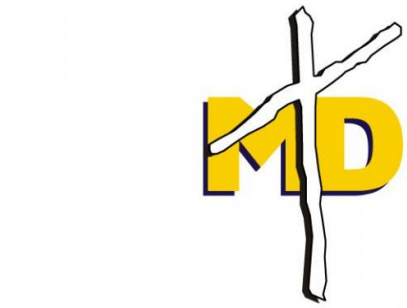

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FACULTAD DE EDUCACIÓN

LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS

MONOGRAPHY TITLE

EFL teachers' Perceptions about Intercultural communicative competences and their practices in English classes on the context of current migration waves in Bogotá.

Author:
ANA MARÍA SANTANA MAHECHA

Bogotá, October 20th 2020

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Research Group: Cibeles
Research Line: Comunidades y Ambientes

Author: ANA MARÍA SANTANA MAHECHA

Advisor: BLANCA LUCÍA CELY BETANCOURT

October 20th de 2020

Acknowledgment

“In order to succeed, we must first believe that we can”.
Nikos KazantzakisIn.

I want to sincerely express my gratitude towards the people who helped me in the development of this project, because without them this could not have been possible. I would like to specially thank a friend, a teacher, and my tutor Blanca Lucía Cely Betancourt, who brought me a hand with the proposal, guidance, and support me through this challenge. Also is worth, and needed to thank teachers, colleagues, and friends from UNIMINUTO who have accompanied me since the beginning of the career until this point sharing experiences, pieces of advice and the basis to achieve this goal. I want to express my gratefulness to teachers who participated in the research and finally, to thank my mom who never gave up on encouraging me to follow my dreams.

Dedication

"Feeling gratitude and not expressing it is like wrapping a present and not giving it." - William Arthur Ward.

I want to dedicate this achievement to my career development, personal goals and to teachers who devoted their life's to support, build and create new worlds through education for the ones who had never ever see the path before and then due to a teacher they started to believe. Because, it is possible to believe, it is possible to conquer and it is possible to be a different human being for this society, by being our best version every day and by defending what is worth for us no matter which obstacles we must face trough the road.

Jury acceptance sheet

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PROGRAMAS DE PREGRADO

ACTA DE SUSTENTACIÓN

La examinada:

1. ANA MARÍA SANTANA MAHECHA

Del programa: Licenciatura en Idioma Extranjero Inglés

Presentó sustentación del Proyecto de Grado titulado:

Perceptions about Intercultural communicative competences and teachers' practices in English classes on the context of current migration waves in Bogotá.

Ante los jurados:

Sebastián Concha Vargas
Alexander Benito Durán

Obtuvieron el concepto:

☑ **APROBADO**

☐ **REPROBADO**

Observaciones Los resultados de estainvestigación aportan una fase exploratoria importante para seguir ampliando el estudio de la competencia comunicativa intercultural en Colombia y las lenguas extranjeras. Por tal motivo recibe una calificación de 48/50.

Para constancia se firma en Bogotá, D.C., el día 26 del mes de noviembre de 2020

FIRMA DE LOS JURADOS:

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Abstract

The main vision of this study focuses on analyzing the current relationship between teaching a foreign language and teaching of intercultural communicative competence. This study seeks to investigate how EFL teachers promote the Intercultural Communicative Competence to develop awareness, acceptance and respect among members from other cultures and backgrounds in the context of current migration waves in Bogotá.. This is a qualitative study, carried out with twenty teachers from three different educational contexts: A private school, a language institute and a bachelor's degree in English program. The instruments that were considered were class observations applied at the beginning of the study, semi-structured interviews applied during the study and a focus group applied at the end of the study. The study showed that in fact, teachers and professors implemented activities to promote interculturality; nevertheless, ICC is seen as part of the foreign languages, neglecting cultural diversity among members of the same mother tongue, it is to say the own culture. Consequently, the implementation of ICC has not been successfully promoted in EFL lessons.

Key words

Culture, English as foreign language, intercultural communicative competence, teacher practices and beliefs, teaching

Resumen

La visión principal de este estudio se centra en analizar la relación actual entre la enseñanza de una lengua extranjera y la enseñanza de la competencia comunicativa intercultural. Este estudio busca investigar cómo los profesores de inglés como lengua extranjera promueven la Competencia Comunicativa Intercultural para desarrollar la conciencia, la aceptación y el respeto entre miembros de otras culturas y orígenes en el contexto de las olas migratorias actuales en Bogotá. Este es un

estudio cualitativo, realizado con veinte profesores de tres contextos educativos diferentes: un colegio privado, un instituto de idiomas y un programa de licenciatura en inglés. Los instrumentos que se consideraron fueron observaciones de clase aplicadas al inicio del estudio, entrevistas semiestructuradas aplicadas durante el estudio y un grupo focal aplicado al final del estudio. El estudio mostró que, de hecho, los docentes y profesores implementaron actividades para promover la interculturalidad; sin embargo, la CCI se considera parte de las lenguas extranjeras, descuidando la diversidad cultural entre los miembros de la misma lengua materna, es decir la cultura propia. En consecuencia, la implementación de CCI no se ha promovido con éxito en las lecciones de inglés como lengua extranjera.

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Palabras claves:

Competencia comunicativa intercultural, creencias y practicas docentes, cultura, Enseñanza, inglés como lengua extranjera

Introduction

Migration is an expression of the human aspiration for dignity, safety and a better future. It is part of the social fabric, part of our very make-up as a human family
Ban Ki-moon

Although migratory movements in Colombia, as in the rest of the world, have been a constant fact in the history of the country, in Bogotá, the capital city, it is more evident, due to the constant arrival of people from smaller cities and towns who look for better job and academic opportunities. In recent times, immigration has increased because of the arrival of foreigners, due to the political conflicts and economy issues from its home country. Nowadays, it is common to meet people from different regions, cultures, customs and traditions in the same place. That situation, in one or another way, impacts the educative processes of children, teenager and adults who meet in the same teaching context.

In that regard, the awareness on cultural dimension to be included as part of the curriculum in English classes should increase because in the classroom, teachers must assume the role of cultural mediators and facilitators. For that reason, they need to have cultural appropriations and feel confident to go-between different cultural backgrounds in order to promote an appropriate environment in and outside the classroom. Teachers today are motivated to promote intercultural communicative competence (ICC) in their students to advance in their understanding of differences when individuals from different conditions and cultural backgrounds meet in an English foreign classroom.

This research focuses on intercultural communicative competence and teachers' practices in the foreign languages teaching lessons specifically although, cultural competences have traditionally been part of the syllabus in the EFL, they could be included in other subjects, due to be considered as a required competence in mostly all academic environments.

The purpose of this study was to reflect about teaching practices used during English Foreign Language (EFL) lessons towards promoting the development of the intercultural communicative competence in EFL students. To accomplish this goal, there were selected three different educational levels to have a wider perspective of teaching ICC in different academic contexts.

The academic levels considered were EFL teachers of a language institute, EFL teachers from a Bachelor Degree Program in English Language Teaching and EFL teachers from a private school in Bogotá. This project was focused on how EFL teachers' practices support ICC bearing in mind the cultural diversity that is evidenced into the English classroom in formal education due to de current and constant migratory waves that make the classroom become an opportunity due to the cultural diversity of people from different parts

Firstly, a description about how teachers promote ICC into their EFL lessons is shown; then, a reflection about cultural diversity and intercultural competences carried out in the EFL classroom is also presented. To identify the teachers' implementation of ICC in their EFL classroom, class observations, interviews and focus groups were carried out during the researchers' teaching practicum.

The project involved 20 participants from different educational levels. The results found in this research showed that EFL teachers from three different formal education contexts in Bogotá carried out activities during their EFL classes with the aim to promote ICC. Throughout this paper, the reader will know more about the results. In chapter one, the reader will be introduced with the contextualization of this study, the evidences gathered from context, the deficiencies in existing knowledge, the reason why it is vital to set this research, the possible audience, the research questions and the objectives. In chapter two, the statement of the problem,

the reasons why the project was chosen towards study objectives.

Then, in chapter three, reader will find theoretical framework, with previous studies and conceptual studies about ICC. Chapter four exposes methodology, such as: Research approach and design, investigation process, sampling and data collection. In chapter five the results, which encloses data analysis and discussion about it to finally reach chapter six with study´s conclusion and chapter seven with further research options to deeper investigate the research topic.

It is expected that, this study contributes to the EFL teachers to reflect and be aware about the intercultural competences and how to include them in their classes but mainly to start a reflection on the importance of own culture and cultural diversity among members of the same language and the learning opportunities and personal growth that can occur between students and the awareness of our cultural differences to develop respect, acceptance and tolerance among our students in the classroom.

CHAPTER 1: Contextualization

This chapter first includes a general notion about Intercultural communicative competence, the implications in the foreign language teaching and the importance of including culture in the teaching practices as part of learning a foreign language. It is contextualized from a general view of intercultural competence to a specific one by presenting information about the scenario in which this study was developed.

1.1. Macro context

In the context of teaching English, the development of communicative competences is fundamental; however, communicative competences require more than acquiring a high proficiency in languages rules, structures and lexis. The inclusion of pragmatics and sociolinguistics aspects are crucial to understand “How to express messages appropriately within the overall social and cultural context of

communication" (Celce-Murcia, 1995, p. 701). For that reason, the inclusion of the intercultural competences is relevant in the foreign language's classes. There is an existing relationship among subjects from different cultures who can cope with intercultural experiences and learning process of a foreign language. It requires that a person gets or possess certain characteristics involving intercultural competencies.

Intercultural competencies are defined as "the willingness to engage with the foreign culture, self-awareness and the ability to look upon oneself from the outside, the ability to see the world through the others' eyes" (Sen Gupta, 2002, P.155-178). The subject or the group of people who cope with those characteristics, portraits the ability to deal with cultural differences, be a cultural mediator, and consciously use culture learning skills to interact with culture and their collective identities.

A cultural mediator is a person who entirely revises their social identity, to consider the ideas or beliefs in order to build a position towards others culture. During the process of revising social identity, cultural mediators faces changes related with emotions, self-beliefs, practices and behaviors that unconsciously disregard from the view of interculturality. (Berry et al.,1992).

In the English classroom, teachers assume the role of cultural mediators. a teacher should have cultural appropriations in order to teach a specific foreign language; see themselves as a mediator between different cultural backgrounds; be the bridge between learners' own culture and foreign language others culture. For that reason, a teacher of English should have some sort of intercultural experience, intercultural background and intercultural communicative competence formation, along with the language skills needed to be a language educator in order to support the intercultural learning process. they also need additional knowledge, attitudes, competencies and skills to the ones hitherto thought of as necessary and sufficient for teaching communicative competence in a foreign language, Sen.Gupta (2002).

1.2. Micro context

Bearing in mind the current migration waves in Colombia, it is pertinent to

identify teachers practices in the English classes to identify how they are helping their students to understand and tolerate the cultural differences in the English class and accepting the classroom as a place of life and coexistence of the processes of knowledge generation? intercultural skills in the ELT context are also related to the great varieties of cultures that can be reflected in the English language in which culture is implicit.

Under the above perspective, teachers are mediators in charge of helping pupils to understand and compare their own culture and the foreign cultures. They are knowledgeable about their pupils' perceptions of and attitudes towards foreign people and cultures associated with the foreign language they teach. They are willing to start from them when designing the learning process and know: How to choose input materials with a view to modifying any wrongful perceptions learners might have? For this purpose, they know how to assess learning materials from an intercultural perspective and how to adjust them to achieve the aims of intercultural competence teaching.

Thus, it is not only important for teachers to be culturally competent, but they must promote intercultural competence in their students. However, many different investigations (Ramos (2013), Gómez (2015), Szuba (2016), Zhou (2011), Barreto (2018)) have shown that teachers do not have enough clarity around the concept, nor ideas about how to approach it and evaluate it; or even to put it simply; they do not give it the time or weight it deserves. If teachers do not have this intercultural awareness, how can they promote it in the classroom?

Intercultural competence is very unlikely to be included in the curriculum of foreign language classes for many reasons, especially because educators prioritize the development of linguistic competences. This is also due to the fact that "many teachers are aware of their lack of training or inadequate training for the development of IC in the classroom" (Alonso & Fernández, 2013, p. 185).

Taken into account this perspective, in this research project a reflection about teachers' Intercultural Communicative Competence is explored based on researchers' studies, theories, and the current practices. teacher's portrait are into three different educational levels, this reflection was written taking into account how teachers had

included these competencies in their English classes. This research study was developed with a group of twenty teachers who voluntarily participated in this project and its referring educational context: A private school, a Language Institute and a bachelor's degree English teaching program, all located in Bogotá.

CHAPTER 2: Research problem

This chapter describes the identified problem and the context, where the project was developed. Here, the background of this study, the evidence gathered from context, the deficiencies in existing knowledge based on other studies that have been conducted in national and international instances are introduced. , the reason why it is vital to set this research, the audience that is benefited with the findings of this research, along with the research questions and the objectives proposed to be achieved during and through this study are also explained.

2.1. Description of the Problem

According to Canale & Swain, (1980), with the inclusion of the communicative approach in English language teaching in the 1980s, the teaching of culture is considered an especially important aspect of language teaching and in the foreign language curriculum. This assumption was since communication involves the inclusion of values, because students might gain insight into the values and meanings of the foreign culture (Byram & Morgan, 1994).

In this context, De Mejia (2005) emphasizes about the role of teachers because teachers are not only in charge of teaching certain grammatical structures or large list of words. When teaching a foreign language, teachers are also in charge of helping their learners to go further and acquire additional competences. such as: The cultural ones because they mediate between both cultures.

Somehow teachers, are the intercultural bridge between two or more different

worlds of speech and views of language. So, if teachers are capable to mediate between both worlds during EFL lessons, learners' insights about a new culture depends only on this interaction and it determines somehow how EFL learners interact with its own culture and The different cultures that can be reflected in English as a foreign language? If teachers do not cope with this vision of teaching, it will not contribute with cultural learning and with a deepen view of the specific foreign culture, through its teaching practices with learners, and this is one the main challenges EFL teachers are facing today.

Barletta (2009) among others, had studied the ICC into the education field. Findings have evidenced some deficiencies in this area, not only in Colombia, but also around the world. Barletta (2009, p. 143) for example, states that teachers have a limited notion of culture and culture teaching. it is because they have misconceptions specially in the field of intercultural competences There is a sense that the teaching of culture has occupied a secondary place in the English classroom. However, it is required to integrate language and culture in order to develop an assertive development of communicative competence. For that reason, it is important to investigate the notion of ICC that teacher in the close context have and the way they perform its knowledge in the English classroom.

2.2. Statement of the Problem

The relationship between language and culture had varied in immeasurable dimensions; however, there is one that takes a wider degree of study and complexity. The one that characterizes language as culture, and trough that focus teaching should be defined, because the purpose of any language learning is no longer related with merely the acquisition of communicative competence in a foreign Language. it goes beyond. Consequently, teachers are entitled to discriminate, value, portrait and teach intercultural communicative competence in English foreign language lessons in different educational contexts.

In order to describe the nature of teacher's situation, when teaching a foreign language, it is fundamental to set a context. In this case, the context that we have

examined was the Colombian one. Why the Colombian context? On one hand, it is because of the introduction of the Common European Framework of Reference for Languages by the Council of Europe CEFR (2001) into the Colombian bilingualism law, which is not new. but in this case, the relevance of this context is because those standards give much more importance to cultural aspects in foreign language education (Reid, 2015). On other hand, because of the cultural gathering in educational context due to the immigration movements that in Colombia have occurred during the last decades, due to economic, political or social issues, the classroom becomes a place of cultural convergence.

It is important to mention that in the real context of EFL class in Colombia, it is easy to find people who are coming from several cultures belonging to the same country and people coming from Anglophone or other foreign cultures as well. In the English classes, according to my own experience, topics related to Anglophone culture are included in the class activities, because it is relevant to know the context of any foreign language to facilitate its understanding and because, culture and language keep a close relationship.

Nowadays, it is still required to be a subject of study, how EFL lessons are confronting teaching practices and intercultural competence along the English learning process? Barletta (2009) suggests about having a clear perspective and a notion related with intercultural views of language and also to develop the intercultural communicative competence.

The reason why, she proposes this, is because of the basic standards of foreign language competencies in Colombia, proposed by the Ministry of Education. Because it manages a dichotomy between what is written on the standards and what is teaching on EFL lessons regarding intercultural competence. Having an intercultural component in the English classes, reinforces the idea that it is imperative to familiarize learners with the deepen cultural insight that a language has and make them aware of the real situation they usually face in their educative context.

With this context-dichotomy already explained, the evidence gathered from different studies (Ghasemi & Soodmand (2017), Reid (2015), Guarnizo, Gómez

(2017), Hincapie, Guevara. (2016)) invites research to clarify if roles, beliefs, and teachers practices still intervene in students' views, comprehension and understanding of intercultural insights of a foreign language.

That is why, the research evidence collected during the process agree with those previous studies and attempted to get a close view about teachers, interculturality dimensions and its own teacher's beliefs based on the need to know about the intercultural communicative competence role and its relevance in today's teachers view and practice on language education.

In those terms, Edah, Kikuko (2018) states that when it comes to intercultural learning and intercultural competence, teachers play a primordial role, because they can affect the thinking and actions of future generations. Based on that, the research question guiding the study was:

How teachers of English as a foreign language promote the ICC to develop awareness, acceptance, and respect among members from other cultures and backgrounds in the context of current migration waves in Bogotá?

To do so, some class direct observations, interviews and focus groups were used to collect, analyze, and relate the findings that took a one-year process. the intervention took place in a private school in Bogotá, a language institute and a bachelor degree English language program. The idea was to confront different educative context to verify how English teachers implement ICC in cultural heterogeneous groups towards culture diversity and foreign language learning?

2.3. Justification

At the present time, the world is becoming a globalized society, the current cultural migrations, the widespread use of English around the world, the technology era and the necessity people have to get an international communication, requires that individuals possess certain competences to establish cross-cultural relationships in order to develop their intercultural awareness that enables individuals to discover and understand the

different cultural manifestations around the world and other people's backgrounds. New generations are crossing cultural borders because of spread of English as an international language. that demands individuals learning English as a requirement to access to better job opportunities.

Mastering English as a foreign language is one of the competencies required nowadays to build cross cultural communication and purposeful knowledge, between individuals and communities around the world.

This fact has made that in Colombia, as in many other countries around the world, implemented policies to include bilingualism in education. In Colombia, the Ministry of Education has been working for more than forty years on the implementation of curricular documents and laws to accomplish this goal.

The bilingualism law MEN (2015) is the most recent one. This law promotes learning English as foreign language in order the support globalization processes by enhancing in individual's certain language competences. The introduction of the Common European Framework of Reference for Languages by the Council of Europe CEFR (2001) into the bilingualism law, gave much importance to cultural aspects in foreign language education (Reid, 2015). One of them is to promote the intercultural communicative competence (ICC).

On the other hand, the current migration waves in Bogotá, make that teachers increase awareness ICC, since, education is a social experience, in which people from childhood is getting to know each other to improve and enriching relationships with others, acquiring and renewing the basis of theoretical and practical knowledge (Delors, 1996: 19) Educative context, constitutes the permanent opportunity for human beings to advance and strengthen their social and individual competencies.

Hence, learning culture is a necessity of life, because participant become an active recipient who can build and strengthen personality, receiving what the environment offers to cope with the social relationships that people maintain.

For that reason, the main objective of learning a language should not be defined

as the acquisition of communicative competences. it means, the mere development of communicative skills. Rather, it should be defined in terms of the intercultural competence that implies linguistic and social skills, knowledge and attitudes needed to communicate effectively and appropriately in real situations. Meyer (1991) mentions the intercultural competence as: The ability of a person to behave satisfactorily when confronted with actions, attitudes and expectations of people from other cultures and languages supports others authors such as: Byram (1997) and Tarone and Swain (1995) which defined the ICC as the comprehension and consciousness of the socio-cultural cannon and its discourse Byram (1997)but also, as the receptiveness of the participants of a speech community to model their speech according to the context in which they are immersed, Tarone and Swain (1995)

In this way, intercultural dimension in teaching a foreign language has become a special concern for teachers and researchers. Over the past few decades, there have been important advances that have transformed the teaching performance, one of them is to recognize the cultural dimension as a key component in the curriculums. Based on this worry, different studies have been carried out about intercultural communicative competence and its relevance nowadays

it is important, that learners; first, explore and understand their own culture and the features that make part of it such as: values, expectations, traditions, customs, and rituals they unconsciously take part in, and then get ready to reflect upon the values, expectations, and traditions of other cultures with a degree of intellectual objectivity (Straub, 1999) also applied into teacher ICC knowledge and practices. Abrams (2002) states that, foreign language teachers should help students to organize their own cultural symbols and offer learners opportunities to develop skills and promotes cultural curiosity which is linked with ICC.

Different researchers had studied the ICC into the education field. Findings, however, evidence some deficiencies in this area, not only in Colombia, but also around the world. Barletta (2009, p. 143), for example, states that teachers have a limited notion of culture and culture teaching.it is because, they have misconceptions about the teaching of communicative competence. There is, a sense that teaching culture has occupied a secondary place in the English classroom. However, it is

required to integrate language and culture to develop an assertive development of communicative competence.

