USING THE ENGLISH LANGUAGE AND CULTURAL TOPICS TO FOSTER THE DEVELOPMENT OF THE INTERCULTURAL COMPETENCE IN FIFTH GRADERS

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1. ABSTRACT

In the following project, it is evidenced the intercultural competence application into a fifth grade English class, which was used as a medium to promote student’s intercultural competence; this, with the purpose of making the students use the English language while they learn more about their own culture and the differences between the foreign one; proving the students’ responses confronting the learning of English topics within the interculturality.

In order to develop the present project, this application was directed to fifth grade students in a public school in Pereira, in which twenty-six students were exposed to intercultural topics in terms of nationalities, different families, customs, beliefs, countries, continents, races, and some famous characters around the world. Hence, the information was collected through different sources such as reflection formats, observations, personal journals, videos and photos, in order to know and explore the intercultural competence.

Finally, it is presented the concepts of the main aspects considered for the implementation of the project such as culture and interculturality, in order to be aware of the content that was necessary to apply in young learners. Thereupon, the implementation of the intercultural competence creates awareness on teachers about how to teach different topics of the English language through aspects of different cultures.

**Key words:** Intercultural competence, culture, communicative competence.
2. RESUMEN

En los capítulos siguientes, se evidencia la implementación de la competencia intercultural dentro de una clase de inglés en Quinto grado, la cual fue usada como un medio para promover la competencia intercultural en los estudiantes; con el propósito de conllevar a los aprendices al uso del inglés mientras se aprende sobre su propia cultura y las diferencias que existen entre la cultura extranjera; se prueban las respuestas de los estudiantes en la confrontación de temas interculturales en inglés.

Para desarrollar el siguiente proyecto, la aplicación estuvo dirigida a estudiantes de quinto grado en una escuela de Pereira, donde 26 estudiantes estuvieron expuestos a temas interculturales en términos de nacionalidades, familias diferentes, costumbres, creencias, ciudades, continentes, razas y algunos personajes del mundo famosos. Además, la información se recolectó a través de diferentes medios como formatos de reflexión, observaciones, diarios personales, videos y fotos, en orden de conocer y explorar la competencia intercultural.

Finalmente, se presentan los conceptos de los aspectos principales que fueron considerados para la implementación del Proyecto, como cultura e interculturalidad, para estar conscientes del contenido que fue necesario desarrollar en estudiantes de menor edad. Por tanto, la implementación de la competencia intercultural creó conciencia en los profesores sobre cómo enseñar diferentes temas del inglés a través de aspectos culturales diferentes.

**Palabras clave:** competencia intercultural, la cultura, la competencia comunicativa.
3. INTRODUCTION

This paper carries the implementation of the Intercultural Competence using the English language; it describes the reason for applying this competence in classes for young learners and the impact for using the foreign language through the knowledge of other cultures. In addition, it relates the methodology used for the practitioners, including the design, the context, in which it was applied, the participants and the reflection of each class that the project was implemented.

This classroom project aims to introduce cultural and intercultural topics in EFL classes; hence, it is necessary to define the meaning of culture and intercultural competence. Culture is a set of features that defines the identity of determined social groups that includes beliefs, customs, attitudes, emotions and knowledge (UNESCO, 2013). Intercultural competence that is the ability to interact with others taking into account their cultural background (Fantini, 2000).

In the same token, the intercultural competence is important during the process of learning a foreign language since it creates awareness on students about others cultures around the world and how to communicate effectively with foreigners (Hernandez and Valdez, 2010). However, in most of the primary schools in Colombia the intercultural competence in EFL is not included in the curriculum of English classes since some teacher consider that IC does not play an important role in language learning. For this reason, this project aims to incorporate the IC in the
curriculum of English classes in order to help students to be competent to use the language to interact with people from other cultures (Benette, 2011).

This implementation underlined in the understanding of the meaning of intercultural competence and its importance. IC is not only the process to communicate effectively but also to avoid stereotypes and to develop the linguistic competence in learners (Byram, Gribkova and Starkey, 2002). The same authors propose some components needed to be an integral learner in terms of IC such as the attitude and willingness to interact with others, the knowledge to understand how social groups function in a foreign culture, the skills of recognizing misunderstanding that can appear during the interaction, the skills of discovering other cultures that is the development of social skills to know more about the target culture and language, and critical cultural awareness that is the acceptance and reject of thoughts, believes, likes, and values, according to the learners’ perspectives.

In order to develop the proper components mentioned before, this classroom project was implemented at the Instituto Técnico Superior with fifth graders, which had A2 level of proficiency in the foreign language according to the CEFR (2001). Throughout the execution of this classroom project, the practitioners used a methodology based on Harmer’s method (2011) which was ESA (engage, study, and activate). This method supported the development of some activities, games, mini projects and role-plays that were proposed by Barret, Byram, Lázár, Mompoint and Philippou (2013) as a successful way to develop the intercultural competence in the classroom.
Throughout the previous activities suggested, the practitioners observed the classes in which were implemented the IC in order to attain the results of the application. Therefore, during the observations the major areas of reflection evidenced in the implementation were: time management, positive students’ responses, pacing, assigned material and the importance of intercultural competence in fifth graders. In addition, the activities developed in this project were registered to display the students’ results and the data collected such as images and journals that support the execution of this classroom project.

To sum up, this paper contains the reason for this implementation that is to include the intercultural competence in the curriculum of the primary schools in Colombia as a result of the fact that the learners can make use of their foreign language through the knowledge of their own culture and the target culture (Hernandez and Valdez, 2010). Therefore, it is necessary to know the meaning of IC and how to incorporate it to the classroom through different activities planned for each stage of the method (engage, study and activate), proposed by Harmer (2011). In addition, it was essential to reflect upon some areas in order to improve the teaching process and to enhance the application of some activities.
4. JUSTIFICATION

In Colombia, few teachers promote students to the intercultural competence in EFL classes, due to the fact that the focus of most of the English classes is to improve the linguistic competence Lázár (2003). Nevertheless, the intercultural competence plays an important role since it creates awareness on students’ own culture and in the acquisition of the target one (Hernandez and Valdez, 2010). Currently, in primary schools the intercultural competence is not included in the curriculum of English classes since the linguistic content has been considered more relevant in the learning of the foreign language.

Nevertheless, it is important to take into consideration the intercultural competence in curriculum; Liaw (2006) states that the intercultural approach fosters in the foreign language teaching the knowledge of different cultures throughout the language use in order to know and to distinguish the diversity of multiple cultures. In addition, the previous author reports Meyer (1991) who states that the development of the intercultural competence has an essential role for learners to become flexible and to behave appropriately during interactions with other people’s thoughts, attitudes and behaviors. It also allows learners to reflect about their own culture and the target culture in order to establish differences and similarities, setting their own identity during this procedure. However, Álvarez and Garrido (2004) display other different concept about the intercultural competence in EFL classes.
Their concept argues that intercultural competence within a curriculum in primary schools implies that the teachers should have knowledge about their own and the foreign culture in order to be competent to teach English. However primary teachers are not qualified to implement this component inside the classrooms due to the lack of training in this area; also, if the teachers had the knowledge about this issue, it is limited only to the linguistic content and they do not know about intercultural competences in order to develop it inside the classroom.

Taking into account the above mentioned, this classroom project is important on the grounds that the intercultural competence is essential in the development of abilities of interaction, providing social skills, knowledge, believes and thoughts about their own culture to the target culture; in accordance with this notion, Bennett (2011) argues that the intercultural competence is needed since through social interaction people become able to develop affective, cognitive and behavioral abilities that allows the cooperation between multiple cultures. In order to develop this project, the practitioners implemented activities such as games, role plays, PPT presentations with information about cultures, teamwork activities and discussions, in which the purpose of those activities was to learn some knowledge about different cultures in EFL classes.

According to the previous activities that were implemented throughout the EFL classes, students were benefited from those activities as a result of the fact that
they learnt content about different cultures around the world, using the foreign language as a tool in order to interact and improve the second language.

To conclude, taking into account all the aforementioned information about the importance of IC, the idea was to use the language as a tool to implement the intercultural competence content. That is to say, teachers have to take advantage of the linguistic background that learners have in order to use it for developing the intercultural competence.
5. AIMS

a. Pedagogical Aims:

- Design lesson plans for elementary learners, implementing different topics such as countries and nationalities, different types of houses, family members and customs, including the intercultural competence.
- By the end of the practicum the pre-service teachers will be able to work on cultural differences to awaken curiosity and awareness on intercultural communication.
- By the end of the practicum, the pre-service teachers will be able to identify how to include some content related to intercultural knowledge through the English language teaching.

b. Learning Aims:

- By the end of the course the learners will be able to describe and compare the own culture with other cultures according to their knowledge acquired.
- By the end of the course the students will be able to use the foreign language to share and communicate their knowledge acquired during the lesson.
- By the end of the course the learners will be able to use new vocabulary related to cultural topics such as customs, beliefs and physical appearance description.
6. THEORETICAL FRAMEWORK

6.1 Conceptual Framework

This section aims to provide the definition of culture and intercultural competence and recognize the differences among them. Culture is a series of characteristics such as knowledge, beliefs, and experiences, which a subject has in a determine society (UNESCO, 2013). Intercultural Competence is the ability to communicate with people from different cultures overcoming issues that may arise due to the differences among cultures; in addition, within the definition there will be the relevance and comparison between the own culture with the foreign ones, some concerns about the implementation of the IC in a curriculum, some components (knowledge, intercultural attitudes, and critical cultural awareness) that are essential to be a an intercultural speaker and features and the teachers’ role in order to develop the IC inside the classroom.

