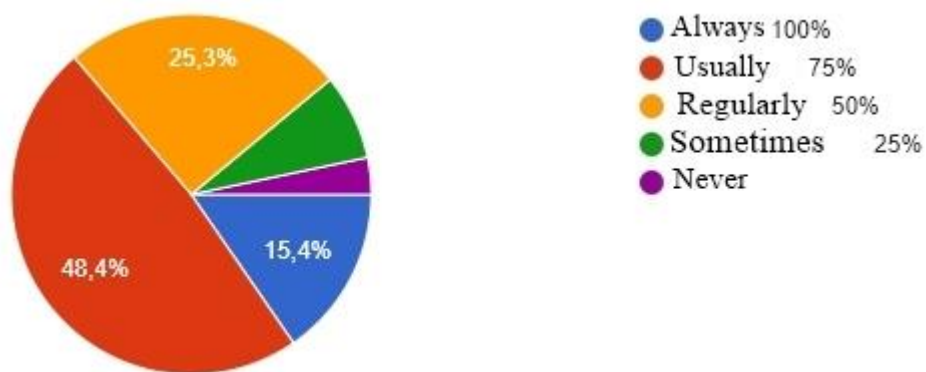
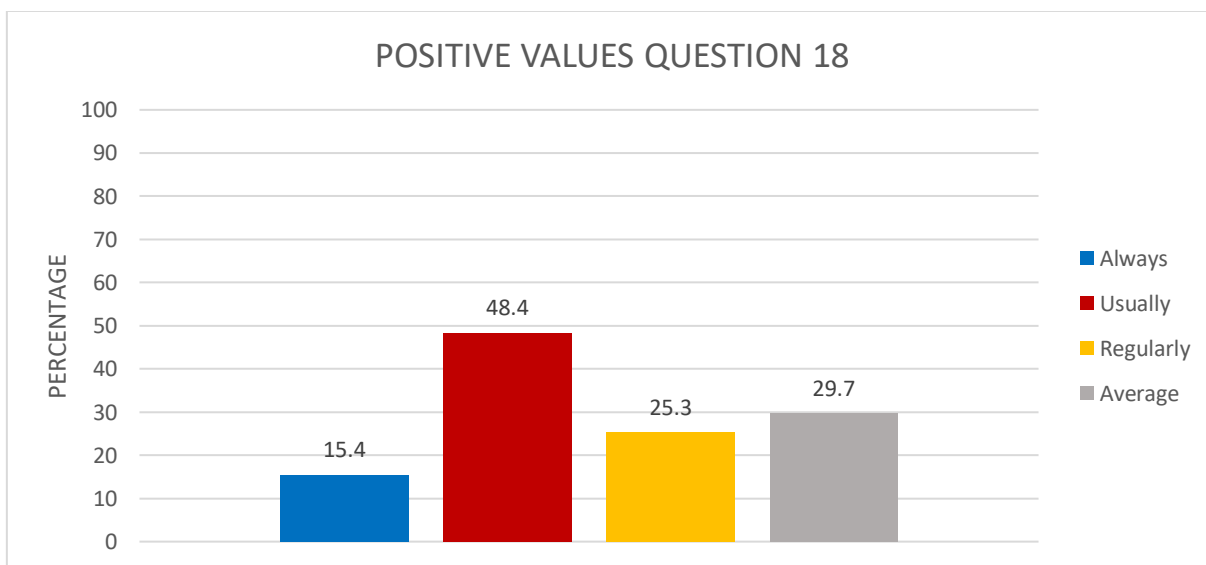


CHART VALUES

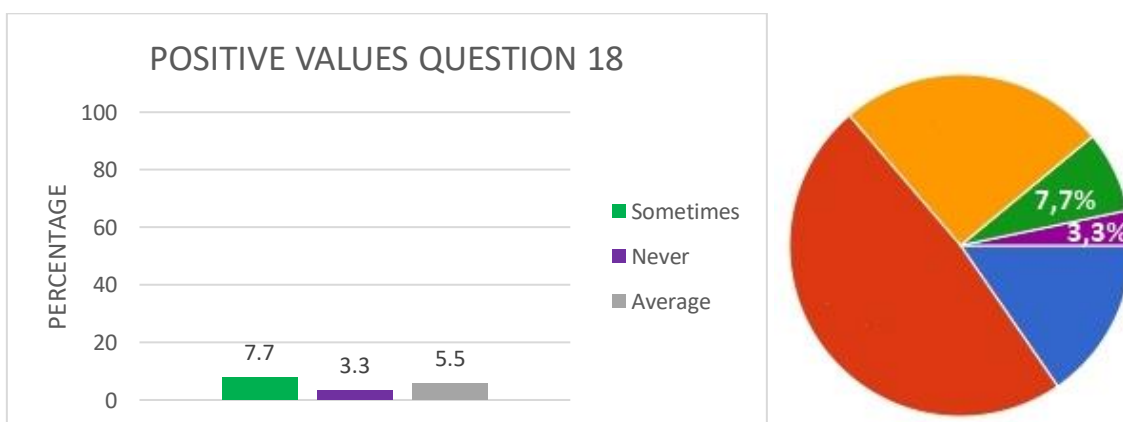


The sum of the positive values for question 18 are: Always (15, 4%) + Usually (48.4%) + Regularly (25,3) = 89, 1%.

Average: 29,7%.

Intercultural reference: Cultural sensitivity.