Intercultural communicative competence is a key competence that must be promoted when foreign learners are learning a language because ICC encodes the main function of learning a foreign language, which is performing speech acts in different scenarios without using ambivalent language. The main component of having cultural awareness which is, having tenderness of the differences between individuals and people from other countries or backgrounds. So the intercultural communicative competence encloses cultural awareness and the consciousness of the language in use.

On the other hand, the implementation of intercultural communicative competence helps students to understand customs and beliefs of other cultures and improve values such as: tolerance and respect when they have to interact with people coming from other cultures or visit other countries and places with differences, in manners and cultures, but also, to value our own culture and make others understand it and value it too.

The study, was relevant because still there is not enough evidence about Intercultural communicative competences and teachers' practices in English classes in the context of current migration waves in Bogotá based on the previous studies findings. This overview confirms the existing lack of awareness about the ICC in different learning environments and its need it to be developed or reinforced. Also, because through the findings of this study, language teachers could reflect on their teaching performance by knowing how to develop Intercultural communicative competence in EFL lessons supporting learner´s development in a foreign language.

By doing so, teachers' enhances critical opinions about diverse culture acceptance into its own practices. last, but not least, it can contribute to know what would be the advantages or disadvantages of developing ICC abilities in a foreign language, as well as building critical opinions about diverse culture acceptance.

2.4. Objectives

2.4.1. General Objective

To explore, How EFL teachers promote the Intercultural Communicative Competence to develop awareness, acceptance and respect among members from other cultures and backgrounds in the context of current migration waves in Bogotá.

2.4.2. Specific Objectives

- To verify, strategies that EFL Teachers include during the EFL lessons to foster the intercultural communicative competence in three educative levels in Bogotá.

- To describe, How EFL teachers promote Intercultural Communicative Competence into EFL lessons in the three educative levels in Bogotá.

- To analyze, teacher´s teaching performance that supports the development of Intercultural Communicative Competence during EFL lesson

CHAPTER 3: Theoretical Framework

This part is going to provide more information, findings and facts about the studies that have been conducted in areas such as: Intercultural Communicative Competence ICC) Intercultural competence (IC) and English as a foreign language (EFL). this chapter Includes studies from different countries such as: Poland, Indonesia, China Spain and also includes studies carried in Colombian context. These studies share similarities between them in terms of findings, methods, population and artifacts, however, every study is different and their contributions to this work also vary.

3.1 Previous studies or literature review

One of the most shocking features of learning a foreign language is that nonnative speakers might use certain skills such as listening, writing, writing and speaking to achieve fruitful knowledge in specific “language competences”. However, the term “competence” is one of the most controverted ones, because this one is more associated with Chomsky´s definition about the monolingual speaker-listener’s knowledge of language, which is the competence, versus the actual use of language in real situations, which is performance, (Chomsky,1965).

Due to the strong disapproval of using the word competence, different linguists in the applied linguistic field adhere to Hymes (1972) definition of the Communicative Competence, which covers the use of certain language knowledge in communicative situations and scenarios in which someone is participating. Savignon (1972) emphasizes on “the ability to function in a truly communicative setting, that must be

performed in a dynamic exchange, in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors" (Savignon, 1972:8)

In recent years, researchers had conducted different studies focused on communicative competence. And lately, this one is viewed to function as an organism with sub-divisions, which contains vital tools to use in order to communicate effectively Canale and Swain (1980). Those sub-divisions were defined into a model, which entails four competencies, commonly referred to linguistic competence, social-linguistic competence, discourse competence, and strategic competence.

In addition, Celce–Murcia et al. (1995) intervened by changing the name of the sociolinguistics competence to social-cultural competence. They claimed that "the social- cultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced". Jaramillo (2015. p.14)

Regardless the acquisition and development of those competences, social-linguistic competence covers more attention. Because it deals with the rules of language that are used in social context which encodes certain understanding of that social context in which the language is being used: "Social context here refers to the culture-specific context embedding the norms, values, beliefs, and behavior patterns of a culture". Alptekin (2002. p. 58) This relationship between language and culture according to history was first mentioned in Germany in some empirical works founded about language and society. After that, American linguist used both concepts to build their linguistic studies.

So, over the past year's researchers had conclude the theoretical bases of the constructs related with the communicative competence, bordering concrete definitions about specific meaning and the changes that were on the communicative competences structure. There are others meaning in which the competences can be enclosed; however, the most relevant ones where explore considering project´s aim.

3.1.1 International studies

The studies were chosen between 2011 and 2017. By selecting specific projects which contribute in one way or another to this investigation´s nature. Those were selected either for: its methodological and theoretical contributions, collecting data methods or its relevant conclusions. Additionally, projects were carried into a worldwide scenario focused on ICC competence related with EFL teaching around the world.

First study to mention was conducted by Yi Zhou (2011). The study was focused on EFL teachers and their intercultural competence teaching in a Chinese university. This study aims to gain an insight into the teacher knowledge regarding their intercultural competence teaching, based on the question: “To what extent teachers would like to and are academically prepared to support this new objective of language teaching, and whether or not their current beliefs about and cultural teaching practices are directed towards students’ acquisition of intercultural competence?

Exposing a mixed investigation method, the findings, have pointed to a need for in-service teacher training program which particularly focuses on intercultural competence teaching. Teachers need a curriculum and teaching materials that support cultural teaching and assist them in cultural integration in terms of cultural content and instructional pedagogies” Zhou (2011. p. 4).

This study was relevant to the project because it exposes some perspectives about teachers practices towards ICC into lessons and also because of the use of a narrative framework, used to give the insights of the project. It is similar to the one used into this investigation, notwithstanding project´s impact, it differs from this study in terms of data collection methods, participants and teachers’ trainers’ field.

By following that line, Researcher Eva Reid (2015) Eva conducted a qualitative study in which she gave some answers about the importance of intercultural

competence in today´s world: “Intercultural competences are very important in the today’s global world because they allow us to overcome prejudice, discrimination and misunderstandings among people from different cultural backgrounds” Reid (2015. p.939) expressed the importance of the competence and she mentioned: “Acquiring ICC is a complex matter, which involves a new approach not found in traditional language lessons. Additionally, teachers find it difficult to identify themselves with and apply intercultural aspects of the target language”(Reid (2015. p.939). In spite of the findings, the study was merely focused on the intercultural communicative competence in English Language Lessons as a class objective. However, her findings contribute to this research because she demonstrates the relevance of developing the competence in individuals.

Then the following study was revised to continue exploring relevant findings to support studies nature. The Intercultural Communicative Competence of young children in a bilingual education. The study goes under some of the theoretical implications of testing whether the ICC categories, she based the study into Gerlich et al. (2010) categories, which lie into the conception of developing a model of child ICC.

Also she explores the idea that: “A model of ICC that is widely accepted and that is applicable to any setting does not yet exist even for adults, although there are a few models that have gained significant approval (e.g. Byram, 1997; Deardorff, 2006)” so, setting proposed by Agnieszka Szuba (2016, p, 4) brought some other visions about teachers practice regardless ICC.

The qualitative study was settled to verify children ICC development into English lessons. Into findings she exposed that: A first step that teachers should familiarize themselves with the categories related to ICC. This could raise their awareness of how ICC manifests in young children, as well as of the general level ICC level of the children in their classroom.

Also, how it could be further developed to how teachers could help children make the most out of intercultural contact? (Szuba,2016). That study supported this research, because of the deepen exploration of theoretical aspects which are like the ones on this project. However, this study was focused on children, fact that disregard

with this project nature.

Into the field, the next investigation called: Introducing culture: Are English teachers aware of and practice it in their teaching? Settled by I.G.A. Lokita Purnamika Utami (2017), it provides some answers related with ICC teacher´s practice. The study, examined the need of language teachers' skills into creating a positive environment of learning, including designing activities that promote students' practice of using foreign language. through this, researchers explore through field observations how those practices took place into the lesson. Across the qualitative paradigm and findings, it was possible to verify that: The study provided evidence that few English teachers reflect their favorable perception of incorporating culture in their real teaching practice.

Those teachers were not motivated to do so, as they had a limited teaching hour, lack of cultural orientation in the curriculum, insufficient knowledge on what culture to teach and how to teach them (Purnamika,2017) It, primarily relates with this project's main objective of study,; however the phenomenological study used during the investigation, does not match with this project aims and consequently it differs from possible project´s findings.

The last study to be included was: EFL teachers' beliefs and their actual classroom practices: any difference? A research project carried by Zahra Ghasemi and Hassan Soodmand Afshar in Iran. It makes a correlation between what teachers believe about their English teaching practice, versus what happens into real context. This project considered 210 Iranian EFL teachers? and they participated in the study. The 45-item Likert scale Beliefs About Language Learning Inventory (BALLI) developed originally by Horwitz, (1985). As it can be seen, as can be seen into researcher's project and findings. This study was classified into qualitative paradigm; but the findings acted as theoretical base, to confirm into a high scale the implications of ICC in regards of foreign language teachers' practices.

What is worth to mention about this study, is that the findings do not disregard with previous qualitative studies, because based on the test researchers applied and the checklist they used, the findings exposed that: "The results shows differences

between beliefs of Iranian EFL teachers and their actual classroom practices in which the beliefs might undergo transformation as a result of Social and instructional changes as well as personal experience, the awareness of the teachers, needs to be raised so they can act based on the beliefs that conform to new teaching trends" Ghasemi & Soodmand (2017. p.173)

The reason why this study contributes to this research project, is referred with sample and population, because the study was carried along school, language institute and university alike with population and sample from this study.

Based on the information given before, it's possible to confirm that the ICC subject go beyond frontiers, because international researchers are looking for answers into how to promote or increase not only ICC learners knowledge into the EFL lessons; but also there is recurrent need to know to what extend teachers beliefs about teaching practice and interculturality shapes students notions about cultures, and consequently, how aware teachers are about their own cultural practices along with their teaching practice towards teaching English as foreign language. In order to have a general view of the research studies done abroad, the following chart *(Table 1)* summaries the studies found during the last years as shown:

Table No1: International Studies

Title	**Researcher(s)**	**Country &Year**	**Main findings**
A study of Chinese university EFL teachers and their intercultural competence teaching	Yi Zhou	2011 Canada	-A need for in-service teacher training program which particularly focuses on intercultural competence teaching. -Teachers need a curriculum and teaching materials that support cultural teaching -Assist teachers in cultural integration in terms of cultural content and instructional pedagogies. Zhou (2011)
Techniques Developing Intercultural Communicative Competences in English Language Lessons	Eva Reid	2015 Slovakia	-Acquiring ICC is a complex matter, which involves a new approach not found in traditional language lessons. -Teachers find it difficult to identify themselves with and apply intercultural aspects of the target language". Reid (2015)

The intercultural communicative competence of young children in a bilingual education setting.	Agnieszka Szuba	2016 Netherlands	-Teachers should familiarize themselves with the categories related to ICC -Teachers could raise their awareness of how ICC manifests in young children, as well as of the general level ICC level of the children in their classroom. -Teachers could help children make the most out of intercultural contact. Szuba (2016)
Introducing culture: are English teachers aware of and practice it in their teaching?	I.G.A. Lokita Purnamika Utami	2017 Indonesia	-Few English teachers reflect their favorable perception of incorporating culture in their real teaching practice. -Teachers are not motivated to do work on ICC due to lack of cultural-orientation in the curriculum, insufficient knowledge on what culture to teach and how to teach them. Purnamika (2017)
EFL teachers' beliefs and their actual classroom practices: Any difference?	Zahra Ghasemi Hassan Soodmand Afshar	2017 Iran	- there are differences between beliefs of Iranian EFL teachers and their actual classroom practices in which the beliefs might undergo transformation as a result of Social and instructional changes as well as personal experience. -Teachers, needs to be raised so they can act based on the beliefs that conform to new teaching trends. Ghasemi & Soodmand (2017)

Source: Researcher's creation

3.1.2 National studies

By following the previous studies that were carried around the world, in Colombia, there is a trend to study the situation related with foreign languages and interculturality. Therefore, a study called: Towards the Development of Intercultural Competence Skills: A Pedagogical Experience with Pre-Service Teachers. Ramos (2013) through a qualitative case study, explores different techniques and approaches that supported the acquisition of the intercultural communicative competence.

"Findings revealed that there is the need of university undergraduate programs to build a supportive framework in relation to students' intercultural development. teachers be aware about developing skills to interpret and contextualize cultural practices by raising awareness of contextual complexities because of the current EFL challenges and" Ramos (2013.p.206) limitations are related with population sample. So, this research project contributes to this investigation due to its theoretical Framework contributions and some shared perspectives regardless study findings.

Other researchers focused its attention into complementary topics. the following study about: Critical Intercultural Learning through Topics of Deep Culture in an EFL Classroom done by Gómez (2015) settled a qualitative research study in an advanced EFL class of the language program at a public University in Bogotá.

The researcher used a critical multiculturalism approach to education with the objective of explore how EFL pre–service teachers addressed complicated topics of *deep* culture rather than studying usual topics of surface culture regardless foreign and owns culture. Findings: "EFL teaching practices should be more oriented to involve learners in the study of deep elements of culture rather than just studying the conventional such as celebrations, food, geography, celebrities, and tourist places.

It will reduce perpetuating false stereotypes and misrepresentations of the target culture and the native culture needed to cover a deep understanding about people's perceptions as well as cultural and lexical knowledge applied into EFL". Gómez (2015.p.57) limitations are related with setting, because it is not similar to this project's ones. This Project contributes, due to the approach used to explore project contributions which is alike to this project´s approach. project disregard with population study and data collection procedures from current project aims.

Many other studies gathered answers about the Intercultural Communicative

Competence, more focused on ICT tools and their implementation into classroom practices. The research project called: “Raising intercultural awareness through speaking tasks in fifth graders classroom project”. By Hincapie and Rubio aimed to “raise intercultural awareness through speaking tasks in young learners, in a primary public school in Pereira, Colombia” Hincapie, Guevara (2016.p.1).

The project gathered data from 35 fifth graders by using classroom observations, and journals. The researchers used action research to draw the conclusions of the study. They include activities and oral tasks to encourage students to learn English a develop ICC. The findings showed that: “it was possible to foster intercultural awareness in young learners; however teachers had to look for and gather information from various sources such as videos, books, web pages, and personal experience, to adapt and create appropriate materials to connect language learning and awareness in regards culture” Hincapie, Guevara (2016. P.44).

The limitations of this study are linked to the ICT tools, because ICT is not contemplated into this project as part of any objective. But it contributes to this study because of how teachers’ practice was exploring in regards of teaching ICC into English lessons.

The study called An EFL Teacher Candidates Teaching Experience from Action Research and Intercultural Communicative Competence by Beltrán, Guarnizo and Vela (2017) was settled to present findings from a collaborative action research implantation based on how teacher candidates address diversity and cultural issues in their classrooms.

So, an action research plan was settled to answer the question. Population and sample were Language teacher candidates during their practicum. The limitations of this project are linked with the information related with research paradigm and data collection methods. However, it asserts in some of the partial findings in which “English teacher candidates recognize themselves as cultural mediators from their own experience in a multicultural class with students from different regions of Colombia. But they lack awareness and understanding about

our own cultural diversity in Colombia.

English teachers in Bogota deal with multicultural classes since Bogota is the cosmopolitan and the capital ". Guarnizo, Gómez (2017.p.85) project relevant because of the similarity between research questions remarkably close to this research project desired main question answer.

The last study to keep in mind is the one called "The Intercultural Competence in Colombian University Teachers - Analysis of a Questionnaire" .Its author Rojas (2018.p.30)through a mixed research method, the researcher studies in depth the first phase of its doctorate and identify the intercultural profile of a group of English professors working at eight public universities in Colombia. Based on data, the project Findings are related with: "one of the most interesting results was the significant difference between the beliefs of professors with and without postgraduate studies.

This mirrors the fact that a high number of these educators understand promotion of intercultural competence merely as content transmission, ignoring the development of skills and attitudes. What is more, it is evident that a large percentage of these professors filter cultural topics for the class and approach them in a personal and anecdotal way." - Barreto (2018.p.30) limitations from this study are enclose on the mixed method used to get the data. however the study contributes to this investigation because from findings, it was possible to see more clearly what is happening in the ELT study area into higher levels of study degree.

Above all, several studies agreed that implementing different tools and alternative approaches into the English as foreign language field, has different advantages and disadvantages towards the integration of Intercultural Communicative Competence in English lessons. It also confirms that this competence must be promoted in order to tackle possible cultural misunderstandings by taking advanced of technology and its tools because those tools support and enhance the acquisition of the ICC competence alike with the other competences providing teachers and learners, the chance to build

intercultural dialogue between cultures and supporting intercultural knowledge.

Now, having in mind those findings, it is vital to study the effects of integrating those tools into ELT when learners are developing critical opinions about diverse culture acceptance and teachers practices towards ICC. The following chart (*Table 2)* shows the main research studies done in Colombia during the last years.

Table 2:National Studies

Title	**Researcher(s)**	**Year**	**Mainfindings**
Towards the Development of Intercultural Competence Skills: A Pedagogical Experience with Pre-Service Teachers.	Bertha Ramos Holguín	2013	-There is the need of university undergraduate programs and to build a supportive framework in relation to students' intercultural development. -Teachers should be aware about developing skills to interpret and contextualize cultural practices by raising awareness of contextual complexities. Ramos (2013)
Critical Intercultural Learning through Topics of Deep Culture in an EFL Classroom	Luis Fernando Gómez Rodríguez	2015	-EFL teaching practices should be more oriented to involve learners in the study of deep elements of culture. Teachers must go beyond conventional timeworn topics of surface culture such as celebrations, food, geography, celebrities, and tourist places. best practices will reduce perpetuating false stereotypes and misrepresentations of the target culture and the native culture. Gómez (2015)
"Raising intercultural awareness through speaking tasks in fifth	Yair Guevara		Teachers had to look for and gather information from various sources such as videos, books, web pages, and personal

graders classroom project"	Jennifer Hincapié	2016	experience, to adapt and create appropriate materials to connect language learning with culture awareness. Hincapie, Guevara. (2016)
An EFL Teacher Candidates Teaching Experience from Action Research and Intercultural Communicative Competence	*Liliana Beltrán Guarnizo* *Wilson Vela Gómez*	2017	English teacher candidates recognize themselves as cultural mediators from their own experience in a multicultural class with students from different regions of Colombia. Guarnizo, Gómez (2017)
"The Intercultural Competence in Colombian University Teachers - Analysis of a Questionnaire"	Lisseth S. Rojas-Barreto	2018	Significant differences between the beliefs of professors with and without postgraduate studies towards ICC: A high number of educators understand promotion of intercultural competence merely as content transmission, ignoring the development of skills and attitudes. Barreto (2018)

Source: Researcher's creation

3.2 Theoretical Framework

This part includes the conceptual referents that support and guide the proposal. So, the theories or theoretical developments that conceptualize the research topic are going to be explained under the glance of different authors and its corresponding definitions given by them along the time and how those areas have been introduced into English as a foreign language field in a Colombian foreign language education. It includes, the historical development of the main concepts that are immersed into this research. Concepts such as: culture **(C)**, intercultural competence, Communicative Competence **(CC)**, **(IC),** intercultural communicative competence **(ICC)**

An attempt to define Culture

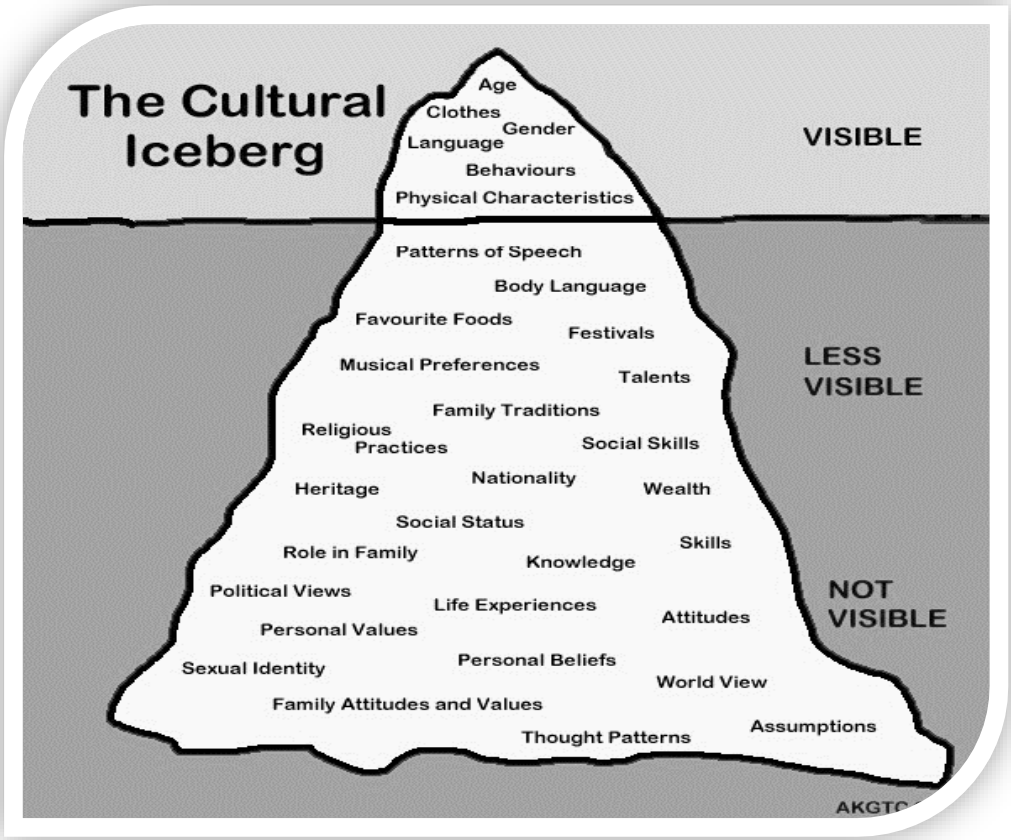
Culture has been part of human beings since the beginning of the times. it allows communities to exchange knowledge in order to build their own behavioral patterns and their communication needs. It cannot be defined by a unique point of view because there are different conceptions of it depending on the area of study, participants and backgrounds in which it is immersed.