Therefore, these meanings will be presented with various perspectives from different authors and organizations. Culture that is defined by UNESCO (2013), intercultural competence, which is explained by Fantini (2001), Bennett, (2011), UNESCO (2013), Byram, Gribkova and Starkey (2002) and Common European Framework for References (2001). The concerns will be studied by Alvarez and Garrido (2004) and Dervin (2010). The components of the Intercultural Competence
will be explored by Byram, Gribkova and Starkey (2002) and Snow (2007). Finally, the features and teachers’ roles in IC will be exposed by Hernandez and Valdez (2010), Denis and Matas (2001) and Byram (1997).

6.1.2 Overview of culture and Intercultural competence:

This section will show different definitions of authorities in the field about culture and intercultural competence in order to clarify the meaning of those and understand the differences.

6.1.2.1 Culture

In order to understand the meaning of intercultural competence, it is important to state the meaning of culture. Thereupon, UNESCO (2013) defines culture as a set of characteristics such as knowledge, emotions, beliefs, experiences and values that a society or a social group has, including literature, lifestyles and traditions. Each group builds its own identity based on the previous characteristics mentioned which are shared among them. As each social group have their own values and beliefs, when people from two different cultures are encountered in the same scenario in which they have to interact, their cultural differences may cause communication difficulties that will affect their interaction; It is why the intercultural competence takes an essential role in communication scenarios and it will be found in the following section.
6.1.2.2 Intercultural competence

At first sight, according to Fantini (2000) intercultural competence is an ability to communicate with other cultures, taking into consideration the understanding of those cultures; in addition, Bennett (2011) argues that intercultural competence is a series of affective, behavioral and cognitive skills which provide knowledge about specific cultures that people are involved in order to develop these abilities through the interaction, taking into account the target language as a tool to achieve the communication between different cultures. Moreover, she highlights the relevance of intercultural competence to provide contact with unlike cultures around the world, emphasizing the knowledge of its own culture to share information, the communication to express effectively, the cooperation between multiple cultures, etc.

By the same token, UNESCO (2013) agrees with Bennett´s definition; in order to communicate effectively and appropriately with people who possess different language and culture from oneself, it is essential to develop intercultural skills; however, interaction with such complex settings full of different ideas, conceptions, values, etc. is demanding since “no one is, naturally, called upon to understand the values of others” UNESCO (2013). That is the reason why this organization perceives the development of intercultural competence as an opportunity to promote foundations of peaceful coexistence. Furthermore, there are other authors who complement UNESCO and Bennett´s ideas; nevertheless, they emphasize on other
aspects of learners’ skills such as the ability of understanding others’ multiple identities.

Byram, Gribkova and Starkey (2002), provide a definition of the concept oriented to the ability to discover and to understand the other as an individual which have multiple identities rather than seeing foreigners as a stereotype of other culture. In the same fashion, they mentioned that the development of intercultural competence not only includes the ability of interacting effectively with human beings and with their multiple identities, but also it helps to learn the linguistic competences necessary to communicate with others as a second language learner. The combination of the development of linguistic and intercultural competence is what learners need to achieve in the 21th century to be an integral user of a second language, learning a new language requires to discover a new world of ideas, identities, and information.

Likewise, CEFRL (2001) points out that the intercultural competence is the ability to relate the native culture with the target culture, establishing differences and similarities in order to develop awareness in the learner for using strategies and techniques to be in contact with other cultures, overcoming stereotyped relationships. Hence, stereotyping is an issue that most commonly affects interaction among people from different cultures; people tend to assume that all members of a certain culture have the same characteristics and that impression leads to create prejudice attitudes; it is the reason why learners have to rediscover their own identity through the understanding of others’ values.
Through the evolution of the term “Intercultural Competence” some issues have emerged. Certain authors had mentioned concerns about the way in which the intercultural competence is included into curriculum in schools, or even, in many of them, IC is not included into their curriculums due to the lack of knowledge by part of the teachers or not enough time to include it. Some others are concerned about whether teachers are prepared to assess the development of this competence or not, since teachers have not enough knowledge about their own culture, they feel afraid to teach the foreign one. Hence, these concerns will be discussed deeply in the next chapter in order to provide awareness of the application of IC inside the classrooms.

6.1.3 Concerns of intercultural competence in EFL

Firstly, Álvarez and Garrido (2004) indicate that intercultural competence is not covered into the curriculum of EFL classes given the fact that linguistic matters are more prominent throughout the procedure of teaching; therefore, the linguistic competence is an aspect which teachers emphasize leaving the intercultural competence out of the curriculum. Furthermore, they highlight that most teachers lack of intercultural knowledge and they are not instructed or prepared to include this competence in their classes. Hence, this issue will carry some consequences, for instance the limit material that teachers can provide in a class.

On the other hand, Dervin (2010) points out the inexistence importance that most authors give to the interlocutor when they define the intercultural competence. It
is always mentioned the users’ role in the intercultural competence; nevertheless, they usually do not mention the importance of the context and the interlocutor in the development of the competence. Also, Dervin (2010), considers motivation, the use of the language and the intentions of the interlocutor as essential factors that must be included in definitions of the intercultural competence, since they affect the interaction of the user with a foreign culture.

Finally, Dervin (2010) is also concerned about the methods used by people who want to apply and assess the intercultural competence. The author indicates that standard cultural tests of multiple-choice used to evaluate aspects of the intercultural competence do not provide enough evidence or information about the development of the competence in an individual since it only tests factual knowledge such as cultural characteristics, which seldom is stereotypical and generalized especially when it refers to the human’s behavior in a certain society.

In contrasts to Dervin’s concerns about the ineffective methods used by teachers to evaluate the intercultural competence, Byram, Gribkova and Starkey (2002) propose a list of components that can be evidenced during the development of the intercultural competence; those components add other important skills that students have to develop besides the linguistics and sociolinguistics knowledge that have been evaluated so far in most school.
6.1.4 Components of the intercultural competence

In order to be competent as an intercultural speaker who is able to recognize and to interact with individuals with different social identities and understand human relationships, there are some components which are essential to success in the process of acquiring the intercultural competence. With the aim of being a successful intercultural speaker, learners must have an attitude of curiosity and openness to be familiar with other cultures. Those components that learners have to develop to achieve the competence are stated by Byram, Gribkova and Starkey (2002): Intercultural attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, critical cultural awareness.

The components pointed out by Byram, Gribkova and Starkey (2002) are the savoir être, savoir comprendre, savoir apprendre/faire, savoirs’ engager, those four aspects are essential in the development of the intercultural competence. Following the aforementioned idea, the next paragraph will explain deeply the meaning and the significance of the components that are essential to be an intercultural speaker.

Attitudes (savoir être) which include curiosity and openness among others are the foundation that any intercultural speaker needs to take into account in order to develop the competence, the intercultural attitudes refer to the willingness of knowing and how to interact with others’ identities. According to Byram, (2002), it is necessary to realize that one self’s values, beliefs and behaviors are not unique; therefore, they have to be analyzed from the perspective of a foreigner to avoid
thinking that there is not only one correct culture that should be imposed to the others. Snow (2007) also mentions that it is essential to be interested in knowing some patterns of behavior of foreign cultures and how they deal with some language functions such as: polite refusals, responses to compliments, introductions etc. It is especially important to avoid misunderstanding or being impolite and it is leaded to the following component which is knowledge.

The knowledge (Savoir) that a learner acquires about the target culture is essential to understand how social groups function in a foreign culture in order to know how other people acts and how they might perceive foreigners. However Byram, Gribkova and Starkey (2002) states that a foreigner cannot anticipate what knowledge they will need in a certain moment during an intercultural exchange. In the same way, a teacher cannot inform to their students about all knowledge required since sometimes they do not have enough experience in interacting with people from other cultures. The social groups knowledge does not require to be achieve completely; instead teachers and learners have to relate their own culture with others in order to find the differences and similarities that may arise in a possible communicative exchange with a foreigner. Throughout that comparison they can learn new knowledge about the culture and they can also develop some skills of interpreting how their own culture might look from the perspective of foreigners.

As it was mention above, the knowledge and the skills of interpreting and relating (savoir comprendre) are connected in the sense that learners of a second language and teachers should recognize the misunderstandings that may appear
throughout an interaction with people from other cultures. They need to compare their own culture with the target culture with the purpose of identifying possible problems during an exchange; it allows them to generate solutions and ideas to solve problems or any misunderstanding. However, it is not possible for teachers to indicate all the knowledge that learners have to analyze in order to avoid problems or to communicate effectively; it is the reason why learners should know how to discover new knowledge about others’ beliefs, values and behaviors.

If learners need more knowledge about a culture, it is essential for them to know how to ask to outsiders about their values or how to find by themselves additional information. The skills of discovering and interaction (savoir apprendre/faire) are crucial for people who are learning about a new culture since it permits them to develop social skills to communicate effectively without being offensive or impolite during their interactions. Nevertheless, it is possible for learners to find patterns of behavior of other cultures that may create rejection if those contradict their own beliefs, values and behaviors; for that reason, learners need the ability to evaluate critically aspects of the target culture.

Finally, the last component refers to that Critical cultural awareness (savoir s’engager) that learners have to develop throughout the entire process of learning about the new culture. People frequently find patterns that allow them to think critically about the knowledge which they acquire during the experience. Moreover, these factors provide to learner new values, beliefs and other useful elements that they might accept or reject according to their thoughts; therefore, the cultural
awareness helps learners to evaluate from new perspectives their own culture and also the target culture. The above information provides how to involve in the target culture throughout the components mentioned by Byram, Gribkova and Starkey (2002); consequently, the role of the teacher makes a contribution in the culture of the target language through the following characteristics.