As it can be inferred from the chart, there is a great awareness of cultural sensitivity in French classes due to the student's criteria. This allows them to think that the students are conscious that not only they are in charge of their own learning processes at a point but also it is taken into account that is not only about the contents of the course. Instead, cultural, social and linguistic elements must be treated no matter the language because each language has its own and cultural expressions come from almost anywhere and anything. Which they must be aware of because in this case, the French ones come from different places and origins than the Spanish and English ones either if it is because of geography, ethnic, social facts and even more. This being said, it is the awareness of the uniqueness about the authentic cultural elements that is evidenced in this case in a French as a foreign language context.



The sum of the negative values for question 18 are: Sometimes (7, 7%) + Never (3,3%) = 11%.

Average: 5,5%

About this chart it must be said that there is only possibility to talk about what a lack of cultural sensibility can do in a classroom since it does not happen at least by students' perspective in regionalization. Therefore, it is suggested that approaching language teaching and learning from a conventional, non-contextualized or culturally insensitive method would lead to a lack of motivation and, ultimately, unsatisfactory results in the learning of the target language. This is because cultural sensitivity then would not be recognized and students may be missing out on several foreign communication manners that they will need in the future as well as also the impact that the foreign languages may have on the students identity language and in this case English and french as worldwide and powerful languages.

Contrastive Analysis

Throughout the teachers speech there are a couple of things that are due to be highlighted because they give an experienced opinion and also a task based scenario of what happens with IA in foreign languages at Universidad del Cauca. One of those is bringing context of real life situations into the classroom is a way to aware students about their own identity and others' because they could see the differences from their own culture to a general Colombian culture in comparison to a foreign culture. In fact, they could get a wider perspective of identity between languages because of the interaction with the recognition of family members on a familiar photo description, therefore students will comprehend cultural facts like race, ways of dressing, architecture, food, and so on. From this standard, students will talk about it from their own cultural background in a foreign language such as English or French, which means doing a metacognitive process of appropriating new cultural aspects into themselves from where they come from using the target language.

In a country where there is plenty of cultures, it is important to take into account what goes on in our reality and society because in order to understand and acquire other cultures and realities, students must be aware of what goes on in their places and how they reflect their take on it but as the teacher suggests, it can be done in the target language so it can be easier for them to start from inside (Colombia) to the outside (foreign cultures) because in order for them to express about something familiar or that happens where they live, it implies for them to talk with how they act as a part of society and colombian people.

Also it must be highlighted that there is a particular pattern in Universidad del Cauca sede norte, and it is the fact that several people come from different places like Miranda, Corinto, Cali, Pasto and even more departments and municipalities. So being focused on grammar is not that important because foreign language learners' students are somehow more or less obsessed with grammar structures and rules of the language while they should be focused on understanding cultural diversity, which is reflected on real life situations that could let them a better understanding and striking culture. Indeed it is reflected that in order to understand another culture, the process of acquiring cultural diversity should be taken from the own culture, for instance this subject takes it from myths. Therefore, myths can go from the roots of culture since it implies beliefs, ways of getting what society fears or take as unusual and the types of ideology and how identity is built in foreign cultures, as the

Cultural events are different and to communicate they must understand the context and its ways.

As consequence of the mentioned above, the seek of giving a real context to the students instead of academic purposes leads teachers to use (as it is shown in the teachers appendix, review teachers appendix) articles, videos, documentaries and news from the country where the language is spoken, this could help to a better comprehension of language and social patterns that are not visible in the classroom due to the scheduled classes because is not only grammar but also daily life, this leads to a closer view of a target society, this is what a teacher should aim to do with foreign languages students.

It is possible to suggest as a good possibility of interacting in a foreign language in the classroom. Teachers of the program of foreign languages in Santander de Quilichao have the opportunity to develop subjects beyond the grammar classes such as literature or intercultural communication, so they have a huge range of cultural choices in order to teach students different points of views, beliefs and thoughts from a society where another language is spoken. Therefore, these students will get another perspective reality which lead to a better comprehension of social patterns and it's emotional world familiar or that happens where they live, it implies for them to talk with how they act as a part of society and colombian people order to foster or enhance their motivation by using useful updated data.

Conclusion

As a result of this contrastive survey presented, it was possible to conclude that there was a relation between the teaching practices in students of modern languages English, French of Universidad del Cauca regionalization Santander de Quilichao by professors of the program of modern languages Bachelor's degree. The contrastation that was proposed on the methodology, it was carried out in order to show common and differences of thought, ways and how these perceptions can be taken as a way of either improving, reinforcing, or incorporating these and other concepts. This project has been treated in order to make the IA something more complete and to have it more in context for our Regionalization students and teachers. All of the data that has been gained by the survey has been contrasted and discussed within the guidelines of the research's concepts, theories and authors that throughout the research have been used as support.

At first, it was found that the percentage of the teachers use of identity in the classroom and students answers was very alike with a 73% of approval from the students and a 75% from the teachers, but there are some differences in the deepness, the knowledge and the perception of identity in the modern language classroom. For instance the subject one (teacher) said that he or she does not feel sure about the practices that are employed in the classroom when talking about identity because as is described by this subject this encompasses other concepts such as self-identity, otherness and practices. In this case due to what the subject says, what makes him or her feel unsure is that the fact that language is constructed and since it is related to identity, students approved but subject one is unsure about the ways but not of the fact that he or she tries or does so.