Susan Wright (1998) in her work The Politicization of 'Culture' cited Tylor (1871) defines culture as a mosaic that includes beliefs, norms, values, costumes, and other skills and acquired patterns an individual gets when is member of a society. Also, Claire Kramsch (2001) cited another author Fowler (1986) in his book Context and Culture in Language Teaching, stating: "the context of culture is the community's store of established knowledge that consists of structures of expectations that allow people to make sense of the world around them"(Fowler,1986) cited on Kramsch (2001. p.42)

According to other researchers, culture builds visible and invisible patterns, obtained by behavior, and mediates by ideograms. it constitutes the accomplishment of human groups, evolving their archetypes in artifacts. the nucleus of culture consists of traditional long-established ideas and the fixed values and beliefs, (Kroeber, Kluckhohn 1952: 181; cited by Adler 1997: 14). In addition, Spencer-Oatey, (2008) provides a newer definition about culture. he states: 'Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member's behavior and his/her interpretations of the 'meaning' of other people's behavior.' Spencer-Oatey, (2008).

Finally, another definition of culture can be shown in the following figure. (Figure 1)There are many aspects of what constitutes "culture", as illustrated by the Iceberg Model (Hall, 1976. It distinguishes between the components of culture (surface culture) and those that are not evident at first sight (deep culture)

Figure No 1: The Iceberg Model of Culture



Source: Beyond Culture Hall, 1976.

Bearing in mind previous information, there are two main distinctions about culture. The one called “CMLA” (music, literature, and art of a country) and the second one called “CBBV” (beliefs, behaviors and values). those are the artifacts immersed in culture (Halverson,1985). In fact, languages include culture as a key point, because language is one of the artifacts used by cultures to set effective communication and interaction. it encodes cultural knowledge known as the cultural set of values and traditions of a specific group of people and then this process is known as cultural learning for example when soft skills are given as subject of study or brought to reflection during the lesson

Byram et al (2002) lay some foundations in this field by declaring that cultural learning is kept by individuals their whole life. they carry this cultural knowledge

besmirched from one social group to another which has their own beliefs, values and behavior. (Paige et a, 2003 cited by Kiet,2009) Regarding language education, exposed that intercultural language has been taken into account to fulfill cultural changes, acknowledging an interrelation between language and culture. Culture learning encodes the practice of acquiring culture-specific and culture-general knowledge, a set of beliefs, attitudes, skills and tradition, to allow individuals to Portrait real interaction and fruitful communication with others.

Supporting this idea, Agudelo (2007) stated that culture also changes and its visible in daily life interactions, being appreciable when individuals expose themselves to contexts in which cultural artifacts are challenged. When cultural artifacts are challenged either by direct intercultural experience or by learning experience culture mutates and those mutations are also culture learning actions. In such a manner individual cooperate consciously or unconsciously to build communicative bridges between different cultures by getting cultural knowledge and by being aware about others culture artifacts such as traditions, values, beliefs, language and behavior

Intercultural Competence

As mentioned above, culture artifacts were and are still used to build communication between cultures and allow interaction with different people in diverse contexts by keeping cultural awareness and sufficient knowledge about it to promote diversity. The mix and application of those aspects in the real life, could refer to a specific competence individual obtain, develop get through cultural encounters with others. This competence is denominated as The Intercultural Competence.

This means that intercultural competence is: “A set of abilities in which people use to adapt themselves to cultures and lifestyles to effectively communicate with others who are linguistically and culturally different from oneself” Fantini & Tirmizi (2006.p. 12) In the same fashion, UNESCO (2013) states that: “Intercultural competences aim at freeing people from their own logic and cultural idioms in order to engage with others and listen to their ideas, which

may involve belonging to one or more cultural systems, particularly if they are not valued or recognized in a given sociopolitical context ".UNESCO (2013.p.5)

To reinforce the idea that was mentioned before, the definition given by Byram (1997) of intercultural competence is "the speaker's ability to interact with people from different languages or countries drawing upon their knowledge about their own culture and that of the others, taking into account their attitudes of interest in otherness and skills in interpreting, relating and discovering" Byram (1997. p.38) and following those lines, some authors such as Bennett (1998) explains the steps people took before fully develop the intercultural competence.

First, a strong adherence to a single culture-bound view of reality in people only views their culture as valuable. Second confronting differences, in which people tend to use stereotypes to refer to others, assuming negative positions towards other. Third, seeing commonalities, people notice the unfair positions they have took against others and they start reflecting to change those behaviors in order to accept others culture.

Fourth Intercultural understanding, people recognize other points of view and they get familiarized with them by accepting it as inherent part of culture. Fifth, intercultural competence, at this stage people develop the competence in which they learn how to communicate with others without judging their culture and promoting multicultural dialogues

Table 3 :Intercultural competence and its components

Knowledge	**Skills/behavior**	**Attitudes/ traits**
Culture specific and culture general knowledge Knowledge of self and other Knowledge of interaction:	Ability to interpret and relate *Savoir.comprendre* Ability to discover and/ or interact Ability to acquire new knowledge and to operate knowledge Attitudes and skills under	Attitude to relativize self and value others Positive disposition towards learning intercultural competence Savoir-etre General disposition

individual and societal Insight regarding the ways in which culture affects language and communication *Savoirs*	the constraints of real time communication and interaction Metacognitive strategies to direct own learning *Savoir. apprendre/ savoir. faire*	characterized by critical engagements with the foreign culture under consideration and one´s own *Savoir-s´engager*

source: *Components of intercultural competence. Byram (1997)*

Since intercultural competence is used promote dialogue between cultures in order to build knowledge, values and interaction. It Is required to support the development of this competence in today´s society to nurture cultural diversity in a convoluted world that is not enough competent when accepting other´s differences as valid. Likewise, to set dialogue between cultures is compulsory to develop communicative competences in which the cultural aspect commands the generation of the intercultural communicative competence to reach this aim.

Adding other main aspects to Bennet contributions, Deardorff (2006) based on other authors, listed the skills and competences required to attain intercultural competence:

Table 4: Skills and Competences Required to Attain Intercultural Competence

Competences	Skills
1. Respect "valuing of others" 2. Self-awareness/identity "understanding the lens through which we each view the world" 3. Seeing from other perspectives/world views- "both how these perspectives are similar and different"	4. Listening "engaging in authentic intercultural dialogue" 5. Adaptation "being able to shift temporarily into another perspective" 6. Relationship building "forging lasting cross-cultural personal bonds". 7. Cultural humility "combines respect with self-awareness"

Source: Adapted from Deardorff's (2006) model of intercultural competence

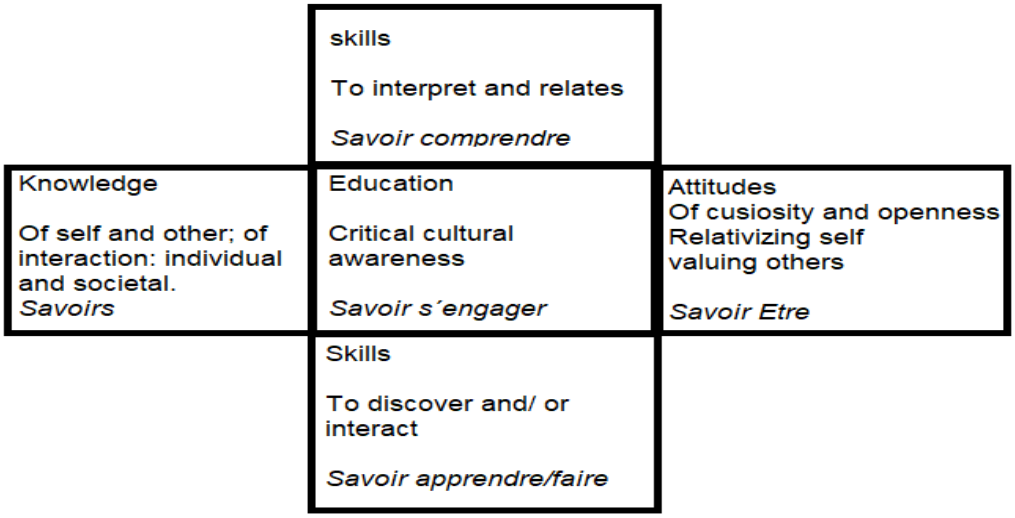
Intercultural Communicative Competence

The intercultural communicative competence (ICC) which is defined by Byram (1997) as the comprehension and consciousness of the sociocultural cannon of the language and it´s discourse. And complemented by Tarone and Swain (1995). As: "the receptiveness of the participants of a speech community to model their speech according to the context in which they are immersed.

Other authors such as Bachman (1990) and Savignon (1983) define the intercultural communicative competences "the speaker's ability to interact effectively with people from other cultures that he/she recognizes as being different from his/her own. It is understood as the ability to cope with one's own cultural background in interaction with others". Cited in Jaramillo (2015. p.14) In this way, intercultural communicative competence is tightly integrated with learning and aims to integrate learning a language not only to communicate but also support cultural acceptance. Enhance diversity and enrich cultural expressions in different contexts of society.

Intercultural communicative competence, encodes the main function of learning a foreign language, which is performing speech acts in different scenarios without using ambiguous language, by having in mind the cultural aspects immersed in a context to build cross cultural communication and purposeful knowledge between individuals and communities around the world, this is why Byram classified the differential factors in intercultural communication as shown (Figure 2)

Figure No2: Factors in intercultural communication.

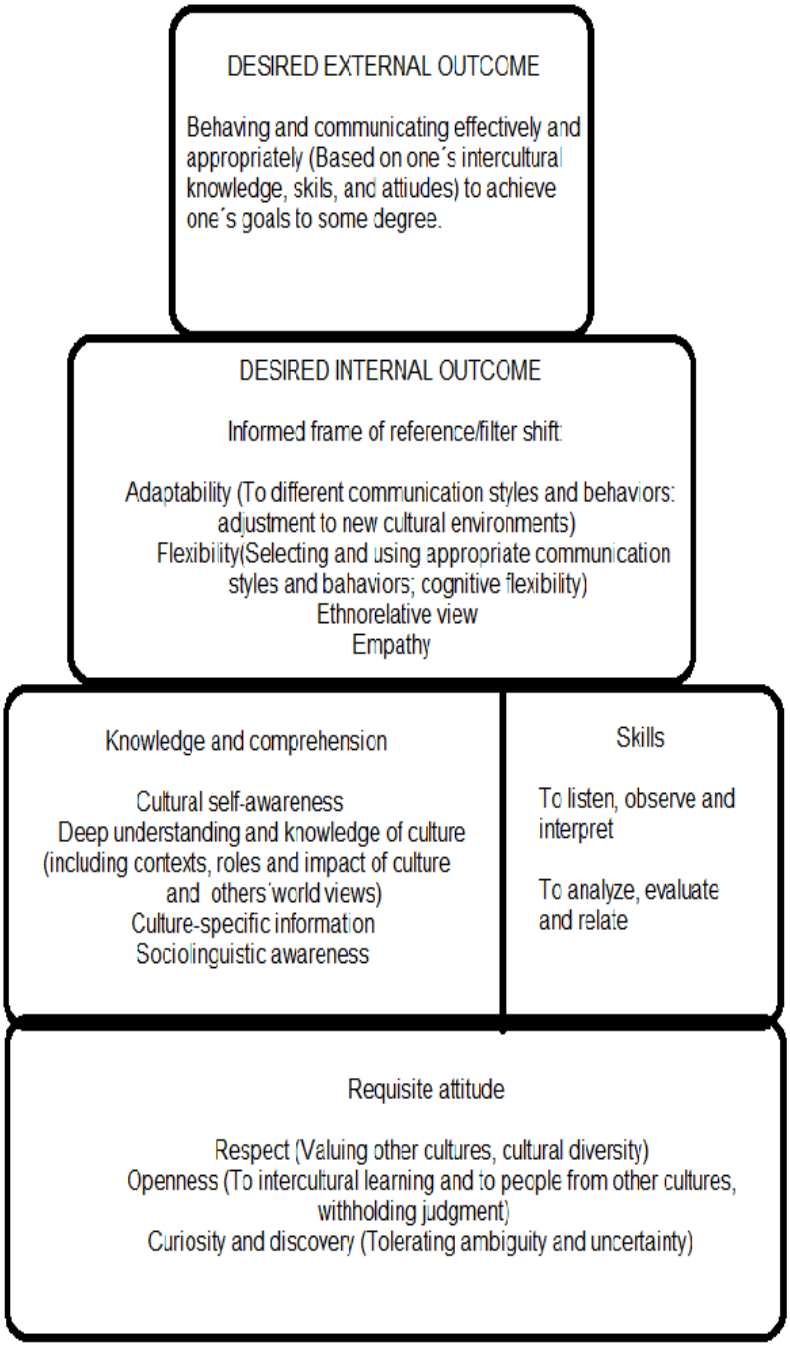


Source: *Factors in intercultural communication (Byram, 1997, p. 34)*

In recent times, some authors gathered definitions and visions from what intercultural Communicative competence means; how it can be defined and main components. Now, one of the most recognize visions about it is the one given by Deardorff (2006) and it proposes a model of intercultural competence based on the highest rated components of ICC given by the experts, and based on theory.

There are two distinctive appreciations of the model. One is the pyramid model that shows how maturing certain aspects of ICC are sustained by dependent elements into the same model. Starting from the bottom, requisite attitude with its skills, and the corresponding knowledge and comprehension required to follow a desired internal outcome which is causally linked with the desired external outcome as shown in (figure 3).It all conform the phases, attitudes and skills that usually along the process of developing/fostering ICC move from personal level (attitude) to interpersonal/interactive level (outcomes) likely with the degree of IC, that depends on acquired degree of those elements.

Figure No3:Deardorff's model of intercultural competence.



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source: Pyramid visualization of Deardorff's model of intercultural competence (Deardorff, 2006, p. 254).

Last but not least, a different author reflected on the importance of learning and teaching intercultural communicative competence now: "it promotes new communication strategies in someone else's terms, transforming one´s habitual

view of the world", Alvino (2008. p.12) which leads learners to face or deal with how they perceive, conceptualize, and express the world being aware of culture and persuading beneficial mutations to old cultural constructs. To do so, different means are used nowadays to endorse this competence, as a clear example, technology leads some cultural mutations because this mean modifies the way people interact and expose their cultures thought a variety of languages, setting through these a hybrid construction about others diverse culture

The intercultural competence in Colombia

The current curricular plans to teach English in Colombia has included the promotion and development of the Intercultural Communicative Competence as a vital tool to face global changes and new cultural phenomena. however, the need to improve the existing English program still focuses the attention on developing the linguistic competence over the social- cultural one.

As a clear example, the document called: "Pedagogical principles and guidelines suggested English curriculum 6th to 11th grades: English for diversity and equity MEN (2016) mentioned: "Students of Colombian schools are seen as multidimensional and diverse beings, who develop their personality and participate in equal conditions in the teaching -learning processes in English provided by the schools and their environment." MEN (2016.p.41) By adding another postulate about growing intercultural competence for students through the English language as a tool to do it.

MEN, also affirm that: " bilingualism requires intercultural competences and any subject who actively and dynamically participates in a learning process needs to work on growing their levels both in his mother tongue and in English" MEN (2016.p.41) Additionally, the document exposed the reason why the intercultural competence is crucial to support global citizenship and bilingualism in students: "he shall use in different situations and contexts to approach the new culture and promote processes of respect and valuation of diversity recognizing similarities and differences with his own culture". MEN (2016.p.41)

Additionally, Hernandez, Samaca (2006) said that thorough teaching culture in Colombia students are going to be able increase tolerance and respect by internalizing other cultures to develop a critical understanding about diverse culture acceptance. Contrasting this theory, Barletta (2009) asserts that bilingualism does not give any special light into the intercultural practices, because the cultural aspect is not relevant according to the Colombian Standards no matter the evident cultural diversity in Colombia.

Summarizing those theories, a new perspective about those curricular implementations carried out by MEN, Agudelo (2007) mentions that the only reason why Colombia is working on teaching and Learning English as a foreign languages because the international market needs and its demands with Latin American countries such as Colombia requires more people how know how to make business instead of creating intercultural communication. so the main aim is to promote “dialogue” related with market to achieve political and economic gains. In one way or another, the curriculum proposal is a fact that schools are implementing step by step. to do so, some tools such as books, material, web based training were implemented to support the English teaching and learning and the development of the intercultural competence as well. Technology is also included as a way that leads intercultural interaction by allowing learners to share experiences with people from different an international background

An attempt to define migration

As part of this study, it is important to define what we understand by the term migration because migratory waves are one of causes of interculturality. Zelinsky (1971), defines migrations as the e change of residence that could be either permanent or semi-permanent.it also would be more significant to say that it is a spatial transference from one social unit or neighborhood to another. the one that breaks or narrows social or previous links.

As he mentions, migration cause changes in customs or traditions that people used to do and assume or face new ones. According to Khan (1983) and from this perspective, the new lifestyle that the individuals must face, affects their daily

activities, work, study, shopping, fun and relationship with friends and family.

At this point, Clark (1966) defines two types of migration: definitive migration and temporary migration. The first one implies a change of habitual residence and intense transformation of ties with the previous living space, that is, a total change in habitual routines, whereas the second one allows to maintain a close relationship with all places. in the case on Bogotá, the capital city, we can find both types of migration. In this sense, temporary migration, corresponds to families that move to the capital city for short periods of time with the purpose of coming back to their hometown after they finish with any activity.

On the other hand, definitive migration corresponds to those families who have arrived at the capital city because of social, politics, economic situations, they do not really know when they come back to their hometowns.

In both cases, they have to face new situations in new social contexts. One of the places that is more common to find diverse cultures coexisting together is in the educative context. Carbonell cited by Vera, Gonzales and Alejo, 2011: 21), states that school must work to facilitate the participation of the different identities and contribute with its development, that is why intercultural education must play a fundamental role from a broad conception of curriculum design and development. Meth0od

In that way, teachers are the agents of transformation and educational change, which can interfere with the achievement of adequate integration of the immigrant population and make of their classroom a place where people interact with respect and know and understand the cultural differences among them and learn from each other which help them to enrich their own knowledge.

3.3. Legal Framework

English language has been regulated by laws and bilingual projects that have been transformed throughout history and social changes and migrations. Since

language is a sociocultural phenomenon, the current laws and educational plans have implemented the general guidelines regarding how teaching, learning and diversification of a foreign culture is related in a country such as Colombia. For this reason, it was important to mention the laws and projects that regulate and promote the teaching and learning standards of foreign languages in Colombia and how it relates whit the current investigation.

General education law

General Education Law indicates the general norms to regulate education standards that fulfills a social function in accordance with the needs and interests of the people, the family and the society in a Colombian context. this law is promoted and regulated by governmental entities and national ministry of education so in accordance to this, all educational entities must align to these, in regards language teaching national educational law says:

Figure No 4:General Education Law in Regards EFL.

TRANSLATION	ORIGINAL TEXT
"The empirical knowledge related to daily life (organization of the day, meals, means of transport, communication and information), in the public or private spheres, is equally essential for the realization of language activities in a foreign language. Knowledge of the values and beliefs shared by social groups in other countries and regions, for example, religious beliefs, taboos, assumed common history, etc., which are essential for intercultural communication. These multiple areas of knowledge vary from one individual to another; they can be specific to a culture, but they can also be related to more universal parameters"- General Education Law, 1994.	**"El conocimiento empírico relativo a la vida diaria (organización de la jornada, las comidas, los medios de transporte, la comunicación y la información), en los ámbitos público o privado, es, por su parte, igual de esencial para la realización de actividades de lengua en una lengua extranjera. El conocimiento de los valores y las creencias compartidas por grupos sociales de otros países y regiones, como, por ejemplo, las creencias religiosas, los tabúes, la historia común asumida, etc., resulta esencial para la comunicación intercultural. Estas múltiples áreas de conocimiento varían de un individuo a otro; pueden ser específicas de una cultura, pero también pueden estar relacionadas con parámetros y constantes más universales"- Ley general de educación, 1994.**

Source:General education law (MEN, 1994).

Additionally, it was worth to include the specific articles in which foreign languages are mentioned and how the general education law relates to articles 20, 21, 23 and 31, under the general objectives for initial, middle and high education, mandatory study areas, curriculum and institutional educational project which includes Spanish and foreign languages.

Intercultural communicative competences included into General Education Law 1994.GUIDE 22 from National Ministry of Education.