6.1.5 Features and roles of the teacher in the Intercultural Competence

In the process of learning, not only the techniques and procedures to teach has been change during the years, but also the role that the teacher plays in the classroom has been modified. Hernández and Valdez (2010) states that the facilitator has to develop assessment, reformulation and values, in order to foster the integration of their own culture with the others; as a result, it will promote respect, tolerance, comprehension, etc., in the learners to create a suitable learning environment. Now, it provokes to the teacher a deep investigation about the target language and culture to provide many resources in order to teach and engage the students; for this reason, Denis and Matas (2002) state that there are five stages which are required for the acquisition of the intercultural competence: Sensitization, Awareness, Relativity, Organization and Implication; in these stages, the facilitator acts as a promoter, investigator, observer and organizer, it is essential that he/she shows learners the reality of the world and real life situations in which they have the opportunity to explore foreign cultures.
Consequently, Byram (1997) suggests that teachers should create activities like problems and real life situations, which enable students to be more tolerant and patient and to raise awareness about how their own culture affects their perception of the world. The author also highlights the important role of the teacher in solving problems or misunderstandings derived from stereotypes and such, due to this, it is necessary to promote the investigation of other cultures and the acquisition of knowledge to develop effectively the intercultural competence.

However, taking into account the stages mentioned by Denis and Matas (2002), the practitioners only focused on sensitization and awareness in an implicitly way since the intention of this project was to support the students to recognize different aspects of other cultures to understand and compare the differences between the cultures. In addition, the practitioners were worried about the understanding and the interpretation of the cultural and intercultural topics; excluding the other stages (Relativity, Organization and Implication); nevertheless, sensitization and awareness were evident implicitly.

Lastly, Hernández and Valdez (2010), Denis and Matas (2002), and Byram (1997) agree in the assumption that a teacher who wants to raise awareness to his students about the intercultural competence, has to act as a promoter of investigation about foreign cultures and also about one’s self culture in order to understand others’ perspectives of the world and to be tolerant during the interaction with people from different cultures around the world.
6.2 LITERATURE REVIEW

Teaching Intercultural communicative competence through the four skills Usó & Martinez (2008)

The following article presents the importance of including intercultural components in the classroom in order to improve the student’s proficiency in the target language through the four skills and to develop the communicative competences.

In this article Usó & Martinez (2008) address Omaggio (2001) who states that exist three main reasons why the intercultural competence is less taken into account inside the classroom; the first reason is that teachers´curriculum is overcrowded with grammar aspects of the language, so they do not have time to include the culture during classes. Secondly, teachers do not possess enough knowledge about the target culture, as a consequence they do not take the risk to go deeply into that topic. Finally, since cultural topics are wide, teachers do not decide which aspects include on teaching culture. Taking into account the previous concerns, Uso & Matinez (2008) propose three main stages of a cultural project that help language teachers to include cultural aspects in the language classroom in order to develop learner´s communicative competence.

During the first stage, the teacher will give an explanation of the concept of intercultural competence, so that learners will be aware of the cultural aspects’ importance and contextualize them in the topic. Following this, the topics and key information about the target culture that is needed to develop the intercultural
competence is also presented in the *Explanation* stage, taking into account main aspects such as: Family, education, Law and order, among others. However, learners are required to go beyond of simple cultural facts and explanations given during the class, in that way they will jump to the second stage of the process.

The second stage, consists on the *Collection* of information outside the classroom by the students; these tasks allow the students to make an exploration about what is culturally representative using all types of materials such as: documentaries, videos, printed materials and interviews to native speakers, in this way they will have a wide knowledge about what it is going to be implemented. After the collection of the information, students will present what they gathered to the teacher and that information will be used by him to design the next stage of the process.

Finally, in the *Implementation* stage, the students will carry out the activities designed by the teacher based on the previous stage; in this part the use of the four skills is required to develop the communicative competence and to promote their cultural awareness and understanding. This activities aim to develop the listening, reading, writing and speaking skill as well as the communicative competence through intercultural topics.

The importance of the development of the four skills is also pointed out in the article. Usó & Martinez (2008) set a series of activities for each skill in order to improve the students’ proficiency in the language and the interaction with the target culture. For instance, the speaking skill can be evidenced in activities of role-plays, for the listening skill the activities of video-taped cultural audios and recorded
interviews are suitable for developing IC; in reading skill, analyzing written texts, reading cultural anecdotes are samples of activities that could be implemented inside the classroom; and for writing skill some good activities proposed are writing of e-mails and designing stories. The aim of those activities was to develop students’ interaction abilities with elements from the target culture.

In the same fashion, this classroom project aims to develop intercultural competences in the students through the use of communicative tasks. In relation with the article, the participants implemented activities of speaking, reading and writing that were also focused in the improvement of students’ knowledge of other cultures and their skills to interact with foreigners. At the end of the course, learners demonstrated to have raised awareness about the differences between their own culture with others through role play activities in which each of them had to perform as a famous character from another country and to share with others their knowledge about that specific culture.

As well as Usó & Martinez’s article, this classroom project was developed with the purpose of improving teacher´s skills to introduce cultural topics and the intercultural competence in the curriculum of language classes. In addition, this project also increases teacher´s knowledge about the target culture, this allows him to take the risk to teach culture, using activities that help learners to acquire the ability of interacting with other´s culture and to have a wide knowledge about it.

To sum up, the development of students’ proficiency in the target language can be attained through activities with communicative purposes that involve cultural topics. In the same way, students can raise awareness about interculturality and
teachers can also improve the techniques used to introduce new topics, taking advantage of cultural knowledge as a basis to create new ways of teaching language instead of keeping the same overcrowded curriculums.
7. INSTRUCTIONAL DESIGN

7.1 Type of Study

In this section, the methodology selected by the practitioners to accomplish the aim of the classroom project will be described, the context, the relevant information collected and the procedures that will be followed before, during and after the implementation. Before the application, the context in which the participants were involved will be analyzed, as well as, the possible advantages and limitations that might appear during the implementation of the project. Also, some characteristics such as age, style of learning, background information, among others are evidenced. In addition, it was also important to select the appropriate principles, techniques, activities and resources that were developed during the teaching practicum. Finally, the type of reflection that practitioners will organize, during and after this process and its instruments, are established and mentioned in this part.

7.2 Context

This classroom project was implemented at Instituto Técnico Superior. In addition, within their curricula, the English Language Teaching is oriented by the guide N° 22 of Estándares Básicos de Competencia en Lenguas Extranjeras. Therefore, the classroom project allowed practitioners to be aware and reflect about the strategies applied during the pedagogical practice in order to attain results of this
classroom project based on Intercultural competence in EFL for increasing knowledge of the variety of foreign cultures, including their own one.

In addition, at the beginning of the year the English teachers designed the curriculum of the subject based on the booklet Guia N°22 (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés). The syllabus is designed for 4th and 5th grades, also it is divided into 4 periods during the year; each period takes 3 months as maximum, which has a specific syllabus. They contain an area competence which is focused on different communicative competences such as rounds (music), songs and some English expressions and words, strengthening on the foreign language learning. Laboral competences that is to listening information, opinions, and arguments from others about any situation, respecting their ideas even though they are different to enhance the relationship with others; also, performance indicators and activities that will be executed throughout each class. At the end of each period the teachers have to demonstrate the results of the curriculum designed.

Throughout the development of this classroom project, practitioners found some limitations that obstructed the implementation of the intercultural competence such as limited time for the classes because the attendance to English class was affected by academic programs from school or other internal or external inconveniences (eg. Strikes, teachers’ meetings, holidays etc.). Another limitation was the lack of knowledge about intercultural aspects of both languages since it impeded the process of comparing and contrasting both cultures, which is necessary to acquire the competence. So that, the learners’ age affected the learning process and the
application of this classroom project on the grounds that cultural awareness in young learners is not complete.

7.3 Participants

7.3.1 Students

The implementation of the project was focused on students from primary school from fifth grade who range between 10 and 11 years old and the classroom population was 26. Furthermore, the students’ interests were related to use the foreign language in sports, music, and having conversation with their partners; most of them were visual spatial learners due to most of the subject are conducted through the video projector in order to get the students’ attention. Some students were kinesthetic learners because they moved around the classroom when they finished some activities. In terms of the linguistic profile, the students were able to use some expressions to communicate what they needed to know, asking questions and answering them; hence, the practitioners were designing the classes based on the previous interests.

7.3.2 Practitioners

This project was carried out by three students of 9th semester from an English Language Teaching program; it was developed two hours per week where the practitioner implemented the project at the Instituto Técnico Superior. One of the practitioners took the role of the teacher by developing the activities designed in the lesson plans, giving instructions and feedback when the students required. The other
practitioner took the observer’s role by recording, filming, taking notes and collecting all the information about the classroom environment, students’ and teachers’ behavior, attitudes, in order to keep evidence of the application of this project; finally, all the practitioners designed and construct the lesson plans, gathering or collecting materials for the development of the class.

7.4 Design

This classroom project was developed on a public primary school in which the practitioners carried out a series of planning principles proposed by Barret, Byram, Lázár, Mompoint and Philippou (2013) in order to pursue the development of the intercultural competence in EFL classes.

The first principle was the experience in which teachers implemented a series of activities based on learners’ background knowledge through games, activities, social media and face to face interaction in order to share their knowledge and learn through the experience. The second principle was the comparison that consists on making contrasts between their own and the second culture values and attitudes. Hence, learners compared values and attitudes, which were familiar or unfamiliar as a result of their experiences. The third one was the analysis where learners will detail elements from activities related to audio/video sources, making some discussion about what they understand. The fourth one was reflection, which states that teachers need to provide activities where students reflect about what they learn throughout the learning process. The last principle was action in which the teachers needed to
implement activities to practice what students have learned during the sessions. These activities should be based on interaction.

According to the previous principles, it is important to denote Vygotsky’s idea cited by Cameron (2001), in which throughout the social interaction, the students shared their cultural knowledge with others who do not know about it; then, they will be able to raise awareness in their cognitive component.