Even though the subject two (teacher) refers to the matter that students should develop from their own background and cultural diversity, students approved. In her or his classes she or he applies an aspect about the recognition of social and cultural background whereas he or she starts building up the awareness of identity from recognition of cultural aspects and cultural diversity between the native language to the foreign languages. In this case, from Spanish to English and French because as it was mentioned in other ideas before, language is changing and sometimes shocking, but also it is a union because human beings are where they are by the languages that they use, their forms and their native language.

Then, as for cultural diversity there is again an likeness in what percentages concern with an 88% average in the students answers between English and French but there is a difference with the teachers perception, which is reduced then students' with a 75% overall. This has origine in the opinion of teachers because they agreed that there is a common predilection on grammar which does not allow reflection and consideration of the target language. One of the subjects says for example that he or she motivates knowledge through mythical narratives as the grammar content of it helps review and master the past tense and since each place has its own mythical beliefs there is a cultural exchange while practicing a specific grammar subject in a foreign language.

Meanwhile, subject two suggests that students pair up by default because of they recognize themselves and then how they recognize others, due to the fact that they feel represented in others ways as he or she suggests in the interview "within the same hall or the same group of students they consider that they have separate groups or what groups they belong to and they tell that they do this from ethnic groups to activities that participate in common" He or she not only focus on the ethnic group but also on the in tolerance

towards the behaviors that happen in a classroom when different groups are pair up. “It’s important to take into account that there are some students who do not feel uncomfortable with this situation found in a classroom” he or she stated.

As for social and cultural reality it was found an 86% percentage of the students agreed on the approval of this theme in their foreign language classes. Though teachers agreed on this topic completely with 100%. Both subjects (teachers) agreed that debates are very helpful in order to have a reflection about different cultures by using topic free conversation clubs. Actually, once the subject one evidenced high intolerance to other ways with the use of idealized cultures, evidencing effects of globalization, for example once he or she told us that several students in a class talked about United States’ american dream as the perfect way to improve their English, so there can be evidenced that the worldwide propaganda of the American dream is real and has its effects, forgetting that it is not the same thing, the exposure to a language then the immersion in a real context of a language.

With the social transformation, an equal percentage of 86% was found in both languages. However, the established percentage shows a dissatisfaction with the teacher’s own teaching method (Subject 1). She assumes that she tries to be an agent to provoke a social transformation and that the students can be as well. Nevertheless, he or she feels like the method is not being efficient and that there is a lack of practice of this concept of social transformation. On one hand students actually feel the opposite and, maybe this has an explanation on the fact that they either do not get the concept still or the fact that foreign languages is such a process of interculturality that they can fastly feel like they are acquiring new elements of communication and in the other hand, our subject two affirms that he or she uses the personal background of the students as an agent of knowledge and

also appealing to culture shock as an early stage of trying to communicate and thus acquire cultural competences.

In this manner, emotional development was tested and students showed very much approval as if this concept teachers cover it by having a 93% in of approval in English and French classes. Yet, teachers do not agree with students, as we notice doubts and some conclusions with only a 50% of approval by the subjects one and two. Admittedly, as it was mentioned earlier, students feel their teachers are taking the lessons appropriately.

“Students are getting a closed mind regarding the emotional development that a person should have.” stated one of the subjects. Anyway, both teachers look for different methodologies and content from different parts that contextualize the students about this. Their ways include literature in English and French no matter its origin because they prioritize taking their contents from several parts and they both agree on the fact that contents should be changed and not standardized because they do not fit the Regionalization needs. They remarked the fact that students in Santander de Quilichao from various places, which means they have different origins and that they are very different, so they suggest some contents that are actually useful for a better and more full context performance.

In the same way, as for the authentic pedagogical it was possible to see a percentage of 86% endorsement considering the general results between English and French student's answers. Their speech is very alike regarding specific materials all for academic purposes because they use resources such as documentaries about global situations that makes students get more insight about the target language's culture, allowing with this a different view where the English languages is spoken and transversely applied the awareness for

culture's beliefs, values and behaviors that were mentioned earlier. He or She states a pedagogical strategy through comics in order to not forget this didactic component, which is authentic for the student's learning. He or she is always innovating materials for the class taking into account all the academic purposes to maintain alive the elements that seem to be forgotten.

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Attachments

Appendix 1. Consentimiento Informado

Yo, estudiante de la Universidad Del Cauca regionalización, Santander de Quilichao del Programa de Licenciatura en Lenguas Modernas Inglés-Francés, he sido informado/informada de la encuesta a realizar para el trabajo de grado llamado "ANÁLISIS DEL ENFOQUE TEÓRICO INTERCULTURAL EN LA ENSEÑANZA Y APRENDIZAJE DE LAS LENGUAS EXTRANJERAS INGLÉS Y FRANCÉS" el cual servirá como instrumento del proyecto. Luego de haber sido informado (a) sobre las condiciones de la participación en la encuesta, resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta investigación, entiendo que:

- 1- Mi participación en esta investigación no generará ningún gasto, ni recibiré remuneración alguna por ello.
- 2- No habrá ninguna sanción para mí en caso que no esté de acuerdo en participar.
- 3- Mi identidad no será publicada ni las imágenes ni ningún tipo de evidencia registrados en esta encuesta y se utilizará únicamente para los propósitos de esta investigación.

Con esto se atiende a la normatividad vigente sobre consentimientos informados (ley 1581 de 2012 y decreto 1377 de 2012), de forma consciente y voluntaria.