This guide encloses the basic standards of skills into the field of teaching English as foreign language in Colombia. it was developed by Ministry of National Education for the formulation of Basic Standards of Competences and in its National Bilingualism Program in agreement with the British Council, established to lead new generations of Colombian to better know how to communicate, share their experiences and broaden their perspectives by using the language that has become an indispensable tool to access the intercultural and globalized world of the 21st century, as shown below:

Figure No 5: Guide 22.

TRANSLATION	ORIGINAL TEXT
"The National Government has the fundamental commitment to create the conditions for Colombians to develop communication skills in another language. Having a good level of English facilitates access to work and educational opportunities that help improve the quality of life. Being competent in another language is essential in the globalized world, which requires being able to communicate better, open borders, understand other contexts, appropriate knowledge and circulate it, understand and be understood, enrich oneself and play a decisive role in the development of the country. Being bilingual expands your opportunities to be more competent and competitive". -Guide 22	"El Gobierno Nacional tiene el compromiso fundamental de crear las condiciones para que los colombianos desarrollen competencias comunicativas en otra lengua. Tener un buen nivel de inglés facilita el acceso a oportunidades laborales y educativas que ayudan a mejorar la calidad de vida. Ser competente en otra lengua es esencial en el mundo globalizado, el cual exige poderse comunicar mejor, abrir fronteras, comprender otros contextos, apropiar saberes y hacerlos circular, entender y hacerse entender, enriquecerse y jugar un papel decisivo en el desarrollo del país. Ser bilingüe amplía las oportunidades para ser más competentes y competitivos". -Guía 22

Source:Guide 22 (MEN, 1994).

Guide 22 encloses communicative competence, abilities, knowledge, language skills and interculturality as shown in table 5:

Table 5: competences, knowledge, abilities and skills guide 22.

"Communicative competence cannot be worked on in isolation as it implies flexible knowing / doing, which is updated in meaningful contexts and which implies the ability to use knowledge about the language in various situations, both within and outside of school life. For this reason, the proposal also covers the development of skills and knowledge that are related to the ethical, aesthetic, social and cultural dimensions of the language being learned". Guide 22 (MEN, 1994).
"Declarative knowledge Derived, from experience and, on the other, from formal learning, better call: "knowledge of the world" that includes the values and beliefs shared by social groups in other countries and regions. For example, religious beliefs, taboos, history and traditions, among others, are essential for intercultural communication" Guide 22 (MEN, 1994). "Skill and abilities: It includes: practical skills and abilities (vital, professional, sports; tastes, hobbies, arts) and, on the other hand, intercultural ones, such as the ability to relate, sensitivity, the possibility of overcoming stereotyped relationships, etc. "Guide 22 (MEN, 1994).

Source: Adapted from *Guide 22 (MEN, 1994).*

National program of bilingualism

Under the program Colombia very well, proposed to commit and strength the development of English skills not only within the educational context but also into the productive sector to articulate both areas of use of the language in order to contribute to development economic and cultural of the country.

"The model of curricular implementation that seeks to offer the teachers opportunities to assist the students to achieve an education and level of English rich in quality, which will allow them to value their identity and recognize others who enrich their lives and their culture, while at the same time providing them with the opportunity to communicate with the world. It is for this reason that although it is a complex process,

the implementation of the curriculum, if completed in a satisfactory manner, will produce worthy
results.” - **National Program of Bilingualism.**

Those were the legal bases in which the whole document was aligned to cope and follow the standards regulated by the Ministry of National Education and also its legal protectors in regards teaching and learning English as foreign language in Colombia.

CHAPTER 4. Methodological Design

This chapter describes the methodology used to collect information and data for the purpose of collecting the data needed to classify, inform, analyze the information. additionally, in this chapter, the reader will find the research approach, the research design, phases of investigation, sampling, and data collection instruments the identified problem and the context where project was developed. Here it is introduced the background of this study, the evidence gathered from context, the deficiencies in existing knowledge based on other studies that have been conducted in national and international instances. It is also explained the reason why it is vital to set this research, the audience that is benefited with the findings of this research, along with the research questions and the objectives proposed to be achieved during through this study.

4.1. Type of Investigation

This research is conducted using descriptive and exploratory approach which involves qualitative data collection. The qualitative paradigm is a study conducted based on the acknowledgement of social problems. this aim to analyze participant’s perception and attitudes, by supporting the findings on participant’s direct opinions

and words. The reports provided during a study conducted under this paradigm shows a detailed view and understanding on individuals' social constructions in their natural environment (Cresswell, (1994)). The main focus is to attempt to reveal specific patterns that come out after a detailed analysis of the research topic, in order to avoid generalizations and to procure distinctive findings about the topic of the study and the involved individuals.

According Christensen (2014) the qualitative research needs to analyze a phenomenon that was not studied. so it attempts to analyze it, in a detailed way. By emphasizing the study on participants' views, opinions, experiences, feelings. Additionally, the qualitative research function to constantly investigate issues or phenomena that are not fixed, that can be affected by different factors, and that cannot be easily standardized.

With the previous information given, therefore the qualitative research will be used to study the ICC related with teachers' beliefs and practices applied into the EFL field. that is because the problem of study is not fixed and cannot be defined through under a unique light. Another reason why the paradigm that was used in this research is because of the great emphasis given to the participants views, attitudes, and opinions. because this topic needs a depth study in the individual's natural environment.

4.2. Method of Investigation

The descriptive and exploratory method is primarily the one used for this investigation because of non-sufficient data in regards the phenomenon and or that problem has not been clearly defined (Saunders et al., 2007). It does not aim to provide the final and conclusive answers to the research questions, but merely explores the research topic with varying levels of depth.

Therefore, its theme is to tackle new problems on which little or no previous research has been done (Brown, 2006). Even in the extreme case, exploratory research forms the basis for more conclusive research and determines the initial

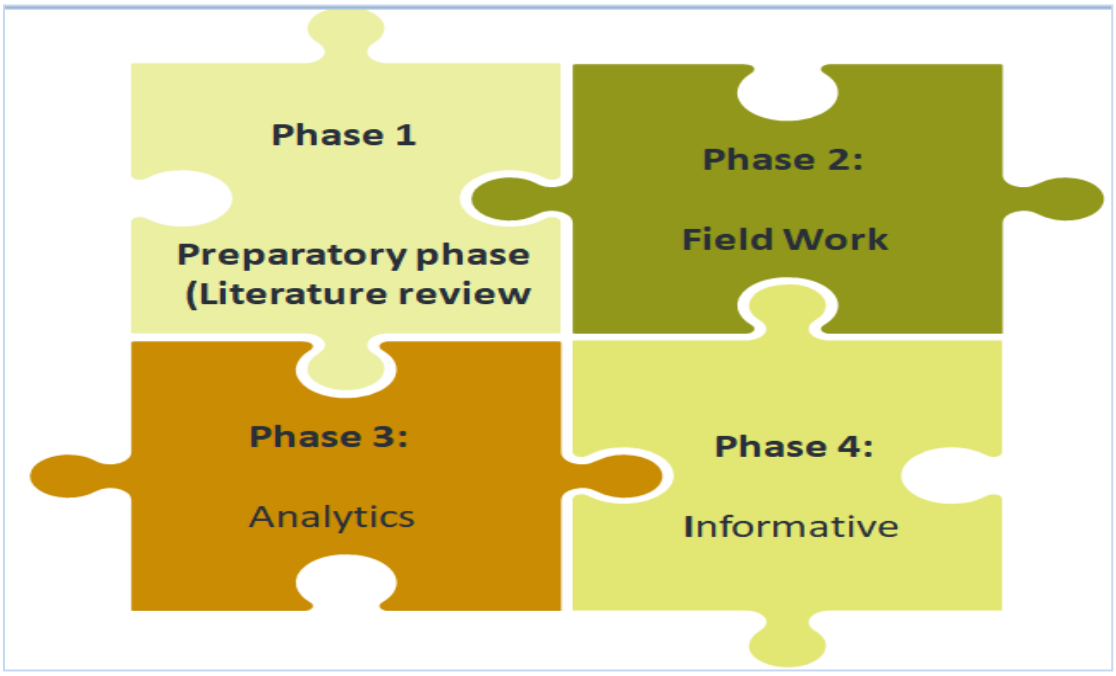
research design, sampling methodology and data collection method (Singh, 2007) so explanatory study sets out to explain and account for the descriptive information.

So, while descriptive studies may ask 'what' kinds of questions, explanatory studies seek to ask 'why' and 'how' questions (Grey, 2014). It builds on exploratory and descriptive research and goes on to identify actual reasons a phenomenon occurs. Explanatory research looks for causes and reasons and provides evidence to support or refute an explanation or prediction. It is conducted to discover and report some relationships among different aspects of the phenomenon under study.

4.3. Stages of investigation

In correspondence with the objective of the present investigation, the following phases are defined, according to those stated by Rodríguez, Gil and García (1996).

Figure No6: Stages of investigation.



Sourcet: *Adapted from:* Rodríguez, Gil and García (1996).

Phase 1: Preparatory phase (Literature review)

In this phase, the theoretical framework is constructed to contextualize the research carried out, make decisions about the design of the instruments appropriate to the objectives and problems raised and reflect on the training of English teachers and their training profile.

The reading of specialized bibliography related to this field of study, the revision of books, articles and research, etc. will be advanced with the purpose of starting the construction of a theoretical framework that allows the foundation of the research. Likewise, the definition of the research design, study objectives, information obtaining techniques, chronology and methodology to be used, the definition and design of the data collection instruments are described?

Likewise, the documentary review will be carried out, which will allow to identify research developed in this field, the authorships and their discussions. This will be a fundamental part to consolidate authors to develop a consistent theoretical basis for the development of this research.

The review of writings constitutes the cornerstone of the systematic organization of an investigation. In effect, no serious researcher would not risk undertaking an investigation without having previously verified the state of the matter, at the level of the writings on the subject under investigation. The selection of a research problem requires familiarization with the steps taken on the research topic. (Oullet, 1982 p.95)

Phase 2: Field work

In this phase, the design of the research is developed, which includes the work of obtaining data in accordance with the objectives defined by the instruments planned for that purpose. It is also expected to generate processes of reflection and discussion around the object of the investigation.

Phase 3: Analytics

According to Rodríguez, Gil y García (1996), this phase is a moment of

transformation, reflection and verification based on the data to obtain relevant meaning in relation to the research problem. This research aims to identify and classify the data obtained from each instrument. Reflection will be made on the research carried out, the written transcription of the study carried out and the conclusions obtained.

Phase 4: Informative

In this phase the conclusions, new perspectives and lines of research are presented. Presentation of the training proposal for teachers of degree programs in foreign languages according to the training profile proposed for the programs. The final reflection will be made on the profile found in teachers of degree programs in coherence with the training profiles proposed in degree programs in the training of graduates. It is necessary to reflect on the coherence between the training objectives of the programs, which show the creation of a profile that distinguishes each program, with the profile of the teachers linked to the program and who are responsible for the training of students.

4.4 Population and sample

The general sampling is identified, and the study subjects are characterized. When preparing this section, it is necessary to establish the criteria for the selection of the sample. These criteria are contextualized theoretically. Sampling is the procedure in which individuals (the population) are selected for a research study. population consists of all participants with a particular attribute that is of interest to the researchers.

According to Lammers, W., & Badia, P. (2004. P. 21). “If data are obtained from all members of the population, then we have a census; if data are obtained from some members of the population, then we have a sample”. This type of population and sample allow any individual with willingness to participate in the study. the procedure is very alike to the random sampling procedure. Based on that, the use of convenience samples relates on assessing the relationship between the independent and dependent variables to the population represented by involving the selected

individuals who are readily available at the time of the study (such as introductory psychology students). The disadvantage is that convenience samples are generally less representative than random samples; therefore, results should be interpreted with caution.

4.5. Data collection instruments

Research methods in social science are an essential part of any research project as they determine its success, validity and reliability. Stemming from an interest in thorough understanding of human behavior, social scientists tend to use qualitative research aiming to accumulate a detailed account of human behavior and beliefs within the contexts they occur in (Rubin & Rubin, 2005). Furthermore, with the use of non-numerical data, this line of research seeks to explore and describe the 'quality' and 'nature' of how people behave, experience and understand.

Further to linking people's actions to their beliefs, Brown (2005: 485) adds that "one of the great strengths often cited for qualitative research is its potential for forming hypotheses". As noted by Dörnyei, (2007: 132), for this study, there were chosen three different instruments to collect data: Observation, interviews and focus group.

4.5.1 Observations

Observation has been registered as a tool for collecting data for over more than a century. Since that time, primarily on 19th century, Anthropologists remarked the importance of observation as a social science method. Researchers such as Frank Cushing, Beatrice Potter, and Margaret Mead are clear examples of how observation were used to collect data to study various cultures and specifics aspects related to each one. These are the ones that settled the basis of how to conduct observations in order to give answers to the question/s researcher settled for its work. Observation is being applied today in many different areas, but mainly applied into the field of social sciences and in educational settings.

What an observation is?

Observation is a primary tool to help you document what is going on in that setting there are different types of observations depending on the context and the study needs. All of them involve directly or indirectly the researcher the factor that varies in all of them are the role that observer takes under the observation phase. The one selected for this study was Direct observation, which involves observing the setting without interacting with the objects or people under study. The main point here is to focus the attention in the social setting under study to become known to participants, and to learn what constitutes appropriate questions, how to ask them, and which questions may best help you to answer the research questions (Schensul, Schensul, & LeCompte, 1999).

Why a researcher would prefer to use observation instead of other instruments?

According to the research question and the main study aims through the observation, it was possible to learn about teacher beliefs and practices that were being applied into the educational context related with the intercultural communicative competence. through this, it was possible to collect factors and variations that occurs at the time the activities take place.

Observations are functional to use when researchers need or want to understand more about a situation that is happening in certain background in order to collect information related with the participants, the background and the subject of the study. under the area that is being studied, the field notes that summarize observations can provide rich detailed descriptions of the situation observed and help the researcher to later remember specifics about what was observed.

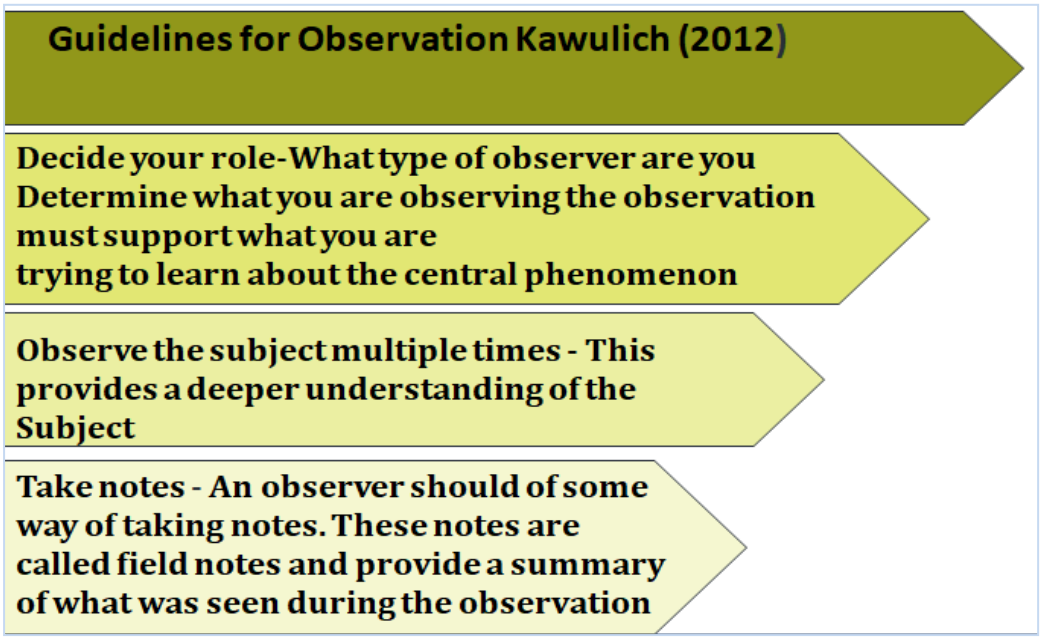
Advantages, Disadvantages, and Limitations of Observations

On the bright side, observations may enable the researcher to access those aspects of a social setting that may not be visible to the general public – those backstage activities that the public does not generally see. (DeMunck & Sobo, 1998). It brings a rich opportunity for researcher to encounter, detailed descriptions of the

social setting, by giving possible answers or incomes related with events that researcher disown at the time of the study. also, it improves the wide of interpretation about the study allowing researcher to plan and develop new questions to be asked of informants (DeMunck & Sobo, 1998). There are also disadvantages to using observation. DeMunck and Sobo (1998) for example: researcher may not always be interested in what happens behind the scenes.

Into this study an observation form was created, and rubrics were adapted to select and gather as much details and possible and also to document accurately the different behaviors, methods and activities in regards ICC presented during EFL lessons.

Figure 7: Guidelines for observation.



***Source:**, Adapted from Kawulich (2012)*

4.5.2 Interviews

An interview is a gather data instrument used in qualitative research. It seeks to describe the meanings of central themes in the life world of the subjects. According to Kvale, (1996) the essential role of interview is to understand the meaning of what the interviewees say. The interview part covers information and meaning level information. Interviews are useful for getting hidden information from participants including their experiences. through this, the interviewer can identify patterns and persuade

interviewees answers around a specific topic. To sum up, interviews are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth (Kvale, 1996; 2003).

Why a researcher would prefer to use interviews instead of other instruments?

A researcher would prefer to use interviews rather than any other methods because interviewing is “a valuable method for exploring the construction and negotiation of meanings in a natural setting”. Cohen *et al* (2007: 29) Additionally, it is not merely focus on build a universal print of interviewees words, or information, but also to lead participants to “speak in their own voice and express their own thoughts and feelings” (Berg, 2007: 96).

This is why in the majority of qualitative studies interviews take an important role due to the flexibility and the implementation of this instrument and also because it immerses researcher into participants daily life by avoiding any kind of data manipulation by giving the possibility to study common patterns from participants perspective, additional factors which influence the main factor that is being studied through interviews.

Advantages, Disadvantages, and Limitations of interviews

Some limitations of interviews enclose the high return rate and time-consuming depending on the study and depending on the situation interviewees give incomplete answers. However, Schostak (2006: 54) adds that an interview is an extendable conversation between partners that aims obtaining an ‘in-depth information’ about a certain topic or subject, and through which a phenomenon could be interpreted in terms of the meaning’s interviewees bring to it.

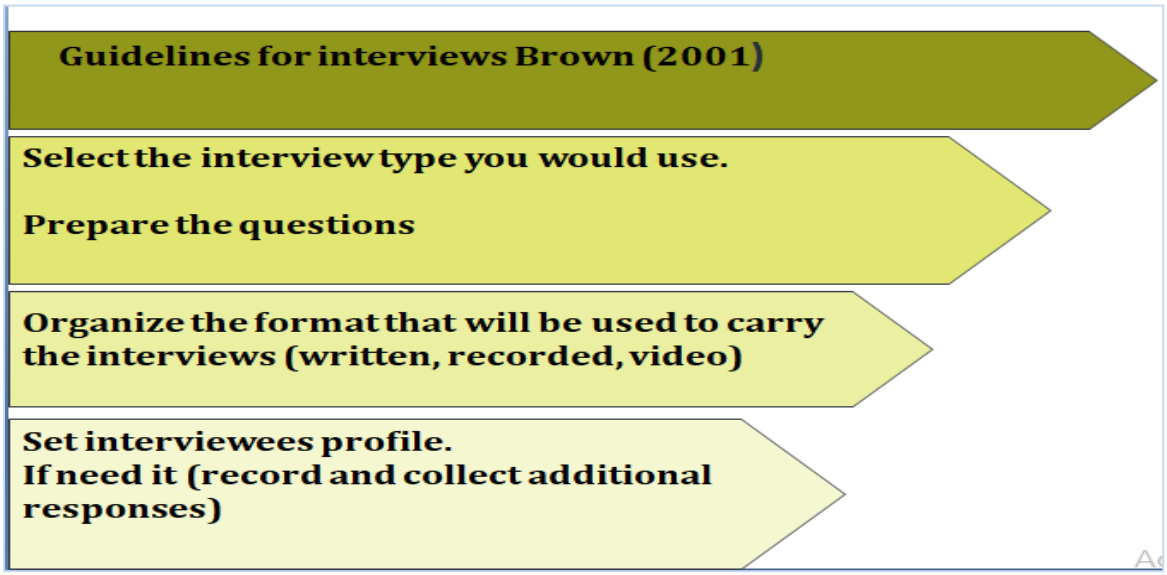
Into this study a semi structured interview was created, in regards questions those were created based on the different skills adapted from lit review and were adapted in order to get as much details and possible, also to document accurately the different beliefs, perceptions and overviews in regards ICC presented during EFL

lessons .

Guidelines for interviews

According to researcher needs, it is possible to set a concrete guideline that can be used mainly in any interview plan. Brown (2001)

Figure No 8: Guidelines for interview.



Source: *Adapted from Brown (2001)*

4.5.3 Focus groups

Focus groups were initially settled into the early 1920 in order to gather participant perceptions about trendy topics for the time in order to contrast that firsthand impression with the images that the market had for that time. Now focus groups are widely used into social and education sciences. A focus group is usually conformed by 4-12 participants with a moderator which is the person who asks participants specific questions about the topic of interest researchers. Kreuger (1998: 88) define them as group discussions: ‘a carefully planned discussion designed to obtain perceptions on a defined environment’ or ‘an informal discussion among selected individuals about specific topics’ (Beck,1986).