Moreover, in order to carry out the previous principles, Harmer (2011) proposes ESA (Engage, Study and Activate) as a methodology to engage students to the topics related to the intercultural competence, showing images, videos and making questions. During the study stage the practitioners explained the classroom project content that has been planned. Finally, throughout the activate stage learners put on practice the second language and they learned about cultures; throughout this stage the interaction among students was important in order to use the knowledge acquired in real life situation.

Furthermore, Barret, Byram, Lázár, Mompoint and Philippou (2013) suggest some activities based on the previous principles; such as: role-plays, these activities allow the students to put into practice the knowledge acquired. Ethnographic tasks involve students to explore real-life situations through their experience and knowledge in order to compare, analyze of what they discover during the intercultural competences learning. The use of films and texts show the diversity of different cultures in order to compare their own culture to other ones, promoting self-
reflection. Theatre, poetry and creative writing, these drills open the multicultural perspectives in students they promote the exploration and the developing of creative writing skills for presenting. Therefore, these activities conduced to the development of intercultural competence so that the learners acquired the intercultural knowledge while they perform them.

To sum up, the practitioners implemented these principles based on experience, comparisons, analysis, reflection and action proposed by Barret, Byram, Lázár, Mompoint and Philippou (2013) in order to create activities that were related to Intercultural competence in EFL classroom. Thereupon, the learners were exposed through the previous principles to connect their own culture knowledge with the target culture learning that allowed them to make some reflections and understand the differences and similarities of both cultures. In addition, in order to carry out the previous principles, it was necessary to take into consideration social interaction and the cognitive component proposed by Vygotsky (cited by Cameron, 2001); in which the learners could interact among them in order to learn about the culture. Also, ESA (Engage Study and Activate) was a technique to introduce, connect, explain and put on practice what will be taught. Thereupon, this technique focused on study and activate on the grounds that the idea of this project is how the students understand the intercultural competence and how they use the target language to apply the IC in the activate stage. Following the aforementioned strategies, three lesson plans will be described in order to implement them during the project (see Appendixes).
7.5 Reflection stage

This section is concerned on how reflection was essential during the process of including the intercultural competence in the classroom. Consequently, reflection is a cognitive process to think deeply about past experiences in order to create different alternatives, methods, techniques and other aspects about any problem generated in the past to find different solutions that allows ameliorating that difficulty (Richards, 1990).

For implementing this project there was necessary to present a list of possible limitations that appeared during the implementation; this with the purpose of knowing how to react if a difficulty is presented. In action practice, the practitioners evaluated themselves and their practice constantly during the whole course; in addition, one of practitioners was observing and collecting information in order to collect the necessary evidence, it was developed while the project is being executed. Finally, practitioners developed on action plan joining the information collected and reflected about what it was developed in order to correct mistakes.

The types of reflection mentioned above are characterized by a deliberate process, in which practitioners reflected carefully about students’ outcomes such as their writing and speaking production. Reflection-on-action model proposed by Schön (1983) which was selected as a guide in order to reflect after the implementation. In this way, the practitioners planned the lessons to organize the techniques that were used during a class, considering the anticipated problems or
critical incidents that could happen. The next step, the practitioners focused on the data collection about what happened, making some judgments of the classroom project application and finally, they centered the attention on reflection in order to evaluate the constraints or the possible limitations and mistakes.

In order to build up the reflection-on-action model, the practitioners used two different instruments. Therefore, during the practicum it is necessary to have evidence and data collected in order to answer important questions such as: *what happened during the practice?*, *what was your part during the process?* *What parts did the learners play?* *What was the result of the practice?* (Gibbs, 1998). With the aim of answering those questions, the practitioner who implemented the project, used instruments such as a reflective journal in which he wrote all the events in the classes and also, the learners’ reactions towards the class; that is to say, the perceptions about those events are important too during the reflective practice.

As it is state, it is essential for practitioners to discuss their thoughts and feelings about their practice (Gibbs, 1998); it is why practitioners also reflected on their practice taking into account learners’ attitudes too about all the activities performed in class in order to start to analyze if the strategies and methods used to teach English were considered effective by the learners. It was also important to analyze the professional growth of the practitioner who implemented it. This was done by reflective formats, which were filled by the two practitioners who observed
the classes. There were three different formats, one is for analyzing students’ responses, the second one is for professional growth of the practitioner and the last one is related with linguistic outcomes. Each format has two columns; the first one was filled with the description of the critical incidents which must be analyzed and the other column in which the reflection took place including references of theory and conclusions for future practices.

As a final step, the analysis done in the previous stage and the reflective practice made during the whole process were the support for the practitioners to conclude what they learned during the experience and also to consider whether they could have done in a different way.

7.5.1 INCIDENTS

7.5.1.2 TIME MANAGEMENT

Initial reflection

Time management is a strategy that most of the teachers face in order to have a conscious control about the time that is spent during an activity in which the students are involve to accomplish it with a certain time. However, in some cases, learners take more time in order to develop an activity and write some information proposed by the facilitator, some external factors such as school activities, external information and interruption of the coordinator affect the exercises fostered in class.
Therefore, in the next paragraph the aforementioned issues will be explained in detail, according to the development of this project.

Throughout the development of some English classes at the Instituto Técnico Superior, the learners took too much time developing the following activities proposed by the teacher. Firstly, the recognition of the ground rules through flash cards, which most of the students did not understand the meaning of them; hence, the teacher spent much time explaining the meaning of some ground rules such as be quiet, raise your hand, do not eat in class and so on. Furthermore, the students got bored and they were distracted. Second, the development of some English activities in class. For instance, the solving of some puzzles based on the parts of the house and the name of the continents, the elaboration of some posters related to different types of houses and the personal information about a famous character, filling some information about the characteristics of foreign families such as the customs, beliefs and physical appearance.

In addition, the students were so slow in terms of writing some information about continents, different families around the world; vocabulary related to different types of houses, personal information and some professions; also, during the design of the posters, the students painted the country flags and wrote the relevant information about different countries taking more time than expected.

On the other hand, not only the activities affected the implementation of the Intercultural Competence. Some external factors such as the information provided by
coordinator from the high school, in which the students had to form cues in order to receive some suggestions mentioned by the coordinator. For example, avoid littering on the ground, wear the uniform correctly and sing the anthem. Moreover, the interruption of the class caused by the coordinator who provided information about the activities that would be developed for the next cultural activities such as dances and presentations that learners had to present. As a consequence of the previous aspects, the teacher had to move some activities for other sessions and omit some of them; hence, the next paragraph will present an evidence of this incident.

During the English session implemented on March 2th, 2015, there was a critical incident in the time management, due to the fact that the teacher spent too much time in an explanation related to the ground rules where students had to know how to pronounce those rules and recognize them through some flashcards. Therefore, the students got bored and some of them started talking with others. Also, the next activity could not be carried out due to the lack of time and it was provoked by the previous activity. This situation caught my attention since it affects the activities that students have to carry out in order to practice the language. In addition, if the time management is not controlled, the content of the course was not covered due to lack of time at the end of the course. Likewise, this situation affected the teaching process since the teacher would have to change completely the plan for next classes and spend more time trying to adjust the activities that could not be carried out into another plan. Following this idea, it would create a disorder in the way the
facilitator gives the instructions and the activities would not be created for the same purpose from the beginning. *(See the lesson planning in appendix 2)*

**Planning and action**

Regarding the design of activities during English classes, Richards and Lockhart (1994) propose that to achieve a good time management is advisable no to spend too much time in an activity; the idea is to design simple activities when the class is short. It means that is relevant the creation of simple and productive activities that the students can understand easy and it allows the teacher to pass to the next activity without spending too much time in only one. Along the design of the lesson planning, the teacher had to create some simple activities that did not demand too much time for the students, for example: short worksheets based on previous explanation since they will have a recent knowledge and they will not waste time reviewing their notebooks or trying to remember what they already studied in previous classes. Also the students were encourage to finish the activities on time in order to collect the worksheets and to grade them, this strategy allowed to complete all the activities designed in the lesson plan and it also improved students ability to accomplish the tasks faster.

**Observation**

Owing to this incident, the facilitator decided to create fewer activities than the designed by the beginning of the course; and it was evidenced that the students’ responses were positive since they worked relaxed, understood the instructions given
and answered correctly to the time proposed for each activity. In this way, the purpose of the class was achieved, the teaching process was successful and in the same fashion, the strategy applied to improve the time management in class worked. At this stage, the teacher felt that the short activities carried out activated students’ attitudes towards the English class and they also understand better the teacher’s instructions.

**Reflection**

In conclusion, this experience was enriching since it helped us to improve my professional growth and identify the strategies used to make the activities planned profitable for the students, and in the same way, the facilitator could consider that the application of theories in class can be done in order to receive positive responses. Finally, it was found that Richards and Lockhart’s theory (1994), was reliable during this class since the type of activities proposed by them helped the teacher to improve his time management and to solve some incidents that could be presented in future classes.

**7.5.1.3 POSITIVE STUDENTS’ RESPONSES**

**Initial reflection**

The inclusion of intercultural competence with fifth graders attained positive aspects such as the students’ disposition to attend all classes, the interaction with the different materials and the development of the activities proposed in them by the teacher. During the implementation it was a major concern to observe how students
respond to cultural topics and how they acquired that knowledge in order to use it in real life situations; consequently, the students’ positive attitude and participation through the IC activities were significant to achieve the results and the general learners’ knowledge about different cultures led the understanding of the intercultural activities. Therefore, throughout this section, it will be presented the description of the positive students’ responses, facing the intercultural competence.

An example of one of the incidents evidenced was that students performed a representation of a famous character of the history which was assigned by the teacher; students showed interested in this activity since they brought all the materials required to represent a character: customs, posters, and all the information about the famous person. Then, it is good evidence due to their positive interest in the development of the presentation and the disposition they show during the activity; also, it is important to highlight that this type of presentation is not commonly used inside English classrooms.