DOY EL CONSENTIMIENTO

NO DOY EL CONSENTIMIENTO

Appendix 2. Concept Table Questions

	PREGUNTA	TEMA DE LA PREGUNTA	ESTADO DEL ARTE	QUÉ QUEREMOS SABER CON LA PREGUNTA
1	¿Con qué frecuencia los profesores de lenguas trabajan temas en la clase que refuerzan tu identidad como persona?	IDENTIDAD	“La identidad no es un concepto fijo, sino que se recrea individual y colectivamente y se alimenta de forma continua de la influencia exterior. De acuerdo con estudios antropológicos y sociológicos, la identidad surge por diferenciación y como reafirmación frente al otro”. Molano L., O. 2007. Identidad cultural un concepto que evoluciona. OPERA. 7, 7 (nov. 2007), 69-84	Si las actividades ejecutadas por los docentes implican el reconocimiento de características que te diferencian de otra persona.
2	¿Con qué frecuencia tus clases de lengua extranjera te incentivan al conocimiento y reconocimiento de la diversidad cultural en el mundo?	DIVERSIDAD CULTURAL	"Como término, de hecho implica una modificación constructiva del curso natural de los asuntos. Esto puede tomar la forma de algún tipo de cultivo dirigido a un objetivo de características o propiedades de los objetos, ya sean plantas, animales domesticados o niños, en el proceso de su desarrollo." Valsiner, J. (2007). Culture in minds and societies: Foundations of cultural psychology. Psychol. Stud. (September 2009), 54, 238-239.	Si el estudiante se siente motivado a reconocer la diversidad cultural a través de sus clases de idiomas extranjeros.
3	¿Con qué frecuencia las actividades en tus clases de lengua extranjera contribuyen a la evolución de tu identidad como persona?	IDENTIDAD	La identidad hace parte de esta investigación, pues al estar aplicada a los valores, creencias y actitudes sumado a las relaciones personales y las condiciones de vida, permite una relación entre la habilidad de comunicarse y adaptarse a una sociedad que no necesariamente es la de origen.	Si las actividades de los docentes te motivan a adquirir más valores, creencias y actitudes que se relacionen con tu habilidad para comunicarte.
4	¿Las dinámicas de la clase de lengua extranjera te incentivan a ser más tolerante?	CULTURAS Y DIVERSAS FORMAS DE PENSAR	La cultura es la unificación de idiomas o lenguas maternas, costumbres, valores, entre otras cosas. En el mundo ocurren procesos interculturales, expansión	Si el estudiante piensa que las prácticas de los docentes han contribuido a complementar el valor de la tolerancia en su persona

			y propagación de distintas culturas a diferentes lugares.	con el fin de obtener un mejor entendimiento con respecto a otras culturas (francófonas y anglosajonas).
5	¿Te comunicas eficazmente en idioma extranjero con individuos de culturas diferentes a la tuya?	EFICACIA EN LA COMUNICACIÓN	"Para comunicarse correctamente usted necesita, antes de pronunciar cualquier palabra, formar una estructura que dé más poder a su comunicación. Según las investigaciones neurolingüísticas, el tono de voz y el lenguaje corporal, es decir, la postura de interlocutores, representan un 38 por ciento y un 55 por ciento de este poder (de comunicarse), respectivamente". Ribeiro, L., & BASTANZO, J. (1994). La comunicación eficaz (No. 04; P90, R5.). Urano.	Si existe una interacción eficaz con un hablante nativo de forma fluida
6	¿Sientes que te transformas socialmente mediante las actividades en clase de lengua extranjera?	TRANSFORMACIÓN SOCIAL	"Tiene lugar la transformación cuando una sociedad, fundada bajo determinado tipo, cambia su forma inicial adoptando otra diferente". La transformación social. (s.f.). Recuperado 14 septiembre, 2019, de https://libros-revistas-derecho.vlex.es/vid/transformacion-social-231439	Si existe o no un cambio en las normas sociales, valores y estructuras en cuánto al aprendizaje de lengua extranjera a través de las prácticas docentes
7	¿Con qué frecuencia te sientes incentivado/incentivada a conocer rasgos y particularidades de los países en los que se habla inglés y francés?	RASGOS Y PARTICULARIDADES	"Así, rasgo es una disposición de comportamiento expresada en patrones consistentes de funcionamiento en un rango amplio de situaciones. Constituye una dimensión o continuo a lo largo del cual se colocan las personas". Cattell, Raymond (1996). <i>Modelo de cinco factores</i> . Recuperado de: https://www.psicologia-online.com/modelo-de-cinco-	Si el estudiante piensa que las prácticas de los docentes han contribuido a complementar el conocimiento y reconocimiento de diferentes costumbres en los países donde se habla inglés y francés.