In terms of methodology, in focus group participants are required to interact among them and with moderator at the same time in order to provide their own ideas about the topic and to contrast information with the others. Though this the data that is collected shows different tendencies and patterns that comes up into the discussion group.

Why a researcher would prefer to use focus groups instead of another instrument?

The reason why is because it allows researchers to observe a large amount of interaction on a specific topic in a short time. Bloor (2001). Is a reliable and effective tool to collect data among participants. In practice, those groups are used to represent part of the sampling need to get the data. As focus groups can be carried in any place and during a short period of time it leads participants to interact a few times, but it brings information needed to establish a connection between participants answers given in other instruments (interviews, questionnaires) with the interactions have during the focus group time.

Advantages and disadvantages of focus group interviewing

As mentioned before, focus group lead researcher to look deeper into the information related with the phenomena that is subject of study because researcher can observe the substantive content of verbally expressed views, opinions, experiences, and attitudes (Sim 2002). participants are exposed when specific questions are given by mediator intentionally. In terms of disadvantages, it is worth to mention that it's not possible to set many multiple sessions for focus groups because data gathered from participants could be manipulated or biased, and also during a study it is not completely need it to set more than two focus groups due to the validity of data and participants availability.

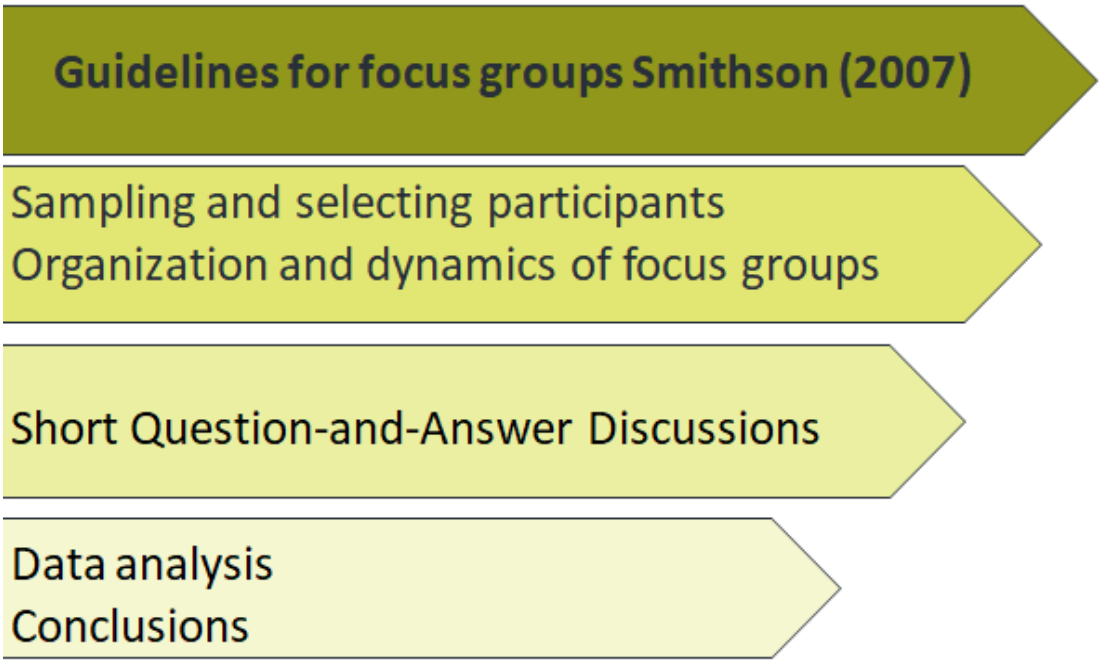
Into this study a focus group was created. Questions were based on the different perspectives and categories that different authors from lit review suggested and were

adapted in order to get as much details as possible to properly document principles applied towards ICC and EFL lessons .

Guidelines for focus groups

Different authors agreed with the phases that focus groups must follow to get the information needed, in those terms by giving a general overview of this guidelines it is possible to set a functional focus group.

Figure 9: Guidelines for focus group



Source: Adapted *from Smithson (2007*

CHAPTER 5: Results.

This chapter introduces the data analysis phase, in which the reader will find deepen characteristics and views form the data that was collected during the process by incorporating a wider range of analysis form the three different instruments that were used to answer the research questions and follow the objectives of the project. Moreover, the chapter includes the findings and analysis of the instruments applied: observations, interviews, and focus groups. The observations were gathered in three different educational contexts (a school, a language institute, and a bachelor English program) the interviews were applied to voluntary. English teachers because the study focuses on EFL and ICC, so it was needed to properly conduct the study by using google forms tool. Focus groups were carried out with teachers selected randomly, because there was not any given patron by default to choose them. Three focus groups were done, one per each school level. So, the analysis will display the data collected from the three different background in order to uncover EFL teachers 'beliefs and practices regarding the concepts of culture and ICC and their impact on classroom teaching by presenting a data triangulation followed by the analysis categories and its corresponding interpretation.

5.1 Data analysis

Data analysis can be seen as a process which encloses the perspectives, views and theoretical bases that analyzer applied to determine and clarify data perceptions about the collected data gathered from the data collection instruments majorly used into the research paradigms of an investigation. this process provides order and structure to certain kind of date found along the study (Rossman & Rallis, 2003). Into this project, there were three main steps applied into the whole analytical procedure. that is why it is needed to recall the general and specific objectives of this research project because the aim was to cope with those and the steps followed to perform the analysis are totally linked with the objective. Based on general objective:

To explore, how EFL teachers promote the Intercultural Communicative Competence to develop awareness, acceptance, and respect among members from other cultures and backgrounds in the context of current migration waves in Bogotá.

The process started based on “verifying” as the first specific objective for the research:

- To verify, strategies that EF teachers include during the EFL lessons to foster the intercultural communicative competence in three educative levels in Bogotá.

Then, second step took part based on “describing” as the second specific objective for the research:

- To describe, how EFL teachers promote Intercultural Communicative Competence into EFL lessons in the three educative levels in Bogotá.

Finally, last step related with “analyzing” as the third specific objective for the research:

- To analyze, teacher´s teaching performance that supports the development of Intercultural Communicative Competence during EFL lessons.

To get a clear view about the process, table N.6 will get all the detailed information down below:

Table No6: Data analysis Steps.

STEP	DESCRIPTION
Classify data to design a feasible data collection set	The process was used to group answers from the instruments, so the observations, interviews and focused groups were listed into tables to discriminate the type of information from each one. It was helpful and time saving, because each instrument contains data from the three different educational backgrounds, for that reason, each instrument was classified into “instrument type” (observations, interviews, focus groups) followed by “background” listed as (school. Language institute and bachelor program) by following that classification was simple to refer from which instrument and background the data came
Get a clear picture	This step was used to contrast information between instruments, for example if the answers from instruments were given from researcher

about the study's data nature	perspective or participants perspective. Hence, answers from the observations instrument were immersed into “Researcher perspective data”, interviews likewise with focus groups, were listed into participants perspective data. It was convenient to separate information by using this method to avoid biased data analysis in order to get a clear view from what perspective the data came.
Conceptualize analysis categories	For this part. The conceptualization of analysis categories was used to triangulate the collected information, this was necessary to use the inductive procedure which encloses the analysis categories and themes already proposed for this study (teacher beliefs and practices, intercultural communicative competence and teaching English as foreign language) with additional themes which appeared throughout the analytical process (objectives for teaching, personal perspectives, materials etc.)

Source: Adapted from (Rossman & Rallis, 2003)

Finally, to have a clear view about concepts and data natures, researcher brainstormed categories and themes by mapping them linking categories and repetitive set of words by highlighting them when appearing and also coding was used to separate ideas or concepts form theme and data abysses categories to synthesize the information and make easier the triangulation process.

5.1.1 Class observation

The observations carried were divided into three different levels, private school (elementary, middle and high school) language institute (English 1, 2, 3) and bachelor English program (language 4,5,6). Each educational context provided three observation packs for a total of nine observations in general, in which data was analyzed according to observation objectives, class steps (see table N7) and researcher interpretation.

Table 7:Class Observations Objectives and Protocol.

Observation Objectives	Class steps
1) verify strategies that EFL teachers include during the EFL lessons to foster	**Topic** (and its related review section, followed by class detail and researcher

intercultural communicative competence. 2) describe how EFL teachers promote Intercultural Communicative Competence into EFL lessons into learner's language acquisition. 3)analyze teacher´s teaching performance that supports the development of Intercultural Communicative Competence during EFL lessons.	interpretation) -**Class presentation** (and its related review section, followed by class detail and researcher interpretation) -**class development** (and its related review section, followed by class detail and researcher interpretation) -**Assessment** (and its related review section, followed by class detail and researcher interpretation

Source: Researcher's creation

Each set of observations varied according to the context, lexical topics and class development. So, what researcher did was to immerse themselves into each session, take notes about the observed patterns from each session since the beginning of the lesson until the end, and finally leave the session, it happened with the nine observations set. To verify whole observations answers, please refer to **Annex A.**

School observations.

There were observed three teachers in (4th grade, 8th grade, 10th grade). The following charts show what was found in each observation according to each class session.

Table 8:School Observations Rubric.

School Observation		**Teachers 1**		**Teachers 2**		**Teacher 3**	
Aspects observed	**Activities**	Yes	No	yes	no	yes	No
TOPIC	The session included topics related to the culture through communicative skills	X		X		X	
CLASS PRESENTATION	The teacher presents the topics about		X	X		X	

	culture at the beginning of the class.						
	Teacher presents the objectives of the class and includes objectives about knowledge of culture.		X	X		X	
	Teacher creates expectations about the topic related to culture that will be studied	X			X		X
CLASS DEVELOPMENT	Teacher examines students' previous knowledge about the topic.	X		X		X	
	Teacher uses realia to present and develop the topic related to culture.	X			X	X	
	Teacher explains the topic with appropriateness.	X			X	X	
	According to the topic studied, teacher makes connections between the foreign and one's own culture	X		X		X	
	Teacher includes tasks about culture such as discussions, roleplays, comparative charts, etc.		X	X		X	
	Teacher reinforces values such as respect and tolerance to understand the cultural differences.	X			X	X	
ASSESSMENT	Teachers examine student's new knowledge about the foreign culture.	X			X		X
	Teachers examine student's new knowledge about own culture.		X	X			X
	Students understand the differences between both cultures.	X		X		X	

Source: *Researcher's creation*

By bearing in mind previous table information, what analysis data brought were the following aspects. As shown, there was a correlation with some aspects during class development along the three observations carried in school. Based on this, it is feasible to say that what is common to find is that the three teachers did included topics related to the American and British culture through communicative skills by expressing clearly that students must respect others to build a tolerant society based on values. Associated with the lowercase 'c' according to (Lázár, Huber-Kriegler, Lussier, Matei, & Peck, 2007). That is applied when class topics refers to beliefs, customs, social practices, values, and behaviors.

Into class presentation part, it would appear to be that teachers introduced the objective by using its personal cultural practice and experience, to increase cultural knowledge and develop cultural sensibility towards owns culture and foreign traditions applied in today's world. For this, the objectives related with culture were presented as, first: **"Enhance students' comprehension about how colonizers killed ancient American traditions"** directly associated with using teaching to raise cultural awareness.

So, the knowledge about the target country, such as history, provides social and cultural knowledge for understanding the language, (Crozet et al.,1999) linking this with other cultural objective found as: **"Reflect about others perception about Colombian culture"** that objective, was related clearly with cultural knowledge and primarily linked with the activity that teacher did along the session, imaginably used for reinforcing the ethnic relatedly view (empathy) from **Deardorff, 2006** categories.

Still, the three observations reflected that, teacher just mentioned the topic and there were not any expectations about what to find or how to face the topic. the teacher just mentioned the activity goals and reinforce on the main expectations about how to use the proposed grammar topic. Which confirms that intercultural aspects into **language lessons are not treated as a fundamental part of EFL teaching and it supports (Crozet et al.,1999) Ideas when mentioned that ICC is still not treated**

as an integral part of language teaching.

Knowing that, for class development section, the data reflects that teacher examined previous knowledge by asking students about what they already know about class topic, there is a strong chance that teachers use that to **examine cultural references** by eliciting knowledge and comprehension, Appling inductively **sociolinguistic knowledge firmly linked with linguistic competence** exposed in **Deardorff, 2006"Cultural knowledge and comprehension".** A clear example of this was when the teacher asked students to mention one by one what were the first words that came to their minds when they heard the name "Colombia". When students listed those, teacher wrote the words on the board and by doing that, teacher examined the **previous cultural knowledge** students had about it.

Along the observations, it was evident that teacher used realia objects such as pictures, maps and auditory materials, presumably used for evoking the concept **that language practice through cultural activities makes learning meaningful from Chao, 2018** research. Notably exposed, during one of the observations when the teacher used pictures to cope with student's **cultural imaginary mind set**, to do so, the teacher brought some real fruits and vegetables for students to touch and relate those with the new vocabulary for the session.

The realia objects, caught student's attention and lead them to be open minded for new concepts by using **authentic English input** to provide students with practical real life information, until this point teacher was capable to express the meaning for those words or concepts that students disown such as some traditional plates from others regions inside Colombia and also to express the meanings adapted into its mother tongue and English which potentially promotes somehow the personal cultural practices and experiences that enables cultural sensitivity.

The school observations also showed that, teacher did explain the topic with appropriateness; all of them shared the explanation about grammar topics by using either the traditional method or the inductive one by showing students how to use the grammatical topic involved into class topic .

in one of the cases, teacher included as part of the explanation an intercultural one, when teacher introduced “grammatical sentences” through meaningful examples related with student’s reality. Thus, **teacher made connections about foreign culture and own culture**, according to topic “taking care of a guest”. Indeed, it seems to be that teacher took advantage of it to relate that income with its own knowledge, **potentially to engage some sort of cultural language adaptability** along with applying the grammatical sense

As part of the analysis, what teacher did along the three observations related with the statement: “According to the topic studied, teacher makes connections between the foreign and one's own culture” it was possible, to recognize that the three observations showed that teachers made connections between cultures.

one of the remarkable examples of this behavior is when in observation from 10th grade. teacher told students that when they were having a guest was important to: “listen to them and tolerate the behaviors because most of the cultures including the ones from the same setting or country are different” primarily linked with the **intercultural dimension** that encloses the **reflection about attitudes by discovering cultural differences**, attaching class communicative approach with **students “ability” to relate its personal cultural experiences through tolerance and openness.**

Following the previous actions, it’s worth saying, that teacher **can help learners to acquire target cultural language through this connecting different cultures**. it was also exposed in 8th grade observation, when teacher prolonged the little debate to revise who were in favor or against some colonizers practices that took part when America was “barbarized. then the general debate changed into a pair discussion in which each pair exposed their point of view about how the past actions influenced cultural aspects in today’s daily life. it supports **insider views of the second foreign culture.** Also it evidences that teachers did include tasks about culture such as discussions, role-plays and comparative charts.

To conclude this section, the information collected about the statement : “Teacher reinforces values such as respect and tolerance to understand the cultural

differences" is possible to say that mostly teachers include this fact? when they expressed clearly that students must **respect others to build a tolerant society based on values**.

Also, it happened when they recognized that most of the cultures included the ones from the same setting or country are different" primarily linked with the **intercultural dimension** that encloses the **reflection about attitudes by discovering cultural differences**, attaching class communicative approach with **students "ability" to relate its personal cultural experiences through tolerance and openness.**

Regardless last session´s part, assessment analysis brought the following pieces of information. Teacher did examine student's new knowledge about the foreign culture. In most of the observations teachers examine student's new knowledge about grammar topic, but not fully related with what foreign culture brought, due to that student's new knowledge about own culture was not displayed or examined.

As factual result, students leave the lesson with their own assumptions and references to understand what the main cultural differences between their own culture and the foreign culture were. So, the teacher could not fully explore their own **practices and behaviors towards foreign culture** because there was no feedback, and the main learning objective was relegated by teacher to a second plane. the lesson objective was centered into acquiring the language set but not **to confront intercultural language learning components with EFL language objectives** majorly displayed along the three observations.

Based on analysis, some suggestions appear, for example: Teachers would be able to connect more with students, and motivate them to express themselves by using more vocabulary or expression using? the foreign language and also relate interculturality into their conditions, ideas and beliefs about the topic in order to recognize their own cultural prospects and also to reflect about owns cultural baggage to **reduce? the barriers and some cultural prejudices** settled against people, a**pplying requisite attitudes (respect).**

Using realia and role plays, it is possible to promote in children an **"empathic culture care"** about owns traditions and foreigners' ones, along with learning English as foreign language. Finally, would be appropriated to take advantage of a **link linguistic learning and intercultural learning for one's culture**, this could be included as part of the role plays and also for the assessment part in terms of **enhancing culturally sensitive about it.**

Language institute observations.

There were observed three teachers in (English 1, 2 and 3 level) as shown in Table9.

Table 9: Language institute observations rubric.

Institute		**Teacher 1**		**Teacher 2**		**Teacher 3**	
aspects observed	Activities	yes	no	yes	no	yes	no
TOPIC	The session included topics related to the culture through communicative skills	X			X	X	
CLASS PRESETION	The teacher presents the topics about culture at the beginning of the class.	X			X		X
	Teacher presents the objectives of the class and includes objectives about knowledge of culture.		X	X		X	
	Teacher creates expectations about the topic related to culture that will be studied		X	X		X	
CLASS DEVELOPMENT	Teacher examines students' previous knowledge about the topic.	X		X		X	
	Teacher uses realia to present and develop the topic related to	X		X			X

	culture.						
	Teacher explains the topic with appropriateness.		X	X		X	
	According to the topic studied, teacher makes connections between the foreign and one's own culture		X	X			X
	Teacher includes tasks about culture such as discussions, roleplays, comparative charts, etc.	X			X		X
	Teacher reinforces values such as respect and tolerance to understand the cultural differences.		X	X		X	
ASSESSMENT	Teachers examine student's new knowledge about the foreign culture.	X		X			X
	Teachers examine student's new knowledge about own culture.		X	X			X
	Students understand the differences between both cultures.	X		X			X

Source: Researcher's creation

For this session, and along the three observations, class´ topic did include topics related to culture and communicative skills because the topics were associated with people's behaviors and roles into a society. It can be related with the foreign culture and the specific behaviors some people have in other places. Students were exposed to this input- .

it can be said that the topic went deep into the "comparison level" from Byram ICC model. The "taken-for-granted nature" (Byram 1998: 6). though comparison there is a high possibility of discovering similarities and differences from target culture and the foreign one, leading cultural knowledge, culture (s) acceptance and cultural language understanding. The tendency exposed into this part showed that there was

not a presentation about culture. the teacher presented the objectives related with lexis (grammar). nonetheless there was not any try to specify or nearly presented the topic about culture at the beginning of the class.

During the observations, teachers ostensibly created expectations about the topic as shown in observation three in which teacher by using the reading “interview with a dancer” used the topic to compare the jobs described into it with some different ones that might be unique and different in certain countries

Teacher introduced the topic, and also worked on cultural topics along with language, and related with expectations in two of three observations. The expectations were settled on the surface, this is what is called a “**soft expectation**” because it was not directly expressed with the word “culture” but it encloses **objects of culture** directly associated with the teacher “flexibility” on how from one's own perspective, it is possible to adopt another‘ to cope with different interpretations of cultural reality, as supported by (Byram, 1995).

Class development part exposed different views about teacher practice towards ICC into English lessons. Into the three observations, it was possible to determine that teachers used student’s prior knowledge and imaginary to start the session and developed it to the end of class development part. in most of the cases, the teacher used realia to present and develop the topic as shown in observation two when teachers use pictures to tell students its personal future aspirations.

So, the teacher introduced pictures from Russia, China and Canada. teacher explained to students that in the future, it would be interesting to learn Russian because of globalization, teacher would also visit China to meet the ancient culture from that country and finally teacher would go to Canada to get a certificate to teach French.it would seem that teacher developed the topic related with culture by using the pictures from those places in which cultural items were explicated enclosing this into the category of **Cultural Awareness and Attitude towards the other through showing owns cultural experiences.**

Teachers clearly explained the topic (lexis) based on the text that they proposed

to class. it also included some explanations about cultural references from abroad. however the focus was more related with the use of comparative adjectives and the memorization of vocabulary rather than in **explaining or introducing ICC skills**. At the beginning teacher mentioned some jobs that are common in Colombia; but teacher stopped comparing “jobs cultural differences” Instead. teacher started to work on explaining jobs characteristics and did not add any other **connection between foreign culture and owns culture**.

As shown in observation three, notwithstanding the fact that in most of the observations, teachers neglected to use discussion, role plays or charts to discriminate information about cultural aspects into the class. in contrast, teachers encouraged students to respect others through some of the planned activities**.**

it links teacher practice with Deardorff (2006) related with the desire personal outcomes towards others. teachers related its practices with tolerance, respect and other´s culture. purely linked with cultural empathy, which ends into contradictory situation in which students leave the sessions disowning the relevance of **Authentic experience in intercultural communication**. instead they use their own assumptions and references to understand what the main cultural differences between their own culture and the foreign culture were.

Somehow, it neglects that it is possible to **become aware of own cultural differences.** As result teacher did not examine new knowledge about own culture and was not possible to determine if they understood both cultural differences.