Planning and action

During the application of this project, the teacher designed more activities that increased the interest and the motivation in the student to know and relate with people from other cultures; the oral presentation designed was directed to the previous purposes since they needed to research information about the character’s culture and to act like him. Corbett (2003) points out the idea that the objective of language learning is to promote suitable teaching topics, for the students who develop their personality and sense of identity in response to the knowledge imparted from other
cultures, this idea approaches to our project since the presentation´s purpose was to compare the different identities of people from countries around the world.

**Observation**

Following this, the lesson plans designed for next sessions included the intercultural knowledge with activities such as presentation of the vocabulary about family with some characteristics of families from different cultures. For example: the members of an Indian Family father, son, daughter, etc. Later, the facilitator provided some characteristics in terms of culture and religion, for instance: *The Indian families are vegetarian, they believe in Hinduism, etc.* The learners assimilated positively the topic imparted by the teacher due to the fact that they could make relations between their own families with others that lived in foreign countries, they compared and understood that there are different types of members in a family group and each one has their believes.

**Reflection**

To conclude, students’ positive responses demonstrated that by developing their sense of identity, it is easier for them to recognize other cultures’ characteristics and to deal with those differences among the cultures during interactions with foreigners. Also this experience revealed the importance of establishing relations across cultures in order to develop the intercultural competence and how significant is to include these topics in classrooms. Consequently, these results coincide with Corbett (2003) statements about the importance of helping students to develop their
own identity by discovering knowledge about other cultures.

7.5.1.4 PACING

Initial reflection

Throughout the development of the classroom project, the pacing of the activities was an incident which affected the sequence planned for each class. During most of the classes students took more time than expected in activities such as painting, drawing and completing worksheets; activities that were planned for a specific class had to be postponed, this situation delayed the development of the classroom project.

Two major issues related with pacing were the mini projects about the different types of houses around the world, taking into consideration the materials such as wood, metal, concrete, etc. and another one that consisted of the interpretation of famous characters form different countries. During these activities, the students took too much time drawing and painting some flags based on the countries and at the same time, they had to write some information about how a house is built. Thereupon, the teacher in the first project did not implement any strategy to speed up the development of the task.

As a result of this issue, the learning process was affected given the fact that it is impossible for students to accomplish the activities proposed according to the time designed in the lesson plan and the learning aim would not be accomplished. In addition, it affects the teaching process, since the next class would be delayed and the
Planning and action

Taking into account the aforementioned problem, the teacher applied a strategy in the second project, in which students had to draw the flag of the country first and later write the information. It means that the children had to do the poster gradually in order to save time and avoid disorganization and fooling around. However, it did not work since they dedicated too much time on drawing and painting instead of the information and they did not finish any task. As a result of this statement, it was decided to implement the theory suggested by Usó & Martinez (2008) in which the teacher specified that students had to do each step one by one and serve as the basis to develop other activities in class, making an activation of the whole competences. For example: the teacher created a model of the poster with the information that they had to write on it, so the paper contained the nationality, name, profession, age and the colors of the flag. Hence, the students had to draw the flag first and later stick images about the corresponding character.

Observation

In consequence, the learners started to make the drawing of the flag and to stick the images about the famous characters and this process took a lot of time. Thereupon they did not have enough time to write the language expected which was the most important part of the project. This strategy did not work since the activity
that took more time was planned at the beginning of the lesson and the second activity in which they have to copy the information was designed to be developed at the end.

**Reflection**

To conclude, the main issue is to guide the students to do activities one by one taking into consideration the time that must be assigned for each one. It is also important to provide to students the resources and information in the order in which the activity will be developed, since if it is given at the same time it might lead to disorganization. In terms of teaching, we discovered that the implementation of a project requires that the teacher must create and organize models, examples and steps, which students have to follow according to a guide. In addition, it is essential for the teacher to consider that during individual assignments some students finish first than others in order to create strategies to keep all of them busy at the same time and avoid disorganization. On the other hand, in terms of learning, it is necessary to show them some models and many examples of a structure sentence in order to complete the right information and following guidelines when the activity is proposed at the beginning.

Some conclusions might be the following, in order to implement activities that involve drawing and painting, a sequence might be determined for development of the project; it is necessary to consider the relevant information that would be used and it does not consume too much time for completing it.
7.5.1.5 ASSIGNED MATERIALS

Initial Reflection

Since the application of the classroom project, it was evidenced that in each class it was necessary to propose homework for students to practice at home what it was seen and follow the syllabus created by the school. In this way, they were planned and explained to the students with all the specifications and in some cases not just tasks were assigned but also bringing some materials such as cardboards, markers, colors, box of paints, glue, and scissors to class for them to activities. However, even when the instructions were given clearly and repeatedly it was not completed by the whole course, some of the learners did not bring the material or the task.

This incident was taken into consideration owing to the fact that the learning process is also a training at home, and if students apply that learning at home, the process would be given faster and in terms of materials, it is important to be accomplished for developing the activities planned fluently and without any delay.

Planning and Action

Following this idea, it was necessary to implement a good strategy in order to get the interest and the punctuality at the time of accomplishes some of the items proposed by the facilitator. He decided to give a grade for the punctuality of tasks and quality, and extra points for everyone who carries the material for developing the
posters. This strategy was implemented based on Harmer’s (2011) statement about the importance of outside factors that encourage students to be motivated extrinsically. That is to say, the extra points provided by the teacher raise students’ motivation to bring the materials and accomplish the homework assigned.

**Observation**

The Extra points motivated students to bring the material to the classroom. As a result of this, students were aware of the relevance of the homework and the use of the materials during the development of the activities. On the other hand, this situation also affected negatively few students since they obtained low grades when they did not bring the material and the homework. At this stage the teacher confirmed that this strategy was successful, for example, when students had to make a poster, most of them brought the materials such as markers, colors, images, paints, brushes, card boards, etc.

**Reflection**

Throughout this fact, it was evidenced that the teacher must motivate students with grades, extra points or any other outside factor in order to raise the extrinsic motivation in students, students will do the homework and the assignments for the course if one of the main goal is to obtain a good grade. To conclude, in terms of
teaching and learning process it was discovered that grades have an important role and impact because it encourages learners to do the assignments and also it is a tool that the teacher can use in order to keep the class on the road.

7.5.1.6 THE IMPORTANCE OF INTERCULTURAL COMPETENCE IN FIFTH GRADERS

Initial Reflection

As the classroom project was directed to the application of the Intercultural Competence in EFL learners, it was important to adapt the activities assigned in the curriculum in order to impart the competence implicitly throughout the classes; in the same way, the learners took the activities proposed positively and adequate them in their real lives, an evidence of this is shown in the appendix 1 that present the way learners comprehend the information given from other cultures and in appendix 3 not only the learners were aware of the knowledge acquired from the application of the intercultural competence, but also the pre-service teachers rose awareness in the same, making use linguistic, and sociolinguistic outcomes.

Planning and action.

Across the English classes that were imparted within the Intercultural Competence aspect, the practitioners decided to make use of theories such as UNESCO (2013), that stated that it is necessary to understand the own culture and understand other cultures as human constructions and that is why it was necessary to provide activities that promote questioning of other cultures, an example of this
activities was the presentation with famous characters; since students had the basis of the character, they looked for more information and the relation between its culture and ours. Classes like this, were imparted commonly inside the classroom and promoting also the English language.

**Observation**

During the process of teaching, there was observed that learners presented a good attitude in activities proposed such as the representation of famous characters, since the learners were aware of the dressing, the information they needed in order to identify the character and all related of its life, and to create a good job making their presentation with fluency and suitable order. They showed interested and it was noticeable that students used the English language all the time even when they did not know the word, they made use of the L1 to ask about it.

**Reflection**

Finally, it was observed that activities promoting the application of the Intercultural Competence inside the classroom are necessary so that the learner get interested not only in the development of the language, but also the development of competences that allow them to interact with others, and to compare with others the way they behave, believe and live depending on the context they are exposed.
7.6 RESOURCES

In order to develop this classroom project the practitioners used several materials such as laptop and video projector to play recordings for activating their listening skills for auditory learners, supporting images and videos in order to get the students’ attention span for the visual spatial learners and worksheets with matching activities and writing production for students to put into practice what it was learned. Moreover, the practitioners made use of the board in order to encourage students to go in front of the class and make exercises and for practitioners to write relevant and additional information. These resources were used to explore the topics related to the cultural content of the course. Also, some posters were designed by the learners in order to stick them around the classroom, creating a proper environment based on foreign cultures.

In addition, it is essential to highlight the teachers’ creativity in order to use the limited materials given the fact that the institution, where the project was executed, was public and it did not have enough resources for students, then the teachers made use of the common materials such as cardboards, paintings, markers, colors and pencil brushers to create activities according to the cultural topics. Furthermore, the use of the video projector was significant since it allowed the students to watch videos and images about different cultures and topics, which helped them to acquire the intercultural knowledge. Consequently, it was found that teachers’ creativity filled the gap, which was the lack of materials in order to achieve the students’ goals in terms of intercultural competence.
8. CONCLUSIONS

At the beginning of this classroom project, the practitioners decided to impart the knowledge of the Intercultural Competence implicitly, it was essential to develop new topics in the English teaching that were not focused only on the grammatical competence of the language, but also in the context that learners are exposed. That was the reason why it was decided to implement the IC; in the same fashion, it was necessary to apply activities that created awareness in the comparison of their own culture with the foreign one using theories based on Byram (1997), who was the main author referring the Intercultural Competence as the way people understand other’s identity inside a determined culture. Based on previous theories like this, the development of the lessons were mainly directed to activities that fostered some higher order thinking skills in the student making a comparison between cultures; the conclusion and the evidence of this statement will be exposed in the next paragraph.