			factores-cattell-y-eysenck-1963.html	
8	¿Crece tu interés por conocer distintas realidades sociales y la cultura en tus clases de lengua extranjera?	REALIDAD SOCIAL Y CULTURA	"Conjunto de actuaciones multiformes de muchas personas que se comportan de determinadas maneras y que actúan las unas con las otras y para las otras, al margen unas de otras, y unas contra las otras. La sociedad es por tanto, un juego de fuerzas en constante actividad debido al influjo de factores endógenos y exógenos a ella misma". Muñoz Corvalán, J.: "La realidad social", en Contribuciones a las Ciencias Sociales, Junio 2012, www.eumed.net/rev/cccss/20/	si las practicas pedagogicas del docente incentivan al interés del estudiante por conocer distintas realidades sociales y cultura
9	¿Con qué frecuencia las clases de lengua extranjera te hacen consciente de tus valores propios culturales, creencias y comportamientos?	IDENTIDAD Y CULTURA	La cultura es la unificación de idiomas o lenguas maternas, costumbres, valores, entre otras cosas. En el mundo ocurren procesos interculturales, expansión y propagación de distintas culturas a diferentes lugares// La identidad hace parte de esta investigación, pues al estar aplicada a los valores, creencias y actitudes sumado a las relaciones personales y las condiciones de vida, permite una relación entre la habilidad de comunicarse y adaptarse a una sociedad que no necesariamente es la de origen.	Si las prácticas pedagógicas del docente te hacen autoevaluarte con respecto a tu persona.
10	¿Con qué frecuencia usa tu profesor material pedagógico auténtico (flashcards, revistas, etc.) para sus clases de lengua extranjera?	MATERIAL PEDAGÓGICO AUTÉNTICO	Es quizás la definición de M. García Arreza et al. (1994) una de las más precisas: "Por material auténtico debemos entender las muestras del lenguaje, ya sean orales o escritas, que, en su origen, fueron producidas para la comunicación entre hablantes nativos en un contexto no docente, y por tanto, no están graduados de ninguna manera, desde el punto de	Si el docente evidencia que saca su material educativo de fuentes auténticas, por ejemplo: New York Times, Le monde, etc.

			vista lingüístico, ni organizados para mostrar el uso de un punto gramatical concreto".	
11	¿Con qué frecuencia aprendes sobre el desarrollo emocional en la cultura de otro país en clase de lengua extranjera?	DESARROLLO EMOCIONAL	Segun el articulo de Desarrollo emocional por Gloria Muslow G El término inteligencia emocional fue utilizado por primera vez en el año 1990 por los psicólogos Saloney y Mayer, de la Universidad de Harvard y New Hampshire respectivamente. Fue empleado el concepto para describir cualidades emocionales como: empatía, expresión y comprensión de los sentimientos, control del genio, independencia, capacidad de adaptación, simpatía, capacidad para resolver problemas en forma interpersonal, persistencia, cordialidad, amabilidad y respeto (GOLEMAN, 2000).	Si el docente incentiva a la mejor comprensión del desarrollo emocional de la cultura de otro país.
12	¿Reconocer los diferentes aspectos en las que están organizadas otras culturas?	ASPECTOS CULTURALES	"El mundo entero de los seres humanos es un mundo cultivado, donde nuestros recursos naturales, de nosotros mismos y de nuestro entorno, se transforman en un mundo significativo de objetos. Algunos de esos objetos se vuelven intercambiables como productos básicos, mientras que otros alcanzan el estado de pertenencias personalizadas y sagradas no intercambiables. Los significados de los objetos tienen su valor cultivado, y los objetos tienen sus propias "biografías culturales". Valsiner, J. (2007). Culture in minds and societies: Foundations of cultural psychology. Psychol. Stud. (September 2009), 54, 238-239.	Si el docente a través de sus prácticas pedagógicas lleva al estudiante a inferir o pensar cómo está organizada una cultura diferente a la suya.

Fuente. Propia

Appendix 3. Student's Survey

ANÁLISIS DEL ENFOQUE TEÓRICO INTERCULTURAL EN LA ENSEÑANZA Y APRENDIZAJE DE LAS LENGUAS EXTRANJERAS INGLÉS Y FRANCÉS

Esta encuesta tiene el objetivo de analizar la interculturalidad en las practicas educativas y el aprendizaje de los estudiantes dentro del programa de idiomas, los datos recogidos son de total anonimato y con fines académicos.

1. ¿Con qué frecuencia los profesores de lenguas trabajan temas en la clase que refuerzan tu identidad como persona? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

2 - ¿Con qué frecuencia en las clases de lengua extranjera se incentiva al conocimiento y reconocimiento de la diversidad cultural? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

3. ¿Con qué frecuencia las dinámicas de la clase de lengua extranjera contribuye a la evolución de tu identidad como persona? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

...

4. ¿Con qué frecuencia te incentivan a ser más tolerante a las dinámicas de la clase de lengua extranjera con respecto a valores culturales y diversas formas de pensar? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

...

5. ¿Con qué frecuencia te humanizan y transforman socialmente las actividades en clase de tu docente de lengua extranjera? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

...

6. ¿Con qué frecuencia te sientes incentivado/incentivada a conocer nuevas costumbres, formas de relación social, rasgos y particularidades de los países en los que se habla inglés y francés? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

7. ¿Con qué frecuencia crece tu interés por conocer distintas realidades sociales y culturales a través de las prácticas pedagógicas del docente de lengua extranjera? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

8. ¿Con qué frecuencia crece tu interés por conocer distintas realidades sociales y culturales a través de las prácticas pedagógicas del docente de lengua extranjera? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

9. ¿Con qué frecuencia usa tu profesor material pedagógico auténtico para sus clases de lengua extranjera? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

10. ¿Con qué frecuencia el docente de lengua extranjera despierta o desarrolla tu sensibilidad cultural? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0

Fuente. Propia.

Appendix 4. Teacher's Survey I

ANÁLISIS DEL ENFOQUE TEÓRICO INTERCULTURAL EN LA ENSEÑANZA Y APRENDIZAJE DE LAS LENGUAS EXTRANJERAS INGLÉS Y FRANCÉS

Esta encuesta tiene el objetivo de analizar la interculturalidad en las prácticas educativas y el aprendizaje de los estudiantes dentro del programa de idiomas, los datos recogidos son de total anonimato y con fines académicos.