Based on analysis, some suggestions appear, for example: In order to involve students into language learning as well as interculturality, it would be practical if teachers encourage students to previously ask around its closest social circle about what people know regardless foreign misconceptions about people from the same country versus a foreign one or by including the different cultures inside Colombia, to contrast that information with student’s owns perception about foreign and owns culture. through a reading or videos related with cultural misconceptions, to work on role plays or debates and perhaps, teacher would connect both linguistic and cultural topics in which students can work both on interculturality **and foreign language to**

promote intercultural communication and language proficiency.

Bachelor English degree program observations.

There were observed three teachers in (English 4, 5 and 6 class) as shown in table 10.

Table 10: Bachelor English degree observations rubric.

Bachelor program		**Teacher 1**		**Teacher 2**		**Teacher 3**	
aspects observed	Activities	yes	No	yes	no	yes	no
TOPIC	The session included topics related to the culture through communicative skills	X		X		X	
CLASS PRESENTATION	The teacher presents the topics about culture at the beginning of the class.		X	X			X
	Teacher presents the objectives of the class and includes objectives about knowledge of culture.		X	X		X	
	Teacher creates expectations about the topic related to culture that will be studied	X		X		X	
CLASS DEVELOPMENT	Teacher examines students' previous knowledge about the topic.	X			X		X
	Teacher uses realia to present and develop the topic related to culture.	X			X		X
	Teacher explains the topic with appropriateness.	X		X		X	
	According to the topic studied, teacher makes connections between the	X		X		X	

	foreign and one's own culture						
	Teacher includes tasks about culture such as discussions, roleplays, comparative charts, etc.	X		X			X
	Teacher reinforces values such as respect and tolerance to understand the cultural differences.		X		X	X	
ASSESSMENT	Teachers examine student's new knowledge about the foreign culture.		X	X		X	
	Teachers examine student's new knowledge about own culture.		X	X			X
	Students understand the differences between both cultures.	X		X			X

Source: Researcher's creation

What analysis data brought were the following aspects. Sessions included topics related with culture explicitly showed into observation. two in which the topic exposed cultural items such as cities construction, behaviors and people's way of life, based on a material called "Amsterdam travel guide" and supported by the creation of planning your own country´s visit. so the activity includes the intercultural topics as main subject linked with the vocabulary and lexis of real conditionals used for communicative purposes.

Into class presentation part, it would appear to be that teachers, presented the topic and material for the session apparently to encourage students to travel abroad and get intercultural experiences as preservice teachers **to develop and strengthen language and cultural skills**, what seems to be, is that the topic was chosen carefully and suit students' needs and teacher objectives for the class.

Teachers include the cultural objective as part of class objectives of learning how to introduce local cultures, likewise whit applying real conditional into real communicative situations abroad. To cope with that that is why Teacher started by telling students the personal experience when living abroad and how distinct is real life, so **authentic experience for intercultural communication was displayed** for student's reflection and also the topic was completely related with the aim of English and Anglophone culture.

As part of the analysis, the observations reflect some patterns in which teachers exposed attitudes and behaviors towards class development and ICC competence. The three observations reflected that teacher examined previous knowledge about the topic, and the three cases evidence that teachers introduced relay to support class and topic development, regardless of appropriateness teachers explained the topic as clear as possible, in terms of making connections between the foreign and owns culture the following behavior appeared:

As shown in observation number one, teacher asked students if they have visited other places/ cities or countries in which the architecture was different and more likely to relate how different houses in the USA are versus Colombian houses. By doing this teacher tried to collect enough information from **students setting**, in order to negotiate with students what were the focus for that lesson. Related with either the conditional or the vocabulary.

Teacher presented a video in which a specific cultural setting was exposed and the kind of realia used was appropriate to reinforce student's previous knowledge and used to elicit new ideas of how to **contemplate reality through other perspectives.** additionally the video not only exposed Anglophone countries but also Asian and African ones (lifestyles and housing) .

Contrasting this with the following aspects: Teacher includes tasks about culture such as discussions, role-plays, comparative charts' . What if Teacher reinforces values such as respect and tolerance to understand the cultural differences? Was it possible to determine that based on observation number one, truly Teacher

explained the topic with appropriateness, including rules, exceptions, and examples from the book. Additionally, teacher included some web resources to show students how they could go deeper into understanding the topic and practice with online exercises about conditional and use of would.

Due to previous activity, there is a reason to believe that teacher made **connections between own culture and foreign one by eliciting students' knowledge about historical background** in Colombia for example with downtown facades and its names relating them with colonial past. However, the observations reflect that in some cases, teacher planned a discussion which included the use of would, preferences and also cultural appropriation. However, there was not any teacher intention to work on Promoting **Cultural sensitivity**

Regardless last session´s part, assessment analysis brought the following pieces of information. it was possible to recognize that students were reflecting about cultural references and differences between their own culture and the foreign culture relating this with the attitude of intercultural learning and communication. on the contrary, There was not a reflection about interculturality or a **real authentic experience in intercultural communication,** because the teacher did not connect the idea of **understanding the importance of personal experience in culture learning** with the class topic. Students use their own assumptions and references to understand what the main cultural differences between their own culture and the foreign culture were based on the material teacher exposed in class and according the book´s topic.

Based on analysis, some suggestions appear. **Teacher must take** took more advantage of using class´s materials as main resource for class, English learning would become interesting when they **are learning world cultures** by using those materials, and if the teacher is able to plan discussions debates or further actives with the video and assert with students **personal experiences a regular cultural conditions**, session would be transformed into an intercultural class, along with the development of lexical objectives and bachelor levels requirements.

Students die reflect, and go beyond a language discussion, but more to critically

think about **the roles of discovering cultural differences and learn a foreign language at the same time.** Just by having included video blogs from YouTube in which travelers explain their own perspectives about visiting foreign places to use **Authentic experience in intercultural communication linked with grammatical topics.**

5.1.2 Interviews

Conventions :
Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8: Question 1, Question 2, Question 3, Question 4, Question 5, Question 6, Question 7, Question 8.
T1, T2, T3: Teacher 1, Teacher 2, Teacher 3

To verify whole interviews answers, please refer to **Annex B.**

- **School**

Topic: Beliefs about the objective(s) of EFL teaching

Into School questions´ that were given by three different teachers from elementary, middle and high school. It was possible, to identify some ideas about what teachers believed regarding the objective (s) of EFL teaching.

Q1: What implies teaching EFL for you?

For example: In question number one, teachers exposed that EFL teaching is viewed as a tool to interact with others through speaking, but did not metion anything in regards other skills. Advocating that fact, with the use of English for communicative purposes in order to cover a global student´ need, to interact in a foreign language with people from around the world, and to make this interaction relevant for their life's. It also shows that teachers are willing to help students into reach "communicative goals" mostly centered on students' interests linked with teachers' perceptions about the objectives of EFL teaching.

Q2: What do you think is relevant to teach during EFL lessons?

Contrasting previous information, for question number two, when teachers were asked to answer what they though as “relevant” to teach into EFL lessons, the given answers prompt into different views. One of the perspectives relate as relevant: “To make sure culture is included as part of the lesson”. Then, T2 exposed that is relevant to teach: “The language the students need”. And after, T3 considered as relevant: “To keep teachers and students’ motivation”.

Those answers pointed towards different dimensions in terms of the objectives of EFL teaching. the given answers either cover: first, cultural dimension. Second, lexical acquisition. And third, teachers and students’ affective dimension, but still when teachers are asked to define the main objective of EFL teaching they highlighted as main objective the use of English for communicative purposes. so the other aspects are not part of the objectives for the lesson, but did not take part into the class development aspects.

Topic: Beliefs about the objective(s) of cultural teaching in EFL education

Q3: What is/are your definition(s) about culture?

Into this part, for question number three related with teacher’s definition about “culture” they agreed on some aspects given by Wright (1998), In which, culture can be enclosed into: “topics which make the language meaningful” (T1). Plus, “the way people think and behave” (T2) and “one of the best topics for teaching and learning any language” (T3). So, teachers into this context, understood culture as vital part of language and also, as a basis for teaching and learning the foreign language, relating this with the objective(s) of cultural teaching in EFL education.

Q4: What do you think it is necessary to take into count when teaching interculturality in EFL lessons? Why?

Therefore, question number four was focused on what teachers' thoughts were, regarding what they considered as "necessary" to take into count when teaching interculturality in EFL lessons. So, T1 said: "Respect, above all! We need to respect and encourage students to expose themselves and their culture in class". After, T2 answered: "Cultural awareness "translation". Then, T3 mentioned: "It is necessary to use Real information, factual and interesting for students". Based on the responses, it's feasible to say, that the answers can be related with the skills and competences required to attain intercultural competence proposed by Deardorff's (2006) into his model of intercultural competence (Table 4).

Q5: foreign language teachers should enhance students understanding of their own cultural identity? Why?

For question number five, Teachers were asked to give reason why EFL teachers should enhance students understanding of their own cultural identity. Techers responses were similar as shown: T1: "Absolutely. There's no way one can understand a new culture if they do not judge their own important". T2:" The teacher should bring this awareness to students". T3: "I consider necessary and important to know your own culture, to love what you are Also what you have been, obviously the cultural identity is part of that". What relates with Attitudes (savoir être) "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. This means a willingness to avoid a self-righteous attitude". Byram (1997)

It can be said that regarding the objective(s) of cultural teaching in EFL education: first, teachers perceive culture as a determinant factor to teach and learn a foreign language. Second: that certain skills such as (respect. Cultural awareness and openness) must be part of EFL lesson goals. Third: into EFL lesson teachers should include "understating" of own´s culture as basis for understanding other´s culture.

Topic: Intercultural aspects applied into English lessons

Q6:Which of these topics seems relevant to teach in class? Please select.

Table No11: School interview responses Q6 part 1.

TOPICS	Relevant	No relevant
Conventions of communication (slang, formal, informal language, conventions	T1 T2 T3	
Customs	T1 T2 T3	
Different social groups	T1 T3	T2
People values and beliefs	T1 T2 T3	
Political system	T3	T1 T2
Religious beliefs	T3	T1T2

Source: Researcher's creation

Table 12:School interview responses Q6 part 2.

T1: Subject of study	Relevant	Not relevant	T2: Subject of study	Relevant	Not relevant	T3: Subject of study	Relevant	Not relevant
Conventions of communication (slang, formal, informal language, conventions)		X	Conventions of communication (slang, formal, informal language, conventions)	X		Conventions of communication (slang, formal, informal language, conventions)	X	
Customs	X		Customs	X		Customs	X	
Different social groups	X		Different social groups		X	Different social groups	X	
People values and beliefs	X		People values and beliefs	X		People values and beliefs	X	
Political system		X	Political system		X	Political system	X	
Religious beliefs		X	Religious beliefs		X	Religious beliefs	X	
Other(s):			Other(s):			Other(s):		

Source: Researcher's creation

Into the questions related with the Intercultural aspects applied into English lessons, based on question number six in which teachers selected "relevant" subjects to teach into EFl lessons towards foreign language culture, teachers exposed a tendency to include: Conventions of communication (slang, formal, informal language, conventions) costumes, different social groups and peoples values and beliefs as common into their teaching practice and unwilling to include political system and religious beliefs as part of them, supporting the fact that there is prompt to go deeper

into the “deep culture concept” Iceberg Model (Hall, 1976) (figure 1) which encloses communication styles and roles barely on the surface of the concept.

Those previous deductions, about teachers’ practices towards Intercultural aspects applied into English lessons brought question´s number seven answers in which teachers explained their reasons to include/exclude those topics as shown: T1: “Because I've assumed them meaningful to my students”. Then, T2:” because they are the most sociable ones”. After, T3: “All these aspects give the possibility to understand other culture” for this case, according to answers, it is evident that teachers are considering/working on incorporating deep culture concepts to study into lessons, in conjunction with language learning and the intercultural aspects applied into EFL lesson.

Topic: EFL teacher Concerns/challenges about cultural teaching

Q 8: Based on your own experience as an EFL teacher, what are your concerns/challenges about cultural teaching in EFL lessons?

Into teachers concerns/challenges about cultural teaching some perceptions were not clear or specific, some of the responses advocated cultural teaching with student’s recurrent environment for example in T1 answer: “the families' beliefs that, sometimes, tend to be something like "English is not important.". Following this, next answer, were viewed from analytical perceptions, this is why T2 said about the concerns/challenges: “Understanding different ways of thinking/ behavioring”. Finally, the following aspect brought aspect from socioeconomic dimension which according to T3 can affect cultural teaching, this is why teacher exposed: “IT is a challenge to teach to students that do not have good economic possibilities, in this moment they are suffering violence, they do not have what to eat, they do not live in good conditions.

- **Language institute**

Topic: Beliefs about the objective(s) of EFL teaching

Into Language institute questions´ that were given by three different teachers from English 1, 2 and 3 level. It was possible, to identify some ideas about what teachers believed regarding the objective (s) of EFL teaching.

Q1: What is your definition about teaching English as foreign language?

For example: In question number one, teachers exposed that EFL teaching is viewed as transmission of grammatical knowledge as shown:

> T1: “Teaching English as foreign language is teaching the grammatical sense of the language and also the traditions, vocabulary and places of interests. For teaching is important to have competences and wider vocabulary”.

Meanwhile, T2 offers a different perspective, emphasizing its answer on learners’ goals toward learning the language, grammatical structures and communication EFL purposes that can help EFL learner into the acquisition of language:

> T2:”Teaching English as foreign language is how teachers promote foreign language learning to achieve communicative goals into learners, to trade understanding about others, based on grammar, communicative skills, social conventions, people´s perspectives focused on work and communication. applied into different fields, such as education, business or industry”.

And last response, shows teachers visions about improving learner skills required for communication used to cope with foreign langue abilities to use in different contexts according to language user needs:

> T3: “Enhancing people´s ability to perform communicative interactions into a foreign language setting, FLT act as guiders to foster abilities into learners to be used when need it”.

Q2: What do you think is relevant to teach during EFL lessons?

Contrasting previous information, for question number two, when teachers were asked to answer what they though as “relevant” to teach into EFL lessons, the given answers match with teacher conceptions about the objectives. As example of it, T1 said: “Grammar, vocabulary, exceptions, traditions and accents”. After, T2: “Relevant: Vocabulary, people values, history, communicative patterns, language conventions and social manifestations”. Then, T3: “Language input, vocabulary, culture, meanings, education, beliefs, history and political development”. The given answers covered a vast majority of some of the possible objective(s) of EFL teaching, because some of them relates teaching with lexis and vocabulary, others linked social manifestations with language and also deep meaning stablish into language learning.

Into this context, there is a diverse perception about the objective(s) of EFL teaching. there is still a high convergence into grammar and vocabulary as essential part of the objectives, but apparently teachers are reflecting into including other aspects such as social values and traditions not only as part of class content but as part of class objectives which considerably changes the traditional views of language teaching and teachers practices.

Topic: Beliefs about the objective(s) of cultural teaching in EFL education

Q3: What is/are your definition(s) about culture?

Into this part, for question number three related with teacher’s definition about “culture” they agreed on some point given by Fowler (1986). In which, culture can be enclosed into behaviors, people´s values or attitudes towards others:

> T1: “Culture is the behavior certain people have, also encloses food, religion. customs. Is something created along the time and it varies depending on the context or ambient”.

> T2: “Culture can be defined as the congregation of values, originary people conceptions, religion and language variations that belongs to a specific group of people”.

> T3: “culture is how individuals’ perspectives assert certain symbols from a language in which communities are identified into a group with specific traditions, beliefs and settings that according to the impact on others can determine individual and collective attitudes towards others meanings of culture or individual identities.”

As showed above, some of the responses shared ideas about culture in which traditions change according to the context in which individuals are immerse and those can shape collective attitudes that includes language symbols.

Q4: What do you think is necessary to take into count when teaching interculturality in EFL lessons? Why?

Therefore, question number four was focused on what teachers’ thoughts were, regarding what they considered as “necessary” to take into count when teaching interculturality in EFL lessons. So, T1 considered: “Teaching interculturality refers to culture, so is important to teach, food, places of interest and the language itself”. Following that, T2 answered: “necessary to show students that a foreign language encloses cultural target, because most of language meanings and grammar were adequate from people’s historical aspects and variations regardless traditions, beliefs, values and depending on the case religious impact”.

To reach T3 answer: “teach, the reflection on the social, economic and individual perspectives that are explicit in a culture. It is relevant to teach the language from jargon, meanings and even music that has formed counterculture within communities.” Which reminds (figure 1) about Iceberg Model (Hall, 1976) from the “surface culture” that teachers are used to include as part of class resources to teach the language.

Q5: Do foreign language teachers should enhance students understanding of their own cultural identity? Why?

For question number five. Teachers were asked to give reason why EFL teachers should enhance students understanding of their own cultural identity, in which some of the answers differ one from the other when contemplating that in some cases, EFL

teachers should focus attention on new knowledge about the foreign culture rather than own´s, as shown below:

> T1: “No, because understanding a foreign language is better because is new knowledge, people already know what and how it´s culture is and they have to understand that topic alone or I house, but not in English lessons because is not mandatory”.

Into a different conception of this meaning, another response stablished the idea that teacher´s pedagogical practice, can be enriched through cultural teaching:

> T2: “Yes, EFL teachers should include into English lessons cultural values and appropriations from own’s cultural identity, due to internal variations that changes into the same context, and mostly because for a EFL educator its pedagogical practice can be enrich into language understanding and can be focused towards discriminate which type of content suits the better when students came from different contexts or cultures”.

Last but not least, one of the responses expressed that is not possible to only contemplate into the objective(s) of cultural teaching in EFL education in Colombia a single view about what culture means because due to diversity people´s perceptions about culture can differ from a overall meaning:

> T3: “Strictly necessary. The first approach to foreign culture, is the culture itself, however we cannot speak of a single culture in Colombia, it is possible that there are collective symbols that mark us as Colombians, but it must be understood that the culture also starts of the individual appropriation of the people, but it is vital to make a parallel between the own culture, the foreign culture and the neo culture that arises from both”,

Based on that, and regarding the objective(s) of cultural teaching in EFL education: first, teachers perceive culture as a subject immersed into language acquisition and learning not only from the foreign culture but also from the own´s culture. Second: abilities related with Knowledge: (Savoirs) “of social groups and their

products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.

It follows that knowledge be having two major components: a sum of abstract knowledge of social processes and concrete knowledge of realizations of these processes in interactions". Byram (1997) take part of the conceive objectives. Third: into EFL lesson teachers should include cultural content that goes beyond Surface culture items.

Topic: Intercultural aspects applied into English lessons

Q6: Which of these topics seems relevant to teach in class? Please select.

Table 13: Language institute interview responses Q6 part 1.

TOPICS	**Relevant**	**No relevant**
Conventions of communication (slang, formal, informal language, conventions	T1 T3	T2
Customs	T1 T2 T3	
Different social groups	T1 T2 T3	
People values and beliefs	T1 T2 T3	
Political system	T1 T2	T3
Religious beliefs	T3	T1T2

Source: Researcher's creation

Table 14:Language institute interview responses Q6 part 2.

T1: Subject of study	Relevant	Not relevant	T2: Subject of study	Relevant	Not relevant	T3: Subject of study	Relevant	Not relevant
Conventions of communication (slang, formal, informal language, conventions)	X		Conventions of communication (slang, formal, informal language, conventions)		X	Conventions of communication (slang, formal, informal language, conventions)	X	
Customs	X		Customs	X		Customs	X	
Different social groups	X		Different social groups	X		Different social groups	X	
People values and beliefs	X		People values and beliefs	X		People values and beliefs	X	
Political system	X		Political system	X		Political system		X
Religious beliefs			Religious beliefs			Religious beliefs		X
Other(s):			Other(s):			Other(s):		

Source: Researcher's creation

Q 7: Why have you included those into your teaching practice?

Into the questions related with the Intercultural aspects applied into English lessons, based on question number six in which teachers selected "relevant" subjects to teach into EFl lessons towards foreign language culture, teachers exposed a tendency to include mostly all presented subjects and that is why answers for questions number exposed teachers parameters to either use/avoid those subjects into their lessons:

> T1: "Because teaching English have to be taught for students to communicate with foreigners and travel abroad, so what the determines success into communicate properly with others is to have a wider vocabulary and the appropriated grammatical rules on target".

> T2: "Because all of them are part of people's world perceptions, those shapes the spoken, written and everyday language, those components modify linguistic learning and also shapes student's imaginary about own´s culture and the foreign one".

> T3:" Because it shows linguistic-cultural management that a foreign language teacher has in their experience. Teaching language, as part of the culture

> includes cultural meanings such as (politics, religion, arts...) it is decisive to teach for example the Middle East system versus the Western system, because perspectives changes from one to other, and all this can be done in an English class. within TEFL world, teacher can establish a communicative point with different cultural symbols, and knowing how to establish a relationship with them, is equivalent to being fluent and assertively culturally speaking, which is students immerse interest when learning a foreign language".

For this case, according to answers, it is evident that teachers not only see Intercultural aspects applied into English lessons, as topics or themes that include cultural topics such as food or festivals but in this context (based on the answers) teachers are more demanding towards teaching the foreign language with a high content of the "requisite attitudes" from Deardorff's model of intercultural competence (Deardorff, 2006, p. 254). In which those components along with the skills foster intercultural language learning.