The results attained throughout this classroom carried out to conclude in the following aspects: the positive students’ responses in the development of intercultural competence, the practitioners’ creativity in order to design activities based on IC and the students’ attitude towards the learning of the foreign language through the IC. Firstly, the positive students’ responses were evident in almost all the intercultural activities since the learners demonstrated that ability to recognize different cultures around the world through images, videos and exercises. For instance, when the teacher was implementing the different types of houses around the world, he displayed some images about the houses. Thereupon, the students recognized the
different types of houses due to the design and the materials that the houses were constructed. Also, the learners’ background knowledge supported them in order to compare and contrast the types of houses.

Another example is the positive outcomes of the poster sessions that the students had during some classes in order to present the activities orally. These posters drills were based on the materials of how a house is built with the flag of the country, which the house belonged and the personal information about a famous character around the world that was performed by each learner. In addition, the students designed all the posters by themselves, providing to the teacher their abilities in the English language and their learning about the topics taught.

Taking into account the positive students’ outcomes, it is significant to highlight the practitioners’ creativity in order to guide the learners to achieve successfully the results of the activities. During the whole project, the practitioners designed activities that allowed students to improve the proficiency in the language as well as the intercultural knowledge. To illustrate the aforementioned, the practitioners looked for topics that fostered the intercultural knowledge such as the parts of the house; in this theme, they focused the attention on the different types of houses and the culture that they belonged to. Another relevant evidence of the practitioners’ creativity was the implementation of the family members. In this case, they displayed the learners some families around the world with their customs, beliefs, and clothing to know and establish differences between some cultures, but learning the family relatives. (See appendix 3).
In addition, the most significant evidence, practitioners involved all the topics taken such as verb to be, professions, nationalities, and personal information; taking into consideration some famous characters around the world for instance, Andrea Bocelli, Joan of Arc, Leonard Da Vinci, and so on to recycle all the content learnt during a performance. Through this activity, the learners had to wear a custom in order to perform the previous characters and mention their personal information. (See appendix 8)

Throughout the aforementioned activities proposed by the teacher, the positive students’ attitude was noticed as they were always willing to carry out the tasks in terms of seeking and gathering information making use of the English language to complete the assignments; and they showed interest developing home tasks, an evidence of this is presented in appendix. Under these circumstances, the implementation of the intercultural competence in Pereira primary school provides an innovative way of teaching English throughout the inclusion of the intercultural competence in the classroom in order to enhance the students’ proficiency in the language as well as cultural knowledge.
9. REFERENCES


10. APPENDICES

This was a class based on the types of houses around the world. The students have to match the correct image with the proper word or name of the country. (See lesson-planning appendix A)

APPENDIX 1. Background knowledge.
STYLES OF HOUSES
STYLES OF HOUSES

A) INDIA
B) COLOMBIA
C) EGYPT
D) ENGLAND
E) UNITED STATES
F) JAPAN
STYLES OF HOUSES

United States

A) INDIA
B) COLOMBIA
C) EGYPT
D) ENGLAND
E) UNITED STATES
F) JAPAN

COLOMBIA

EGYPT

ENGLAND

INDIA
APPENDIX 2. Lesson Plans

LESSON PLAN A.

Date of the class: March 5th, 2015  Class Number: 2nd

AIM:
At the end of the lesson the learners will be able to: recognize different styles of houses from some countries such as England, Japan, Egypt, USA, Colombia and India, and throughout the process the learners will identify and pronounce the parts of a house.

Estándares Básicos de Competencias (MEN):

Estándar General: Mi vocabulario se limita a temas referentes y cercanos
Estándares Específicos:
- Escucha: Participo en juegos y actividades siguiendo instrucciones simples.
- Lectura: Participo en juegos de búsqueda de palabras desconocidas.
- Escritura: Verifico la ortografía de las palabras que escribo con frecuencia.
- Monólogo: Busco oportunidades para usar lo que sé en inglés.
- Conversación: Puedo cortésmente llamar la atención de mi profesor con una frase corta.

Indicadores de logro:
- Interpreta las actividades propuestas por el profesor para ser desarrolladas.
- Identifico los distintos estilos de casa y los asocio con la palabra correcta. Además identifico las partes de la casa en una sopa de letras.
- Escribo correctamente las partes de la casa en mi cuaderno de idiomas.
- Utilizo frases cortas del inglés para describir algunas imágenes.
- Expreso frase cortas para comunicarme en clase y participar en las actividades propuestas.

Assumed Knowledge: The students know basic vocabulary related to a house such as window, door, room and bed.

Materials: Markers, a virtual image about different houses styles, video projector, laptop, a worksheet about different houses styles, a word search about the parts of the house (27 copies), different images about houses styles and the parts of the house.

<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE</th>
<th>TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling the attendance</td>
<td>9:00am-9:05am</td>
<td>The teacher will greet and call the attendance to check the students’ list and know if the group is complete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<tr>
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<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>9:05am-9:10am</td>
<td>Engage Presentation</td>
<td>The teacher will show an image which demonstrates the different styles of houses depending of some countries such as Egypt, Japan, Colombia and so on. Then, the teacher will ask students to describe what they see in the picture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10am-9:15am</td>
<td>Study</td>
<td>The teacher will show some images through the video projector, about the different styles of houses and he will explain where they are from and their characteristics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15am-9:25am</td>
<td>Activate</td>
<td>The teacher will provide to the learners a worksheet focus on matching the house with the correct country. The students have to match the correct image with the proper name of the country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:25am-9:35am</td>
<td>Study</td>
<td>The students will be shown the parts of the house such as kitchen, dining room, bedroom etc. through the video beam and they have to write them on their notebooks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:35am-9:45am</td>
<td>Activate</td>
<td>The teacher will give to his students a word search about the parts of the house. Students have find the words and color them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:50am-9:55am</td>
<td>Homework</td>
<td>The Teacher will explain to the learners the homework, using mimic to explain it if it is necessary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

The students will draw their house and they have to put the parts of the house in the drawing to identify the parts of their house.
LESSON PLAN B.

Date of the class: April 13th, 2015  
Class Number: 8th

AIM:
By the end of the lesson, the students will be able to recognize the members of the family such as father, mother, uncle, etc. mention them in oral activities and recognize some cultural characteristics (food, clothes, religion) about different families from other countries such as China, United States, India, etc.

Estándares Básicos de Competencias (MEN):

Estándar General: Mi vocabulario se limita a temas y referentes cercanos y conocidos.

Estándares Específicos:
- Escucha: Participo en juegos y actividades siguiendo instrucciones simples.
- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Verifico la ortografía de las palabras que escribo.
- Monólogo: Busco oportunidades para usar lo que sé en inglés.
- Conversación: Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

Indicadores de logro:
- Escuchar y reconocer algunos miembros de la familia como father, mother, son, daughter, etc.
- Reconozco algunos miembros de la familia como father, mother, son, daughter, etc. y su escritura por medio de flashcards
- Reconozco la escritura de algunos miembros de la familia y los escribo correctamente en el cuaderno.
- Utilizo el inglés para mencionar algunos miembros de la familia como father, son, mother, etc. por medio de actividades.
- Utilizo frases cortas en inglés como that is an American family, Chinese family or Indian para responder preguntas propuestas por el profesor.

Assumed Knowledge: vocabulary about some members of the family such as: father, mother, sister.

Materials: Flashcards about some members of the family, laptop, power point presentation about some foreign families, worksheets about the foreign families, pen, pencil, eraser, tape.

<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE/TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling the attendance</td>
<td>The teacher will greet and call the attendance to check the students’ list and know if the group is complete.</td>
<td></td>
<td>Some students might</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
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<td></td>
</tr>
<tr>
<td>9:05am-9:10am</td>
<td><strong>Engage</strong> (5 minutes)</td>
<td>The teacher will stick an image about the members of the family and he will ask to the students what that image is about.</td>
<td></td>
</tr>
<tr>
<td>9:10am-9:20am</td>
<td>Study. (Listening and speaking)</td>
<td>The teacher will show some flash cards about the members of the family such as grandfather, son, daughter, mother, etc. He will pronounce them and the students will repeat the pronunciation. Throughout this teaching process, the teacher will show the images and stick them on the board.</td>
<td></td>
</tr>
<tr>
<td>9:20am-9:30am</td>
<td><strong>Activate</strong> (Kinesthetic and speaking)</td>
<td>The teacher will tell the students to close their eyes, then, he will remove a flashcard from the board about the members of the family, for example daughter, later he will tell the students to open their eyes and he will tell them to mention what flashcard is missing. He will continue the activity with different actions, for example look backwards while he removes the other flashcard, until there is not left.</td>
<td></td>
</tr>
<tr>
<td>9:30am-9:40am</td>
<td>Study (Listening and speaking)</td>
<td>The teacher will show some images through the video projector about some members of the family from different countries such as Indian family, Chinese family, American family, etc. Therefore, he will ask to the students what are they from. The, he will explain some characteristics of those families for example the type of religion, the clothes, some customs, etc.</td>
<td></td>
</tr>
<tr>
<td>9:40am-9:50am</td>
<td><strong>Activate</strong> (Writing)</td>
<td>The teacher will give students a worksheet about the previous explanation, which they have to fill the gaps with the information that it is in a box. For instance <em>the Chinese family believes in...</em> and they have to look the not identify the image. The teacher will continue with the activity or use body language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some students might not see the word in each image due to they are far from the board. The teacher will place in the center of the room to show the images.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The learners do not understand what they have to do The teacher will provide an example.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some students might not pay attention to the explanation. The teacher will tell them that they have to write because he will do an exercise about the explanation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The students might not understand the exercise. The teacher will provide an example.</td>
<td></td>
</tr>
</tbody>
</table>
Homework
9:50am-9:55am
(5minutes)

The teacher will explain them the homework that is based on drawing a foreign family and write the names, son, father, mother, etc.

**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

The students have to unscramble some words provided by the teacher on their notebooks.