1- ¿Con qué frecuencia utiliza usted en sus prácticas temas en la clase que refuercen la identidad de sus estudiantes? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0%

...

4 - ¿Con qué frecuencia sus actividades en clase de lengua extranjera llevan a sus estudiantes a ser más tolerantes con respecto a valores culturales y diversas formas de pensar? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0%

⋮

5 - ¿Con qué frecuencia sus actividades en clase de lengua extranjera se enfocan en el aspecto de transformación social y la humanización? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0%

⋮

6 - ¿Con qué frecuencia incentiva usted el conocimiento de nuevas costumbres, formas de relación social, rasgos y particularidades de los países en los que se habla en inglés y francés? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0%

7 - ¿Con qué frecuencia sus prácticas pedagógicas buscan incrementar el interés por distintas realidades sociales y culturales? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0%

8 - ¿Con qué frecuencia anima usted a la conciencia de valores propios culturales, creencias y comportamientos de sus estudiantes? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0%

9 - ¿Con qué frecuencia usa usted material pedagógico auténtico para sus clases de lengua extranjera? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0%

...

10 - ¿Con qué frecuencia incorpora usted a sus clases de lengua extranjera diversas formas de pensar, presupuestos, valores y el mundo emocional de la cultura de otro país? *

- Siempre 100%
- Usualmente 75%
- Regularmente 50%
- De vez en cuando 25%
- Nunca 0%

Fuente. Propia

Appendix 5. Teacher's Survey II

Analysis Subject 1.

Question 1: How often do you use topics in your classroom practices that reinforce the identity of your students?

The following argument was taken from subject 1. "Identity plays a role in a good foreign language teaching practice which leads to a consideration about self-identity and others' but carrying it out can be complicated sometimes. Also, I believe that considering self-identity can be done with very simple things like an autobiography or the description of a family photo which both work as a consideration of self-identity."

Question 2: How often do your foreign language classes encourage the knowledge and recognition of cultural diversity?

The following argument was taken from subject 1. "Well, I try to do it but one of the biggest issues is that we are obsessed with grammar because that does not allow the reflection and consideration of the language and furthermore in Santander de Quilichao. Little by little, we as teachers get to learn about cultural diversity that exists in Santander de Quilichao that sometimes is ignored by us. I motivate knowledge and recognition through activities that has something to do with other cultures' myths. I try that the knowledge of grammar is not focused on grammar. For example: a way of studying past tense is through mythical narratives, so I can make students read a myth that implies cultural diversity and identity and from there analyze the ways of the past, so I say it is applied usually as a 75%.

When I first came here I did not do that but the students and the context makes one reflect and think, well, there are other things going on here that are more important and are different from the study of the language.”

Question 3: - How often your dynamics of foreign language classes contribute to the evolution of the student's identity?

The following argument was taken from subject 1. “I believe that this is achieved through self-knowledge, reflection on important readings, reflection on the past, on history. Now that I have literature in English, I have realized that the study of literature is very transversal with the study of history, identity, culture. So from reading there is a reflection, you can make the student evolve from his own identity. However, the teacher does not only do this. The evolution of identity is a work of the student himself. One can foster some environments, but the student evolves by himself in the face of his identity”.

Question 4: How often do your activities in a foreign language class lead your students to be more tolerant of cultural values and different ways of thinking?

The following argument was taken from subject 1. “I believe that, if I were to mention something specific in the debates, for example, I once implemented something I called a conversation club, But it was just an exercise in class and we got together and the students were in charge of directing that activity on whatever topic they wanted. They usually brought up debates, and usually they were about cultural diversity, about the concept of

beauty. For example, in different cultures about different religions, about how death is considered in different cultures, and I think that led us to reflect on quite a few characteristics of cultural values and tolerance. However, this way one implements the activities I have realized that there are students with a high level of intolerance to cultural values and that worries because what they do is to repeat their prejudices now in another language, even worse. Regarding identity, I'm concerned that some students still idealize other cultural ones believe that traveling to the United States is like an American dream. That's already been distributed for many years, But they still think that being out there is the most, English language to go out there I've even heard girls say they're going to get a more stable sentimental situation. So I'm worried because they're prejudiced that if we don't treat them in class, they're gonna stay that way. There is also prejudice that English is only spoken in the United States or French in France and that the other places where it is spoken are not English or not French. For example, another activity is listening to dialogues or bringing videos with another kind of accent that are not of that standard to believe that there is a standard accent, that is also a cultural prejudice. Teachers should be judged by the accent when we already know that accent ceased to be important in the acquisition of a language a long time ago, when the important thing is communicability and not the accent."

Question 5: So what kinds of foreign language activities do you employ in order to make social transformation happen?

The following argument was taken from subject 1. "I think I'm missing a lot of that, it's just that the words are big. Social transformation, humanization, that's huge. And I think

that there I lack connection to the practical thing, although one does it like the teacher and I believe that is a way to show it also, to try to be my own self a social transformer and to show humanizing practices so this does it the pedagogy necessarily. So the fact that you realize that you are not only here to talk or to travel, but you are also going to be teachers, I think that this and these activities are directed towards that, make you recognize yourselves as social transformers and humanized practices. However, there is a lack of concrete activities, which is why I put twenty-five percent.”

Question 6: How often do the dynamics of the French class contribute to the evolution of your identity as a person?