Topic: EFL teacher Concerns/challenges about cultural teaching

Q 8: Based on your own experience as an EFL teacher, what are your concerns/challenges about cultural teaching in EFL lessons?

Into teachers concerns/challenges about cultural teaching, some of the responses advocated cultural teaching with teacher practice and its implications as "cultural mediators" when they are teaching a foreign language:

> T1: "Not a concern, but teachers have to be focused on teach students grammar correctly and students by their own have to understand what culture is for them and also if they want to adopt foreign culture as proper one".

One of the responses lays on teacher's obsolete methods applied into EFL teaching which apparently seems to be "old fashioned" as mentioned:

> T2: “My concerns are still focused on how teachers continue replaying old fashioned models when teaching, even the communicative approach today seems to be obsolete when we consider language variations and students perceptions about culture, that nowadays changes according to media interest. So Is need it to include such a "training" into cultural field to EFL educators not only to teach English to communicate purposes but also as an asset to reconstruct cultural and linguistical knowledge”.

Finally, the following related with how teachers are not completely aware of what regular people defined as “culture” due to media influence and the lack on technology use into EFL lessons.

> T3:”I affirm that teachers have deficiencies in teaching culture. Colleagues take little advantage of cultural diversity in their classes, and even with degrees in education, they continue teaching with PPT presentations and word lists. while the intercultural gap remains latent and the neo-culture supported by technology makes the decisions about what regular people called as "culture”.

- **Bachelor program**

Topic: Beliefs about the objective(s) of EFL teaching

Into Bachelor English degree program questions´ that were given by three different teachers from English 4.5 and 6 level. It was possible, to identify some ideas about what teachers believed regarding the objective (s) of EFL teaching.

For example: In question number one, as general; teachers exposed that EFL teaching is viewed as cognitive process in which language is teach to strength, develop or accomplish a communicative action that leads access into societal

dimensions such as education and/or interaction with people. It comprises tasks, culture and meanings that can be explored trough EFL teaching. As shown below:

Question 1: What is your definition about teaching English as foreign language?

> T1: It's an educational process in which students participate in a series of social and cognitive tasks to learn a language that isn't spoken in their hometowns.

Another response to this question, showed EFL teaching as teaching the language through exploring a cultural setting like traditions or history rooted into the language itself.

> T2: Teaching English means teaching the language itself, its history, culture, in terms of customs, food, traditions etc.

Then, the following response comprises EFL teaching into a variety of aspects that do not depend only of ELT, but also depend on the environment in which teaching took part, and also it serves as a bridge for communication not only related with the academic field, but also for daily life purposes:

> T3:TEFL is teaching English in an environment that does not necessarily use the language for official things, such as documents, education, etc. but that requires the learning of English to be able to communicate with the world and have further access to education.

Based on the responses, teachers tend to associate EFL teaching as a process to develop the ability to use language as a tool for communication in which social and cognitive aspects work together in order achieve certain goals depending on learners needs or worldwide progress demands.

On the other hand, for question number two, when teachers were asked to answer what they though as “relevant” to teach into EFL lessons, the given answers prompt into different views such as teachers own knowledge about language, grammar

connections, learners' disposition towards learning and cultural aspects from the language:

Into teachers 'response it was possible to evidence the process involved into reaching EFL teaching objectives and the different factors that constitutes or are part from EFL teaching and learning:

Q2: What do you think is relevant to teach during EFL lessons?

> T1:Putting aside the obvious resources to teach a class like a setting, I think we need the following ones: 1)The teacher's knowledge of the language and methodology to facilitate the process 2) The students' motivation to learn the language 3) Samples of the language (written and spoken), a document with usage and grammar explanations and strategies on how to learn

Then after, next answer includes as part of EFL teaching the use of culture as facilitator to reach language goals, not only to express meaning from the foreign culture , but also to explore and relate own´s cultural meanings with the foreign language:

> T2: The language itself, its uses and cultural aspects where the language is spoken. Besides, use the language to learn their own culture

Unlikely the others, last response advocated as relevant to go deep into the communicative part of the foreign language only based on lexical and speech patterns.

> T3: A lot of pronunciation and lexical chunks

As observed, is suitable to say that teachers devise as relevant to flow a Serie of patterns such as lexis, syntax, teaching techniques and meaningful tasks practices to cope with the idea of using EFL teaching as a mediator mechanism between learners EFL input versus learners EFL output concerning the language which does not define a fixed perception about EFL teaching objectives.

Topic: Beliefs about the objective(s) of cultural teaching in EFL education

Q3: What is/are your definition(s) about culture?

Into this part, for question number three related with teacher's definition about "culture" they agreed on some point given (1998 p. 7-15.) In which, culture be: "a mosaic that includes beliefs, norms, values, costumes, and other skills and acquired patterns an individual gets when is member of a society" for example:

T1: Culture is a shared set of knowledge, beliefs and customs shared by a group of people.

T2: Culture means who a group of people are and believe. It means the customs, traditions, history, language that make them be identify as a group

T3: Culture is the set of values and practices a group of people has

The interviewed teachers shared similar perspectives about what can be thought or explore as the meaning of culture for them it refers to a common behavior and patron that people carry along their lives which groups people into certain behavior and patterns that include beliefs and knowledge usually associated to a specific group of people.

Q4: What do you think it is necessary to take into count when teaching interculturality in EFL lessons? Why?

Therefore, question number four was focused on what teachers' thoughts were, regarding what they considered as "necessary" to take into count when teaching interculturality in EFL lessons. So, T1 refers to three main aspects to consider:
First: Human actors, in which teacher discloses main aspect of what intercultural teachers must have a straightforward concept if interculturality along with teacher´s knowledge about the topic being teched:

T1: "Human actors and a methodology are needed. The actors are teacher knowledgeable about the topic and, ideally, a person from another culture to

> interact with. It's fundamental that the teacher has a clear concept of interculturality".

Second: Procedure, teacher discriminate different visions to include when teaching interculturality for this teacher include students as priority involving them into scenarios in which cultural manners took part in order to encourage students to reflect about culture and its own limitations into their cultural scenario and the foreign culture input.

> T1: "In terms of procedure, at least two steps are key. Firstly, students should be exposed to real or imaginary situations that imply negotiating meaning with a speaker of another culture. Secondly, after taking part in a situation, students should be encouraged to reflect on the experience and be self-aware of the difficulties and gains of interacting with a person who belongs to another culture".

Teacher concludes with the importance of including those factors into EFL lessons and ICC teaching with the following statement:

> T1:"The reason to consider these two factors is that a knowledgeable teacher can lead the process, a foreign person to interact with would make the situation real and a promoting self-awareness would make the experience cognitively relevant".

Is feasible to say, that some of teachers visons about intercultural teaching agreed with visions Given by and Spencer-Oatey (2008) in which the role of students into ICC teaching not only encloses cultural knowledge but more than that requires meaningful activities which leads students to reflect about what is worth for them to reformulate about its own cultural manners and also to foster, encourage or develop into students and teachers self-awareness about culture, interculturality and EFL lessons practices.

Into the same fashion, for this response is evident that there is a need to link students own cultural knowledge with the reflections about others culture, though the use of comparison to understand clearer what are big differences not only in terms of surface culture, but to explore more about deep cultural patterns.

> T2: “It is necessary to consider other cultures and their own culture in order to reflect, compare and understand them. This is because when students learn about their own culture, they able to comprehend the differences with others”.

To complete the big picture about this set of questions last response, links those mentioned aspects above with the environment, because it’s not possible to only reflect about manners and behaviors from others if first students do not reflect about their own ones:

> T3: The cultural differences between the country(is) that speak English as a native language and our own environment.

Q5: foreign language teachers should enhance students understanding of their own cultural identity? Why?

For question number five. Teachers were asked to give reason why EFL teachers should enhance students understanding of their own cultural identity, in which some of the answers agreed when contemplating that, EFL teachers should focus attention on cultural values and recognition about own´s identities.

> T1: “That's particularly important because students should be aware of the fact that their culture is only a possibility out of the thousands that humanity has produced. After understanding so, they might be open to accept other practices and ideas. Similarly, if people understand that there are valuable beliefs or behaviors for them, they could assume that all cultures have things they value. Based on that, the intercultural endeavor would consist in discovering what each cultural value the most. There'll be similarities and differences across cultures”.

> T2: Yes, because they need first to know their own culture recognize who they are

T3: Yes, because it is only through understanding and giving value to students' own cultural identities that we teachers will be able to get them interested in learning a foreign language.

Which exposed, that EFL teachers identified as key factor teaching interculturality into EFL lessons, in which every methodology, activity and goals should gravitate into students self-reflection about the foreign and own culture, to get them interested into language learning , so based on the answers EFL linked objective(s) of cultural teaching in EFL education with reflection about cultures, language cultural awareness and interculturality.

Topic: Intercultural aspects applied into English lessons

Q6: Which of these topics seems relevant to teach in class? Please select.

Table 15: Language institute interview responses Q6 part 1.

TOPICS	Relevant	No relevant
Conventions of communication (slang, formal, informal language, conventions	T1 T3	T2
Customs	T1 T2 T3	
Different social groups	T1 T2 T3	
People values and beliefs	T1 T3	T2
Political system	T1 T2	T3
Religious beliefs	T3 T1T2	

Source: Researcher's creation

Table 16:Language institute interview responses Q6 part 2.

T1: Subject of study	Relevant	Not relevant	T2: Subject of study	Relevant	Not relevant	T3: Subject of study	Relevant	Not relevant
Conventions of communication (slang, formal, informal language, conventions)	X		Conventions of communication (slang, formal, informal language, conventions)	X		Conventions of communication (slang, formal, informal language, conventions)	X	
Customs	X		Customs	X		Customs	X	
Different social groups	X		Different social groups	X		Different social groups	X	
People values and beliefs	X		People values and beliefs	X		People values and beliefs	X	
Political system	X		Political system		X	Political system	X	
Religious beliefs	X		Religious beliefs	X		Religious beliefs	X	
Other(s):	X		Other(s):			Other(s):		

Source: Researcher's creation

Into the questions related with the Intercultural aspects applied into English lessons, based on question number six in which teachers selected "relevant" subjects to teach into EFl lessons towards foreign language culture, teachers exposed a tendency to include mostly all presented subjects and that is why answers for questions number exposed teachers parameters to either use/avoid those subjects into their lessons:

Q 7: Why have you included those into your teaching practice?

> T1:"I regret to state that I haven't included as many topics above as possible. Some of them could be distant from an actual communicative situation (For example, religion). However, it could be assumed that communication takes place within a social framework. As a matter of fact, students should be aware of how to address a person with a higher status or how to be indirect to sound more polite when using English".
>
> T2:Not clear
>
> T3:Because it is not difficult to find interesting similarities and differences between these items in native speaking countries and Colombia

What answers seems to reveal, is that teachers still struggled into incorporating intercultural aspects during EFL lessons, because of the exiting distance between

intercultural symbols from other cultures, now as consideration would be appropriate to say that teachers do have a consistent idea of what interculturality means and its implications and relevance into foreign langue learning, however when teachers tried to link those ICC factors along with class topics for class they just limited its practices in exploring the surface aspects from a cultural but it's less possible for them to be e in change of having ICC interventions to go deeper into deep cultural symbols long with the development of communicative endeavor

Topic: EFL teacher Concerns/challenges about cultural teaching

Q 8: Based on your own experience as an EFL teacher, what are your concerns/challenges about cultural teaching in EFL lessons?

Into teacher's concerns/challenges about cultural teaching, some of the responses advocated cultural teaching with teacher practice and its implications as "cultural mediators" when they are teaching a foreign language:

> T1:In our country, interculturality is a big issue in an EFL setting because students don't have the chance to interact with a speaker of the target language. Most topics related to culture have to be addressed indirectly by means of a 'dos and don'ts' list or by seeing or reading about situations in which culture plays a big role (for instance, a video on how to break the ice).

First it refers to the chances teachers have to include ICC into EFL lessons due to lack of interaction students might have because of the non-interaction with speaker of the target language, validating a behavior in which the idea of including someone from a foreign culture prevail more than trying to connect owns culture knowledge along with EFL culture. so, teacher added:

> T1: Moreover, the fact that students share the same attitudes and conventions does not pose a challenge to their communicative abilities. There are beliefs that they share and, hence, are unseen in the way they communicate. That is the case of conventions about privacy and taboo topics. In order words, they do

> not experience a real culture shock that is necessary to become aware of otherness.

There is an auto validation of what teacher´s defined to be relevant as sheered into students own culture, however some limitations exist because is not possible to delimit what inherited aspects from the culture are still the same. moreover those aspects does not restrict students communication, it can be one of the factors which intervene into seeing foreign culture or adopting certain patterns that are not culturally correct such as reinforcing negative stereotypes

> T1: Notwithstanding that limitation, I think Colombia itself offers a good chance for interculturality given the sharp differences among regions. It is more likely that Colombian people experience otherness when interacting with a person from a different region. Consider the attitudes to loud music in the Caribbean region and the Andean one to mention just a case.

Techer identified that Colombian cultural diversity can possesses wide ranges of differences due to the different factors that are involved into inside cultures in Colombia, therefore is seen as an advantage to strength ICC attitude.

> T1: It might sound paradoxical for a foreign language teacher, but the best scenario to 'teach' interculturality in our country would be the social studies class not the English one.

Last but not least, teacher said that ICC should be explored into the social science class, disowning the fact that ICC according to MEN standards must be included as part of the EFL lesson and should include roles for teacher as cultural mediator.

Another concern shows the tendency that still today teachers view EFL lesson as part of curricula then classes deal more langue development rather than include ICC to support language development.

> T2: Connect the topics to students' cultures since teachers sometimes tend to focus on the language only.

To conclude this set of questions, teacher argued that students does not identified themselves as subject of EFL education due to their surrounding environment conditions due to that fact they paper to disowns the idea of need English into today's world.

> T3:The lack of identification that students, especially in poorer areas, have with why they need to learn English.

5.1.3 Focus Groups

Teachers decided to participate voluntarily into focus group sample. They were required to interact among them in order to provide their own ideas about the topic and to contrast information with the others. Though this the data that was collected shows different tendencies and patterns that comes up into the discussion group .In order to provide a concrete analysis, the most representative samples from each point of view were selected to take part of each question´s analysis. To verify whole transcription, refer to **Annex C**.

Topic:Cultural teaching practice regarding English cultures vs own cultural appropriation in EFL lessons.

For question number one: A foreign English teacher should present a realistic image of a foreign culture and therefore should also touch upon negative sides of the foreign culture and society? Why? According to responses, teachers agreed on including a realistic image of a foreign culture including the negative sides of the foreign culture, as shown below:

> **T1: "…** it´s important to show a "self-image" of what I considered as negative or positive of any foreign culture…So, we may bring examples of what to do or not when our students face someone who is different from our Colombian culture".
>
> **T2:** " … I see that it´s not important, because…what is always seen about another culture, is the "best" manners, or the food and music, especially if it is

from a foreign culture… each person is the one who discovers that, and as a teacher, I should only explain the language as it is, and not to focus on culture negative sides"

T3:" …it should be mentioned, especially because Colombians have a "bad reputation" abroad. (sadly) So, it is better to explain that in class…".

T4:" …based on my classmates' answers, it seems to be. that only teaching the language is about vocabulary and grammar, (and it's not my dear) but now, it goes beyond teaching that. With all the migratory waves not only here in Colombia, (cough, cough) but around the world, it is an obligation for us to explain to students the negative sides of cultures…",

Along with theory. those responses support theory gained from (Portera,2008, p.488) that relates the intercultural educational approach can be seen as one of the most appropriate responses to the challenges of globalization, it help to identify the risks and qualities of globalization and complexity of multicultural communities, and offers "A means to gain a complete and through understanding of the concepts of democracy and pluralism, as well as different customs, traditions, faith and values".

Therefore, question number two was focused on teacher´s opinion about the following statement: "language and culture cannot be taught in an integrated way; you have to separate in two? Why?

So, teachers refer to the following aspects to consider:

T1: ", language at the same time is loaded with cultural connotations that must be integrated into teaching. The integration of both are necessary to define what is done with the language and how culture evolves with the language…"

T2:" …there is no way to consider that a language can be taught without the context in which the language is happening, it must be taught in an integral way, since it is real that there are cultural differences and before exposing oneself to having negative experiences…".

T3:" …I say that it can be taught separately, only if the language is already known in advance and there has been direct contact with the culture…".

T4:"…Culture is part of everyone, not only if you want to speak in another language you have to know which patterns you have to learn or what actions

> are clearly linked to our culture or the other one… so culture should be taught at the same time with learning the language while deepening the social issue of the culture and its adaptive implications for individuals who are not native to it"

What answers seems to reveal, is that teachers recognize that is important to show a clear image about what cultures are around the world and not only approach the phenomenological parts of each culture such as(food, traditions or surface symbols-meanings of culture) relating that part whit (Barret et al., 2013) when authors relate that the process of gaining cultural competence is not a one-way-process, but an interactive development that requires both the ability to emphasize the common aspects of human life and the will to solve conflicts that emerge from differences between people from different cultural backgrounds.

On the other hand, for question number three, when teachers were asked to give their opinion about the statement; "foreign language teaching should not only touch upon foreign cultures. It should also deepen understanding of own´s culture? Why? the given answers prompt into different views such as teachers own knowledge about language, and cultural aspects from the language. Into teachers 'response, it was possible to evidence some of the cultural teaching practice regarding English cultures vs own cultural appropriation in EFL lessons, for example:

> **T1:** "…Teaching English must also include the cultural diversity of the same country, for example in a country like Colombia that is diverse within its own regions, language classes must have the component of teaching our own culture by using the foreign language too…".
> **T2**: "…, it must be remembered that although part of the culture is learned and passed from generation to generation, when teaching Another language and relate a new culture, we must be very clear in explaining its cultural development and how the language is also loaded with the cultural history of that nation or group of speakers of a language".
> **T3**: "…Colombia has followed a bilingual plan for many years, and we cannot ignore the case that still we do not take as part of a culture the fact that San Andrés and Providencia, speaks more English than Spanish. I believe that we

should even teach the history of Latino American culture as part of the study plans… so we do have to deepen into our diverse cultural roots and then and along the language learning introduce and go beyond into it…".

T4: still it is necessary to make a primary recognition of what our culture is since it is not even one, but is permeated with several symbols… It is important to reach a cultural consensus in which the culture of "being Colombian" is understood first, and then through practical teaching we can explore the meanings of any other culture…".

By linking theories with responses, those reinforces the idea about finding people from other culture serves as motivating factor to take better looks at one own culture because this process encourages individuals to study their own culture as a source of personal development, so people tend to gradually move towards greater understanding of otherness and simultaneously Deeping self-understanding while learning the language.

In reference to question number four about the use of materials Teachers are responsible not only for the content of teaching material but also for modeling curiosity and creating emotional safety for participants teaching can choose appropriate tools considering priorities of teaching subject, needs and diversity of participants and context factors to achieve desirable outcomes as shown below:

Q4: Do you use any other material besides textbook to teach language along with culture? What are those materials?

T1: "Yes, I try to use videos from other parts of the world and implement readings that have been written by authors from other countries…".

T2: "I try to do all the listed activities from my workbook, since they bring a lot of intercultural activities such as etiquette and professions that are in other parts of the world but not here".

T3: I recommend series or movies to my students, so that they can analyze some stories of the world and see how the different is the world and the different types of English".

T4:" …class I do not use anything other than the book and suddenly some guide that talks about festivities in some part of the world…".

Last question, was design to verify how language teachers link language teaching regarding English cultures vs own cultural appropriation during your EFL lessons? So, teachers were asked to give some examples as exposed below

T1: "Now yes, because students have contact with different references such as music and the web, they follow YouTubers and people who are from other places, so sometimes I ask them for suggestions that they like and I look for something to teach them,"

T2: "I would say yes, but now I do not believe it, the only thing I do to show them English culture and ours, in terms of food and the seasons mostly, because they go a lot for the visual so I show them pictures from any book and then after I ask them to tell me their experiences".

T3: "I show my students the objects or memories that I have collected from place´s I have been, we do role plays of how a Colombian student would explain places of interest to a foreigner or sometimes I tell them to present in front of class what most catches their attention about Colombian culture to share experiences among us".

T4:"I do not link foreign culture with Colombian one, because students are the ones who already know what Colombian culture is and I am in charge of teaching and telling them the generals about other countries…".

Learning foreign languages, if done under the guidance of an up-to-date teacher, is a long-term process that opens up the riches of other ways of looking at the world and human communication, and is, as such, one of the most rewarding intellectual activities imaginable.

Moreover, once the central issues in intercultural communication have been internalized, language study can be taken up at any time in the learner's life, be it for oral or written communication. Teachers educated to see the importance of the negotiation of contextual, cultural and lexical meaning will no longer settle for just

teaching the formal and more or less de-contextualized functional aspects of language as they can be found abundantly in mainstream textbooks in almost exclusively native speaker to native-speaker input dialogues.

They will explicitly invite their learners to open to other ways of thinking and other types of logic than just their own. Learners will learn to see their own view of the world as just one among many

5.2. Discussion

This section encloses the answers found during the study. Those were given under the major study categories proposed and others found during data analysis phase. Therefore, it is necessary to recall study´s research question:

How do English foreign language teachers promote the ICC to develop awareness, acceptance and respect among members from other cultures and backgrounds in the context of current migration waves in Bogotá?