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**LESSON PLAN C.**

<table>
<thead>
<tr>
<th>Date of the class: April 15th, 2015</th>
<th>Class Number: 9th</th>
</tr>
</thead>
</table>

**AIM:**
By the end of the lesson, the students will be able to recognize the nationalities and some countries such as Italy, England, Colombia, Spain, English, American, etc. and write them through different activities.

**Estándares Básicos de Competencias (MEN):**

**Estándar General:** Mi vocabulario se limita a temas y referentes cercanos y conocidos.

**Estándares Específicos:**
- Escucha: Participo en juegos y actividades siguiendo instrucciones simples.
- Lectura: Comprendo descripciones cortas sobre personas, lugares y acciones conocidas.
- Escritura: Verifico la ortografía de las palabras que escribo con frecuencia.
- Monólogo: Busco oportunidades para usar lo que sé en inglés.
- Conversación: Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

**Indicadores de logro:**
- Escucho y reconozco algunas nacionalidades y países del mundo como *France, French, Colombia, Colombian, American, United States, etc.* por medio de explicaciones, preguntas y dictados.
- Reconozco algunas nacionalidades que describen el origen de una persona, por medio de imágenes.
- Reconozco la escritura de algunas nacionalidades y países como *Germany, German, Canada, Canadian, Italy, Italian, etc.* que describen el origen de las personas y las escribo en diferentes actividades.
- Utilizo el inglés para mencionar algunas nacionalidades y países como France, French, Colombia, Colombian, American, United States, etc. a través de preguntas y respuestas.
- Utilizo frases cortas en inglés como I am Colombian, They are French, etc. para comunicarme.

**Assumed Knowledge:** The students would know vocabulary about some countries such as Spain, Colombia, England, Italy and some English pronouns such as He, she,

**Materials:** Flashcards about some members of the family, laptop, power point presentation about some foreign families, worksheets about the foreign families, pen, pencil, eraser, tape.

<table>
<thead>
<tr>
<th>DAY/STAGE/ ACTIVITY/TIME</th>
<th>PROCEDURE TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling the attendance</td>
<td>The teacher will greet and call the attendance to check the students’ list and know if the group is complete.</td>
<td>Some students might not identify the names of some countries. The teacher will continue with the activity and they will mention the names of the unknown countries.</td>
<td></td>
</tr>
<tr>
<td>9:00am-9:05am (5 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage</td>
<td>The teacher will show a North American, European and Asian map with the flags of some countries through the video projector. Then, he will ask to the students the names of the countries that he points out on the maps.</td>
<td>Some students might not understand the structure of some sentences. The teacher will use body language to explain the structure.</td>
<td></td>
</tr>
<tr>
<td>9:05am-9:10am (4 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study.</td>
<td>The teacher will show some images through the video projector about some people from different countries and their nationalities. For instance “She is American, I am Colombian, they are French etc.” Students have to pronounce the sentences and write them on their notebooks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Listening and speaking)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:09am-9:21am (12 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activate (Kinesthetic and listening)</td>
<td>The students will be shown, through the video projector, some sentences with images that describe the nationalities of some people. Then, the students have to identify if the nationality in the sentence below to each image is correct or incorrect. If the nationality is incorrect, the students will touch the floor,</td>
<td>Some students might not identify the names of some countries. The teacher will continue with the activity and they will mention the names of the unknown countries.</td>
<td></td>
</tr>
<tr>
<td>9:20am-9:28am (7 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
<td></td>
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<tr>
<td>--------------</td>
<td>-----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:28am-9:35am</td>
<td>Activate (Listening and Writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:35am-9:50am</td>
<td>Activate (Writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:50am-9:55am</td>
<td>Homework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

on the contrary, they will stand up and clap.

The teacher will dictate to the students some nationalities such as American, Germany, Canadian and they have to write them on the notebook. He will repeat the words twice. At the end, the teacher will share the correct words to the students.

The teacher will give students a worksheet about the nationalities. The students have to write the number of the sentence in each flag of the corresponding country and they have to write the pronouns for example: “James Rodríguez and I are Colombian” They write the correct pronoun “We are Colombian”

The teacher will explain the homework. He will provide to the students a list of some countries and the students have to investigate their nationalities.

Some students might not listen. The facilitator will continue with the activity and he will repeat the words twice.

The students might not understand the exercise. The teacher will provide an example.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

The students have to write some countries from the video projector and they have to investigate the nationality of each country.
## LESSON PLAN D.

<table>
<thead>
<tr>
<th>Date of the class: May 13th, 2015</th>
<th>Class Number: 17th</th>
</tr>
</thead>
</table>

**AIM:**

By the end of the lesson, the students will be able to interpret a character such as *Mahatma Gandhi, Joan of Arc, Roger Federer, etc.* and talk about it, giving some information like *the nationality, the profession, the name, etc.*

**Estándares Básicos de Competencias (MEN):**

**Estándar General:** Mi pronunciación es comprensible y hablo de manera lenta y pausada.

**Estándares Específicos:**

- Escucha: Comprendo información personal proporcionada por mis compañeros y mi profesor.
- Lectura: Identifico elementos culturales como nombres propios y lugares, en textos sencillos.
- Escritura: Verifico la ortografía de las palabras que escribo con frecuencia.
- Monólogo: Me describo a mí o a otra persona conocida, con frexes simples, teniendo en cuenta su edad y sus características físicas.
- Conversación: Puedo cortésmente llamar la atención de mi profesor con una frase corta.

**Indicadores de logro:**

- Escucho a mis compañero cuando están exponiendo acerca de un personaje famoso, teniendo en cuenta *the profession, nationality, name, etc.*
- Interpreto textos cortos con información personal como nacionalidad, nombre y profesión acerca de personajes importantes como *Andrea Bocelli, Mahatma Gandhi, Nelson Mandela, etc.* a través de un poster presentado por cada uno de los compañeros de clase.
- Escribo correctamente información personal como nacionalidad, nombre y profesión acerca de personajes importantes como *Andrea Bocelli, Mahatma Gandhi, Nelson Mandela, etc.* en un poster para presentarlo a mis compañeros de clase.
- Utilizo el inglés para mencionar la profesión, nacionalidades, países, mi edad y los colores de la bandera de mi personaje como *Andrea Bocelli, u otro personaje.* mediante una presentación oral.
- Utilizo frases cortas en inglés como *I am ten years old, I am Andrea Bocelli, the flag of Italy is green, white and red, etc.* para describir el personaje que me corresponde en una presentación oral.

**Assumed Knowledge:** The students would know vocabulary about some professions such as
doctor, teacher, soccer player, etc., they would know about some nationalities, countries and most of the colors in English.

**Materials:** Posters, costume according to the character, some tape.

<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling the attendance</td>
<td>The teacher will greet and call the attendance to check the students’ list and know if the group is complete.</td>
<td>Some students might generate disruption during the presentation. The teacher will tell them that the disruption can affect their grades. Alternatively, the teacher will make a quiz.</td>
<td></td>
</tr>
<tr>
<td>9:00am-9:05am (5 minutes)</td>
<td>The teacher will call student by student regarding to the list. Then, each learner has to go to the front of the board, stick the poster on the whiteboard and present the oral task about his/her corresponding character. For instance, a student who presents Joan of Arc has to talk about her nationality, the color of the flag, her occupation, etc. The rest of the students have to listen and write the information on their notebooks in order to avoid disruption. Throughout the development of this activity, the teacher will grade the students’ performance and he will observe the students in order to avoid any kind of interruption.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activate (Speaking and listening)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:05am-9:55am (50 minutes)</td>
<td></td>
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</tr>
</tbody>
</table>

**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**
APPENDIX 3. Homework

This class was about different families around the world, such as Chinese family, American family, Indian family, etc. The students had to select a family and draw it according with their clothing, customs, etc. (See lesson planning, appendix B)
Chinese

Mother

Father

Brother

Sister

Grandfather

Grandmother
American Family

Father
Mother
Brother
Sister

Marcelo Becerr Casto
5:3
family  egiptian

5-3

Do name the members of the family!
Familia china

Familia india

Familia americana

Familia egipcia

4.0
IN ENGLISH

Juan Pablo A.
APPENDIX 4. Quiz classes

This class was the families’ characteristics. It involved the customs, the kind of food, clothing, etc. from foreign families, according to the culture. The students had to write the previous characteristics in a worksheet. (See lesson-planning Appendix
EXERCISE


Complete the sentences according to the previous information.

1. Most of the Chinese families believe in Buddhism.
2. Chinese people speak Chinese.
3. Chinese people wear hanfu.
4. The principal food in China is rice.
5. Most of the American families believe in Christianity.
6. American people speak English.
7. American people celebrate Thanksgiving.
8. Indian families believe in Hinduism.
9. Indian women wear sari.
10. Indian men wear dhoti.
11. Most of the Indian families are vegetarian.
12. Indian people speak Hindi and English.
13. Egyptian families believe in Islam.
14. Egyptian people speak Arabic.
15. Men and women wear a turban on their heads.

EXERCISE


Complete the sentences according to the previous information.