The following argument was taken from subject 1. “I also put in fifty percent because this is also a new reflection at least for me. When I came in here I didn't think about these things, only recently have I been thinking about them and also incorporating them. Through literature, not only studying American literature or British literature but literature in English, written in English from anywhere in the world, so I try to put those videos where different accents are spoken even if that's not the goal. Listening is not only a listening class. I take videos from other places in the world, but I think that this is due here in this program, this should be assumed in a more radical way. I feel that there is going to be a change in the curriculum related to and directed towards this, that the themes appear there as a particularity of Santander de Quilichao. Teaching here is not the same as in Popayan, so that curriculum should be more explicit and in the face of new trends of globalization, of

values and new trends of cultural change we can no longer manage these idealized standards of culture and language”.

Question 7: As for cultural values, how much do you encourage them?

The following argument was taken from subject 1. “I say that I encourage them quite a lot, always, I like debates and conversation, especially in advanced levels because one assumes that they will be in constant growth as they are in another semester and because the language level also improves then especially in that I encourage a lot. For example, if there is a special event that has happened, I like to start the class with that, for example, today that we have just passed elections, to ask them what happened, if they voted, how do they feel about the decisions, today we touched a little bit on the subject of the candidate that remained as mayor of Bogota, to find that there were still prejudices about that, some jokes that some should not find in an academic context, but well it is what it is.”

Question 8: How often do you motivate the awareness from your students of their own cultural values, beliefs and behaviors?

The following argument was taken from subject 1. “I think that I enhance them a lot, because I always have liked debates, conversational classes, especially in advanced levels because as teachers one assumes that students will keep growing up semester by semester and that they will be more mature and because the target language skills should improve so I enhance them a lot about that. For example: If there is an especial event in which something had happened I like to begin the class with it, for instance, today elections were just celebrated, so I asked them what happened and how they did feel as well as if they participated, in fact we discussed about that fact the female candidate running for mayor won the elections so it could be found that there were still some stereotypes and non-appropriate jokes that should not be said in a classroom but well...”

Question 9: How often do you use pedagogic authentic material for your foreign classes?

The following argument was taken from subject 1. “I regularly look for authentic material, without academic purposes, I like the news a lot, videos about news, documentaries I use them the most. Generally, I prefer authentic material instead of academic purposes because it is easy for you as foreign language students, so what is advanced in a book for learning English is not Good enough for the reflections I am looking for students to do, thus I generally look for authentic materials.”

Question 10: How often do you incorporate different ways of thinking, budget, values and the emotional world from other countries cultures to your foreign classes?

The following argument was taken from subject 1. “Regularly, I think that I’ve been doing this recently and also because I’m teaching literature where we can see budgets, values, emotional world of another country’s culture and put on consideration all this social construction of other countries, all they life experiences. Now I was talking with students of literature about the American dream, we discuss about their first English colonies in United States and how literature was born there and we recognize that the American dream was just only a dream of expansion and territorial and economic conquer, so, this has been happening for so long, from the basic pillars of the nation and how United states was despite of being a nation made of immigrants it is still racist, so all this can be analyzed from literature, from afro-American literature that had been done about social civil rights and this is linked somehow with you, I’ve been doing this from literature but I feel that it can be done from any subject that we would be working on besides transversality, I insist if we lead to put into consideration language not only for master it and be experts and not for communication but also for recognizing ourselves and others.”

Analysis subject 2

Question 1: How often do you use topics in your classroom practices that reinforce the identity of your students?

The following argument was taken from subject 2. “Mainly, I promote activities within the classroom that start from the socio-cultural context of the students and at the same time

I can get information from outside more than anything else in English or French classes. Then, from their cultural issues what differences notice them with the civilization of the other culture (obviously using the language to start from it).”

Question 2: How often do your foreign language classes encourage the knowledge and recognition of cultural diversity?

The following argument was taken from subject 2. “They themselves have their own identities, even one because they already know that some have their identity marked and recognized as there are others who don’t, but still I always point out if there are groups. Within the same hall or the same group of students they consider that they have separate groups or what groups they belong to and they tell that they do this from ethnic groups to activities that participate in common, for example, groups that like rock.”

Question 3: How often your dynamics of foreign language classes contribute to the evolution of the student's identity?

The following argument was taken from subject 2. “Well, for them it’s not imposing on them or saying, see, there are these groups, which do you identify with? Not, because even one can belong to many groups without having to turn away from others. So, what I do is that they know and recognize. I like very much that students when they start their classes always know the others from what they like the most to their way of beginning to notice and to identify the behavior pattern of their fellow students because so they go identifying

that and so they go seeing with who feel more at last, what they have in common, what catches their eye or what doesn't."

Question 4: How do you think your foreign language classes contribute to the evolution of your students' identity?

The following argument was taken from subject 2. "Well, I think one should identify with each other to the extent that you get to know each other, so if they don't know different things, but they know other contexts, other different things, they're not going to have a chance to think if they like or dislike something, whether or not they feel identified. What I would expect in that sense is that they know that diversity of what is either of their environment and also of external environments and that they recognize (it is not the same) And already after they recognize because there are differences and then they start to see themselves as taking their tendencies."

Question 5: How often do your activities in a foreign language class lead your students to be more tolerant about cultural values and different ways of thinking?

The following argument was taken from subject 2. "In principle and also depends on the background, on the background of the person, there may be a certain degree of tolerance but one cannot pretend that everyone will do it because as they are things they do not know. So, that's why it's important to know new things and to recognize things you already know, do I make myself clear? So, that's where that stage of tolerance comes in where I teach him or I start to encourage the student to say to him, "Look, this student is different from you,

look at the differences, but that's not an impediment to socializing to recognize those differences" That's exactly why we do it, because as students of foreign languages in a context where you speak a foreign language to which you learn there is that famous Cultural Shock, that is when a person does not feel ready or that they do not have those Cultural Competences to be able to face that situation."

Question 6: Do you think that tolerance is a factor that would be in line with learning?

The following argument was taken from subject 2. "Absolutely"

In this answer the professor agreed with the statement of the question without saying more about it, what we wanted to know is there in just that simple answer "Absolutely" which lead us to comprehend how important is being tolerant when learning a foreign language, because we as students of a foreign language bachelor degree we develop a social empathize with others with that being said, we can talk about the recognition and the value of how important are others. The intercultural approach is a factor within the program that leads teachers to reach that kind of knowledge to the student.

Question 7: In terms of social transformation and humanization, what could you tell us about that in your classes?

The following argument was taken from subject 2. "We are not only studying and teaching grammar or structures, even though my class is very grammatical and I am called to act as a grammatical entity, but from those grammatical issues as simple as ²Ve, you

were wrong and I didn't say ² You see, you don't say it like that, but the way I get close to the other guy to tell him, you see, you got a mistake, you better say this, right? Instead of making the other person feel bad. How do I, as a student (which in my classes is what I promote) as a fellow student do not make my partner feel bad when he is making a mistake? So that's where those pillars of education come from, like knowing how to be, and knowing how to live together, because it's all about how I treat you, right? Of that otherness, of how I identify you, how I know you, how I recognize you, those differences that you have towards me and those mistakes that you may make, that is often like where you leave because many people do not speak English or French because they are afraid to be wrong. Why? Because the partner is going to mock me or because he's going to treat me badly or who knows what else? So that's why I think that's very important and it needs to be encouraged within the classroom because it's not just a summative assessment, it is not just a question of whether he knows how to use the passé composé or whether he knew how to use the third person, but how to use it and how to use it, but also how to learn it."

Question 7: Talking about social transformation, is there any way to establish a social relationship or particularity between the countries where English and/or French are spoken? How do you establish this social relationship, trait and particularities?

The following argument was taken from subject 2. "Well, mainly I use languages as a channel of communication Yes? And as a channel of knowledge Why? Because knowing another language I can know other cultures because one not only studies a language to learn grammar but also to access other information that is within other languages, at the same

time as knowing other habits and things that are within that iceberg that are the things that one sees and others that one does not see from the culture, then I consider that in this case it is very important first to start from one's own culture where students know their own culture but learn another language not only to learn from another culture but to share their own, which is what I consider the most important thing besides that knowing another culture they can already begin to identify different traits in other cultures.

Question 8: How often or in what way do your pedagogical activities increase the different social and cultural realities seen in other countries?

The following argument was taken from subject 2. "Well, sometimes you fall short of trying to show the reality of other countries, especially when you haven't had a close approach or that you've been there or that you haven't been in that situation because sometimes we're ruled by stereotypes, then stereotypes make us have an overview and generalize everything that can happen, however it is not in vain to say that what does not happen here does not happen elsewhere, it is not so foreign then sometimes it is to look how the Colombian would act and how you consider as to the characteristics that can perceive of an American person (and not only of the United States but of people from other parts) because we tend to be very native and only be influenced by a language such as English in the United States knowing that there are different accents, different types of Englishes... Then we could not speak any standardized English because there are many types of language where you speak with different accents, different contexts... One thing I always tell my students is that they don't marry a single accent because one day they're

going to bump into a person who speaks British, or a person who speaks Australian English or someone from India or a Pakistani who speaks English to you, then you're going to have certain cultural clashes and not just of language, it's like seeing a Caleño talking to a coastal, there are going to be words you don't know, you don't know and you're even wrong because we don't share the same sociocultural context within the country, right? So it's not very far from the situation, but then if we can find variations when it comes to responding to certain situations, political, socio-cultural situations, everywhere there's hunger, everywhere there's poverty, everywhere there's politics, right? So from those points that are global one can improve certain skills and certain cultural competences depending on the context that they want to place themselves.

English is a worldwide language it is spoken in many countries due to the globalization and its importance in business and education, yet there are many differences from one country to another, it means different patterns of communication this is noticeable in the reality of different countries

Question 9: How often do you motivate the awareness from your students of their own cultural values, beliefs and behaviors?

The following argument was taken from subject 2. "The truth is yes and besides not only... One thing is to recognize them and another thing is to be able to get used to change because for example say that the Colombians arrive late then you have to arrive late everywhere, then because the Colombian arrives late to all sides. One does not have to arrive late to all sides because in spite of the sociocultural level in which we live also

governs us a social contract, that is where we can obtain that balance and that peace. Where I can generate those spaces where there is no conflict precisely knowing and generating those positive attitudes and values, because we can have many values from good habits and bad habits because we remember that there are those concepts of good, bad that they are subjective, then if for the Colombian it is cool that he arrived late elsewhere go elsewhere and see and not even elsewhere, arrive late to a job interview and you will see...

The importance of knowing particular behaviors from our society, it is crucial when we are students of a foreign language bachelor degree because it show us how we as Colombians we act between us but at the same time we can see the differences with other's culture, most of the time there are huge variations in social patterns, for example in the answer of the professor is exemplified how Colombians are not punctual here in our own country when talking about a meeting with friends or even a party, so everybody got used to that because it's normal but when we go abroad things changes drastically and that is how occur the cultural shock.”.