1. Most of the Chinese families believe in Buddhism.
2. Chinese people speak Chinese.
3. Chinese people wear hanfu.
4. The principal food in China is rice.
5. Most of the American families believe in Christianity.
6. American people speak English.
7. American people celebrate Thanksgiving.
8. Indian families believe in Hinduism.
9. Indian women wear sari.
10. Indian men wear dhoti.
11. Most of the Indian families are vegetarian.
12. Indian people speak Hindi and English.
13. Egyptian families believe in Islam.
14. Egyptian people speak Arabic.
15. Men and women wear a turban on their heads.
APPENDIX 5. Worksheets

This class was about nationalities and some countries around the world. The students had to identify the flag of each country and the nationalities of some characters. (See lesson planning Appendix D)
1. Mike is Canadian
2. Linda is Mexican
3. Sarah is American
4. Paul and Patrick are French
5. Jackie Chan is Chinese
6. James Rodríguez and I are Colombian
7. Juan and Pedro are Spanish
8. Albertini is Italian
9. Mill is German

Re-write the above sentences and use personal pronouns and nationalities

1. Mike is Canadian
2. Linda is Mexican
3. Sarah is American
4. Paul and Patrick are French
5. Jackie Chan is Chinese
6. James Rodríguez and I are Colombian
7. Juan and Pedro are Spanish
8. Albertini is Italian
9. Mill is German
1. Mike is Canadian
2. Linda is Mexican
3. Sarah is American
4. Paul and Patrick are French
5. Jackie Chan is Chinese
6. James Rodriguez and I are Colombian
7. Juan and Pedro are Spanish
8. Albertini is Italian
9. Will is German

Re-write the above sentences and use personal pronouns and nationalities:

1. Mike is Canadian
2. I am Mexican
3. Sarah is American
4. We are French
5. I am Chinese
6. James Rodriguez and I are Colombian
7. Juan and Pedro are Spanish
8. Albertini is Italian
9. Will is German
1. Mike is Canadian
2. Linda is Mexican
3. Sarah is American
4. Paul and Patrick are French
5. Jackie Chan is Chinese
6. James Rodriguez and I am Colombian
7. Juan and Pedro are Spanish
8. Albertini is Italian
9. Mill is German

Rewrite the above sentences and use personal pronouns and nationalities:

1. Mike is Canadian
2. I am Mexican
3. She is American
4. Paul and I are French
5. Jackie Chan is Chinese
6. James Rodriguez and I am Colombian
7. Juan and I are Spanish
8. Albertini is Italian
9. Mill is German
This class was based on the name of the continents. The teacher explained the names of the continents and later the students had to color a map regarding to some instructions, for instance south America is yellow, etc. and they had to search the continents and some colors in a word search. (See lesson planning appendix G)
Blank world map
APPENDIX 6. Classwork

This class was about colors, in which the students had to select a country and put name of the colors in front of the flag. (See lesson planning Appendix E)
This class was focused on some adjectives such as tall, short, fat, slanted eyes, curly hair, etc. The teacher associated those adjectives with some people according to the race and the students had to draw a person from any culture or country and write the physical characteristics. (See lesson planning Appendix F)
African People

Emmanuel Castañe Rojas

They are black

They are tall

Their hair is curly
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African People  
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4.5

* They have black leather skin.
* Handles are full of necklaces, handcrafted things, etc.
* Living with hot.
* Have almost water.
* The clothes are different from us.
* Almost all are equal for face.
Their hat is straight.

They have small eyes.

They are yellow.

They are short.
APPENDIX 7. Photographic evidence.
Appendix 8. Final project.

This was a mini project, in which students had to disguise according to a character assigned by the teacher. For instance, Andrea Bocelli, Leonardo Da Vinci, Joan of Arc, etc. In addition, the students had to make a poster with the flags and some personal information about the character, such as the profession, the name, the nationality, etc. (See lesson planning appendix H)
Throughout the development of the practicum, in the second class, I applied the intercultural competence with fifth graders. It was based on different styles of houses, taking into consideration four countries and the own country. Before implementing the classroom project, I realized that it was necessary to think about the learners’ styles due to most of the students are visual spatial learners and they focus the attention on images or video. So, I thought about a class which could include images in order to differentiate those pictures. Moreover, I had to design the class based on the parts of the house, then I attached this topic with the different styles of houses.

Before starting teaching the class I was worried about their level of English and if they would understand what I have planned; nevertheless, I surprised on the grounds that they understood what I explained. For example when I was showing some images about different styles of house, they identified them with the proper country, Japan, England, United States, Egypt and India. Therefore, I realized that the students have the knowledge about some countries around the world and their cognitive skill is developing according as they are exploring the world around them.

Another factor was that they knew some countries in English despite of the fact that their English level is low. It was visible during the presentation of the
different styles of houses, so that, while I asked them some questions such as “*what is the name of the country of this house? And could you identify the name of the country according to this house?*” they answered the questions with the correct name of the country. Hence, it is positive due to this factor can help me to guide the project, taking into consideration their previous knowledge.

On the other hand, in order to practice what I taught them, I provided them a worksheet based on some images of different styles of houses with the countries’ names in disorder, then they had to match the image with the proper name and write the name of the country above the image. Later, when I checked them, I noticed the excellent result because all of them were so good.

To conclude, although the students have a low English level, they could identify the names of the countries, taking into account the images as a tool in order to establish their previous knowledge of L1 to mention the outcomes through the second language. Also, the class was planned according to students’ English level and it was well designed in order to obtain results that can guide me to the next step of this implementation.
Journal 2 March 11th, 2015

Throughout the development of the fourth class, the students had to make a poster based on their previous explanations about how a house is built according to different houses from other countries such as England, India, United States, Egypt, etc. The students were divided in five groups, four groups of five learners and one of six students, also each group was assigned a country with a reading about how that house was constructed. They read the information and they had to write it on a poster. In addition, they had to draw the flag of the country, stick an image about that house, and write the information form the reading.

Through this exercise, the students were guided of how to do a poster, for instance, I explained them where they could write the headings and the subheadings, the place they had to write the information and they had to draw the flag. According to this, I showed them a model through the video projector in order to observe the model and follow the instructions.

On the other hand, along this activity, the students took too much time doing it and it affected the implementation of the other class due to the fact that they had to finish in the other session. Therefore, the next time the main issue is that they had to write the information first and later they can continue drawing the flag. It is necessary to start with the easiest activities that in this case is writing the information. Furthermore, the students had to be cooperative because while some students write
the information, the others can draw the flag. These strategies should be used for the next time.

To conclude, the students are able to understand the topic due to the previous explanations because the vocabulary, which was assigned them, was understandable for them and this facilitated their process of learning and understanding. However, it is necessary to implement some strategies in order to speed up the development of some activities, for instance tell the students that work in group, it means that some learners can write the information meanwhile the others can draw the flag or maybe, they can start doing the easiest exercises, such writing the information and the subheadings. Furthermore, in terms of language, they understood the vocabulary from the readings because they associated the materials with the description of the text. For instance, they already knew the materials of how to build a house and it provided them a proper interpretation about the reading.
Journal 3 April 13\textsuperscript{th}, 2015

Throughout the development of the eighth class, some positive aspect in terms of outcomes and teaching were evident and a negative aspect that has been affecting the development of some activities.

To begin with, at the beginning of the class, the students were exposed in the teaching of some members of the family such as brother, sister, father, etc. During this process, the learners identified the names of most of the members of the family, because they observed the image in the flashcard and they pronounced the names very well. It means that they activated their background knowledge about this topic and they could recognize the members of the family easily.

In addition, they played a game based on the flashcards, which the flashcard stuck on the board were removed by the teacher while the students closed their eyes or looked backwards. Therefore, during this activity they could identify the flashcards that were removed from the board and this is an important issue due to the fact that their capacity of remembering something is so good. Also, most of the learners pronounced the members of the family so well.

Another important point is that the learners were shown some families from different countries such as Chinese family, Egyptian family, Indian family and American family throughout the video projector. So, some of them mentioned their names in English and the others in Spanish; nevertheless, they activated their schemata in order to describe the images. This intercultural knowledge was activated
through images, and learners’ knowledge about some cultures are positive due to the previous explanation.

On the other hand, a negative aspect has been affecting the teaching process. This condition is the time management during some activities. In this case was related to the final drill, which students had to complete some sentences according to some characteristics of some families such as Indian family, Chinese family, American family, etc. The time was not enough due to they had to copy on their notebooks those characteristics from the video projector and it took too much time on the grounds that they are slow when they need to write something. Hence, it affects the development of the last activity.

In order to ameliorate this aspect, the next time is mandatory to take into consideration the aforementioned issues that students write slow; therefore, the idea is to do not create many activities for the class or reduce the time of some activities when the students have to write during the lesson.

To conclude, the students have a good background knowledge regarding to family members and some intercultural knowledge about some families from different countries that has been a tool to develop some activities and the activation of the oral production in order to communicate what they know about other cultures. In addition, throughout the development of the lesson, it is required to reduce the time of some activities or do not create activities when the learners have to write some information given the fact that writing takes too much time.
Journal 4 April 20th, 2015

Throughout the development of this class, the students’ responses in general were so good and the attitude to participate in the activities were positive. However, there is something to better in terms of the font in the power point presentation. Thereupon, during this paper we will see why those aspects were positive and how to ameliorate the negative aspect.

Firstly, the students’ responses were so good during the development of the review about the continents of the world. It was evident due to the fact that the learners immediately mentioned the names according to the images for instance America, Europe, Africa, etc. In addition, they recognized most of the countries that the facilitator showed through the video projector and most of them participated in the activity. Hence, it is a good cue of the intercultural knowledge because their schemata were activated through images and some activities.

Secondly, the positive attitude to participate along the activities was outstanding given the fact that when the teacher asked some questions such as “what is the name of this country” and the students stood up in order answer the questions. Then, it means that the positive attitude during the sessions has been progressing because they want to participate in the activities. So that, it helps the processes of teaching and learning.

On the other hand, the font size in the power point presentation was not good and this problem affect the visualization of the slides, then the students have to effort
their sights in order to read and write what they watch. Hence, the idea is to increase the size of the font the next time, because it facilitates the reading and the writing of the students due to they can watch much better what is written in each slide.

To conclude, during the process of learning and teaching, it is essential the participation of the students because it enriches the environment which learners can understand easily the topics that are taught. Moreover, the intercultural knowledge is increasing due to the students’ participation in general has been good due to the aforementioned reasons. However, it is necessary to provide them good resources which they can see and understand. For instance, the font size in the power point presentations has to be clear and visible.