First, there was not a single yes or no answer for the question and still, different interpretations may arise. that is why other different categories were left behind because of the lack of evidence to prove results. In those terms. each category will disclose the information and the corresponding answers in regards the question and the category itself. It is worth to say and clarify that those answers were provided under self-reflection, data collected, results and theory. The analysis showed that EFL teachers from three different formal education contexts in Bogotá carried out activities during their EFL classes with the aim to promote ICC. To develop awareness, acceptance and respect among members from other culture and backgrounds in the context of current migration waves, the “manners” to demonstrate how they did it, were divided into three major categories and six subcategories and “How” teachers implement those, may differ depending on the context. however the main ones and the most relevant were the ones chosen to give the insight answer.

Second, strengths observed about teachers practice, exposed that teachers use **cultural appropriations from students owns culture**, in order to develop the topic

for the session, **to show real cultural practices that students can relate with their daily life**. , at first glance, teachers had some sense about how to **contrast students' imaginary about culture with the authentic input** and its influence into foreign cultural apparel regardless the integration of **English as foreign language learning and teaching**.

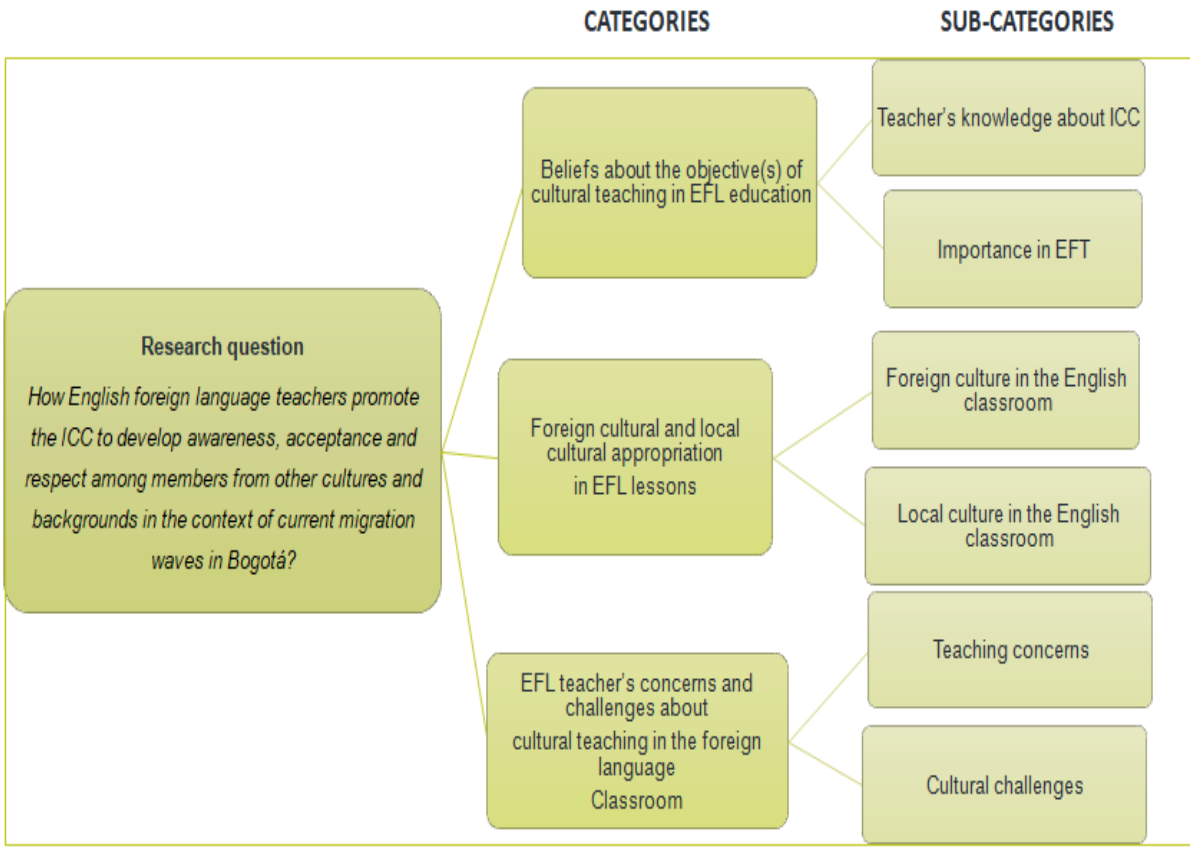
Additionally, teachers practice directly embodies how teacher included **cultural topics** and **objectives related with culture** into the lesson, and how lexis (grammar and vocabulary) was used as part of the lesson but was not the main topic to study. Also, was possible to confirm that Students were able to set discussions and **debates purely based on a cultural aspect,** and teacher used **cultural sensitivity** in order to make students reflect about what they understand as culture.

Third, teachers seemed to be aware of students' language attitudes as well as deficiencies, so teacher encouraged students to express themselves bearing in mind and bringing into practice acceptance and respect among members from other cultures. It shows that teachers planned the activities in order to make students relate cultures based on **the attitudes towards others** .

By **discovering those cultural differences**, students were able to **relate personal cultural experiences through tolerance and openness** though this, teachers can help learners to acquire target cultural language. Some other strengths observed, confirms teacher practice for example: how teacher used authentic English input which provides practical cultural information.by using this, it can be argued that teacher creates an intercultural **atmosphere** for students to practice English, by **understanding cultural meanings and reflect about their own perceptions of cultural-reality**. the material that was used for class was adequate in terms of level of difficulty and the discussion part primarily enhances students cultural critical thinking.

Study analysis categories and subcategories

Figure 10:Study analysis categories and subcategories.



Font: Researcher's creation

1: Beliefs about the objective(s) of cultural teaching in EFL education

The main objective of learning a language should not be defined as the acquisition of communicative competence. it means, not limited to the mere development of communicative skills. Rather, it should be defined in terms of the intercultural competence that implies linguistic and social skills, knowledge and attitudes needed to communicate effectively and appropriately in real situations. That is why, it was possible to confirm along this research, that teachers shared similar perspectives about what can be thought or explore as the meaning of culture.

Teacher's practices still intervene in students' views, comprehension and understanding of intercultural insights of a foreign language. So, teachers' beliefs about the objectives of cultural teaching in EFL education still focuses the attention on how their own practices and techniques allow students to get **authentic English input**

in order to provide them with practical real life information, which potentially promotes somehow the personal cultural practices and experiences that enables cultural sensitivity.

Based on data collected, not all **teachers relate EFL teaching objectives with an intercultural teaching vision of the language**. But they do agree on linking cultural understanding, which most teachers referred as: ” a common behavior and patron that people carry along their lives and /or with groups of people which share certain behavior and patterns that include beliefs and knowledge usually associated with certain lifestyle”.

One way or another, teachers do know how cultural teaching is essential into EFL lessons. But when it comes to practice, still objectives are merely focused on a developmental function of the language far from the intercultural communicative competence one´s. Teachers do not disown the importance of being cultural competent and exposing the need to include **cultural self-awareness not only for the foreign culture, but also for their own’s culture.**

it indicates that intercultural objectives should be included as part of the EFL lesson, based on the intercultural education parameters because and according to teachers’ responses. it works as a fundamental pillar of their teaching practice to develop cultural awareness among members from other cultures and backgrounds in the context of current migration waves in Bogotá.

1.1: Teacher’s knowledge about ICC

Teachers included and expressed clearly that students must **respect others to build a tolerant society based on values**, agreeing on some studies results in which it was possible to confirm that when they recognized that most of the cultures including the ones from the same setting or country are different” primarily linked with the **intercultural dimension** that encloses the **reflection about attitudes by discovering cultural differences**, attaching class communicative approach with **students “ability” to relate its personal cultural experiences through tolerance and openness.**

Based on data, teachers demonstrate that the implementation of intercultural communicative competence is pertinent because it helps students to understand customs and beliefs of other cultures and improve values such as: tolerance and respect when they have to interact with people coming from other cultures or visit other countries and places with differences, in manners and cultures, but also, to value our own culture and make others understand it and value it too.

It can be said that regarding the objective(s) of cultural teaching in EFL education: first, teachers perceive culture as a determinant factor to teach and learn a foreign language. Second: that certain skills such as (respect. Cultural awareness and openness) must be part of EFL lesson goals.

1.2: Importance of ICC in EFLT.

In regards the importance**,** EFl lessons, teachers, materials and practices exposed along this study, mostly demonstrated that including ICC into EFL, teachers reflect about including other aspects such as social values and traditions not only as part of class content but as part of class objectives which considerably changes the traditional views of language teaching and teachers' practices, for example into including displayed that **authentic experience for intercultural communication**.

In that way, teachers are the agents of transformation and educational change, which can interfere with the achievement of adequate integration of the immigrant population and make of their classroom a place where people interact with respect and know and understand the cultural differences among them and learn from each other which help them to enrich their own knowledge. In that way, the **reflection about attitudes by discovering cultural differences is really important**, attaching class communicative approach with **student's "ability" to relate its personal cultural experiences through tolerance and openness.**

EFLT still might recognize and encourage involving? native culture and foreign culture with goals of teaching along with Intercultural aspects applied into English lessons by using materials, techniques and students own knowledge to cope with local

and foreign cultural and intercultural elements, by those means cultural and intercultural objectives along with the lexical ones can encouraged students to value culture, language and let them ready to explore along with teachers deep means of culture and language.

2: Foreign cultural and local cultural appropriation in EFL lessons.

Mostly, teachers made connections between own culture and foreign one by eliciting students' knowledge, for example when teacher Include historical background from English country traditions. So, in terms of the main three cultural competence aspects: **Respect** "valuing of others". **Self-awareness/identity** "understanding the lens through which we each view the world" and Seeing **from other perspectives/world views** "both how these perspectives are similar and different".

Regarding cultures impact, mostly, English sessions interviews responses and focus groups discussion demonstrated that English session´s included topics related to the culture through communicative skills and also topics related to the American and British culture to cope with the ones related with cultural competence by expressing clearly that students must respect others to build a tolerant society based on values as well as including the Colombian ones, but with less empathizes on contrasting them or bridging reflections about similarities, differences and shared culture. For example, with downtown facades and its names relating them with colonial past.

However, by using realia and role plays, it is possible to promote in children an **"empathic culture care"** about owns traditions and foreigners' ones, along with learning English as foreign language. Finally, it would be appropriated to take advantage of **linking linguistic learning and intercultural learning for one's culture**. this could be included as part of the role plays and also for the assessment part in terms of **enhancing culturally sensitive about it relating** acceptance among members from other cultures and backgrounds the context of current migration waves in Bogotá.

2.1: Foreign culture in the English classroom

Teachers use **students perceptions and ideas from cultural references,** in order to explore **openness and tolerance for other cultures by including the cultural appropriation** when making or preparing the travel guide with students. For this case it was essential the introduction and also the class objectives because the teacher was able to cope with authentic English input to provide students practical cultural information while learning English to use it into communicative situations when needed.

Teachers did examine student's new knowledge about the foreign culture as well as grammar. As factual result, students left the lesson with their own assumptions and references to understand what the main cultural differences between their own culture and the foreign culture **teacher made connections about foreign culture and own culture**, according to topic "taking care of a guest". Indeed, it seems to be that teacher took advantage of it to relate that income with its own knowledge, **potentially to engage some sort of cultural language adaptability** along with applying the grammatical sense.

The expectations were settled on the surface; this is what is called a "**soft expectation**" because it was not directly expressed with the word "culture" but it encloses **objects of culture** directly associated with the teacher "flexibility" on how from one's own perspective, it is possible to adopt another' to cope with different interpretations of cultural reality, as supported by (Byram, 1995, p. 54).

2.2: Local culture in the English classroom

Teachers used their personal cultural practice and experience, to increase cultural knowledge and develop cultural sensibility towards owns culture and foreign traditions applied in today's world. It confirms that the objectives related with culture were presented, directly associated with using teaching to raise cultural awareness.

Languages include culture as a key point, because language is one of the artifacts used by cultures to set effective communication and interaction. it encodes cultural knowledge known as the cultural set of values and traditions of a specific group of people and then this process is known as cultural learning. Teachers **examine cultural references** by eliciting knowledge and comprehension, Appling inductively **sociolinguistic knowledge firmly linked with linguistic competence** as the **"cultural knowledge and comprehension".**

A clear example of this was when the teacher asked students to mention one by one what were the first words that came to their minds when they heard the name "Colombia". When students listed those, teacher wrote the words on the board and by doing that, teacher examined the **previous cultural knowledge** students had about it.

Including the cultural objective as part of class objectives of learning about how to introduce local cultures, likewise with applying real conditional into real communicative situations abroad allow students to cope with **authentic experience for intercultural communication** for student's reflection. There is an auto validation of what teacher´s defined to be relevant as sheered into students' own culture. however, some limitations exist because is not possible to delimit what inherited aspects from the culture are still the same.

Moreover, those aspects dos not restrict students communication. it can be one of the factors which intervene into seeing foreign culture or adopting certain patterns that are not culturally correct such as reinforcing negative stereotype . the knowledge about the target country, such as history, provides social and cultural knowledge for understanding the language, (Crozet et al.,1999) linking this with other cultural objective found as: **"Reflect about others perception about Colombian culture".** that objective, was related clearly with cultural knowledge and primarily linked with the activity that teacher did along the session, imaginably used for reinforcing the ethnic relatedly view (empathy) from **Deardorff, (2006)** categories.

Based on the date gathered from context, teachers did include topics related to culture and communicative skills because the topics were associated with people's

behaviors and roles into a society. It can be related with the foreign culture and the specific behaviors some people have in other places. Students were exposed to this input- it can be said that the topic went deep into the “comparison level” from Byram ICC model. The “taken-for-granted nature” (Byram 1998: 6). in which though comparison there is a high possibility of discovering similarities and differences from target culture and the foreign one, leading cultural knowledge, culture (s) acceptance and cultural language understanding.

3: EFL teacher’s concerns and challenges about cultural teaching in the foreign language classroom

Into English foreign language teacher context, teacher Concerns/challenges about cultural teaching are not complete linked with the practices teachers have during their lessons (based on the answers). teachers perceive those concerns/challenges as part of external factors which contribute to this aspect of intercultural teaching. however there was not any apparent answer towards its own practice during the lessons or any further vision about any others involved factors excluding language learning.

If teachers would be able to connect more with students, and motivate them to express themselves by using more vocabulary or expression from the foreign language and also relate interculturality into their conditions, ideas and beliefs about the topic in order to recognize their own cultural prospects and also to reflect about owns cultural baggage to **belittle barriers and some cultural prejudices** settled against people, a**pplying requisite attitudes (respect).**Related with language skills and the cultural ones, **such as: Listening** “engaging in authentic intercultural dialogue” **Adaptation** “being able to shift temporarily into another perspective” **Relationship building** “forging lasting cross-cultural personal bonds”. **Cultural humility** “combines respect with self-awareness”.

The implementation of ICC has not been successfully promoted in EFL lessons. For that reason, a teacher of English should have some sort of intercultural experience, intercultural background and intercultural communicative competence formation, along with the language skills needed to be a language educator in order to support the intercultural learning process. they also need additional knowledge, attitudes,

competencies and skills to the ones hitherto thought of as necessary and sufficient for teaching communicative competence in a foreign language. Respect among members from other cultures and backgrounds is something that should be included in the curriculum?

3.1: Teaching concerns

Teachers would be able to connect more with students, and motivate them to express themselves by using more vocabulary or expression from the foreign language and also relate interculturality into their conditions, ideas and beliefs about the topic in order to recognize their own cultural prospects and also to reflect about owns cultural baggage to **belittle the barriers and some cultural prejudices** settled against people, a**pplying requisite attitudes (respect)** teachers exposed a tendency to include: Conventions of communication (slang, formal, informal language, conventions) costumes, different social groups and peoples values and beliefs as common into their teaching practice and unwilling to include political system and religious beliefs as part of them,

We cannot refute the fact that, teachers are mediators in charge of helping pupils to understand and compare their own culture and the foreign cultures. They are knowledgeable about them pupils' perceptions of and attitudes towards the foreign peoples and cultures associated with the foreign language they teach. They are willing to start from them when designing the learning process and know how to choose input materials with a view to modifying any wrongful perceptions learners might have. For this purpose, they know how to assess learning materials from an intercultural perspective and how to adjust them to achieve the aims of intercultural competence teaching.

It was evident that teacher used realia objects such as pictures, maps and auditory materials, presumably used for evoking the concept **that language practice through cultural activities makes learning meaningful** to cope with student's **cultural imaginary mind set**. Based on analysis that is why , some suggestions appear, **if teacher** took more advantage of using class´s materials as main resource

for class, English learning become interesting when they **are learning world cultures** by using those materials, and if the teacher is able to plan discussions debates or further actives with the video and assert with students **personal experiences a regular cultural conditions**, session would be transformed into an intercultural class, along with the development of lexical objectives and bachelor levels requirements.

3.2: Cultural challenges

Teachers **can help learners to acquire target cultural language through these connecting different cultures supporting insider views of the second foreign culture.** Also evidencing that teachers did include tasks about culture such as discussions, role-plays, comparative charts .It allows to **confront intercultural language learning components with EFL language objectives** ergo, teachers related its practices with tolerance, respect and other´s culture. purely linked with cultural empathy, towards **Authentic experience in intercultural communication**,

Those previous deductions, about teachers practices towards Intercultural aspects applied into English, revealed that teachers are considering/working on incorporating deep culture concepts to study into lessons, in conjunction with language learning and the intercultural aspects applied into EFL lesson. Into this context, there is a diverse perception about the objective(s) of EFL teaching, there is still a high convergence into grammar and vocabulary as essential part of the objectives. but apparently teachers are reflecting into including other aspects such as social values and traditions not only as part of class content but as part of class objectives which considerably changes the traditional views of language teaching and teachers practices.

In those terms, teachers are responsible not only for the content of teaching material but also for modeling curiosity and creating emotional safety for participants teaching can choose appropriate tools considering priorities of teaching subject, needs and diversity of participants and context factors to achieve desirable outcomes, such as explore their own **practices and behaviors towards foreign culture** because there was no feedback, and the main learning objective was relegated by teacher to a

second plane, in which the lesson objective was centered into acquiring the language set. but not **to confront intercultural language learning components with EFL language objectives** majorly displayed along the observations.

The tendency exposed into this part showed that, there was not a presentation about culture. what the teacher presented was the objectives related with lexis (grammar).but there was not any try to specify or nearly presented the topic about culture at the beginning of the class. However, in terms of class cultural objectives and expectations about culture.

To conclude, implementing different tools and alternative approaches into the English as foreign language field, having different advantages and disadvantages towards the integration of Intercultural Communicative Competence in English lessons. It also confirms that this competence must be promoted in order to tackle possible cultural misunderstandings, by taking advanced of technology and its tools, because those tools supports and enhances the acquisition of the ICC competence alike with the other competences.

Then, by providing teachers and learners, the chance to build intercultural dialogue between cultures and supporting intercultural knowledge. So, teachers **make connections about foreign culture and own culture**, according to topic “taking care of a guest”. Indeed, it seems to be that teacher took advantage of it to relate that income with its own knowledge, **potentially to engage some sort of cultural language adaptability** along with applying the grammatical sense.

Yet, teachers still ignore the fact that culture is diverse and reflection about practices are still limited to show foreign culture such as the American or British one, and local culture are is still treated as minor or less relevant. Still teachers have limited knowledge about diverse culture acceptance and the role that this competence plays during the learners' foreign language acquisition reflect about what they understand as culture.

However, EFL teaching practices should be more oriented to involve learners in the study of deep elements of culture rather than just studying the conventional such

as celebrations, food, geography, celebrities, and tourist places to reduce communication deficiencies, if it is implemented, it will reduce perpetuating false stereotypes and misrepresentations of the target culture and the native culture". Best practices will reduce perpetuating false stereotypes and misrepresentations of the target culture and the native culture. This is a strong adherence to a single culture-bound view of reality in people only view their culture as valuable.

Confronting differences, in which people tend to use stereotypes to refer to others assuming negative positions towards other. Seeing commonalities, people notice the unfair positions they have took against others and they start reflecting to change those behaviors in order to accept others culture. Fourth Intercultural understanding, people recognize other points of view and they get familiarized with them by accepting it as inherent part of culture. Fifth. intercultural competence, at this stage people develop the competence in which they learn how to communicate with others without judging their culture and promoting multicultural dialogue.

CHAPTER 6. Conclusions

This chapter will expose the conclusions derived from the complete study. Those conclusions were adjusted to research nature; the conclusions related towards answering the research questions and the ones brought into the research project objectives. Mainly those conclusions confirmed how teachers put into practice the ICC into context and what the main advantages and advantages in regards of the studied topic were.

This study used qualitative data to answer the question: How English foreign language teachers promote the ICC to develop awareness, acceptance and respect among members from other cultures and backgrounds in the context of current migration waves in Bogotá? Through the whole chapter, **I** will conclude with the insights gained from this study.

Along the study and investigation, it was possible to confirm and refute some

paradigms in regards English language teaching related with the development and support of the intercultural communicative competence inside classroom and teachers' lessons.

Researcher did verify how EFL teachers promote the Intercultural Communicative Competence to develop awareness, acceptance and respect among members from other cultures and backgrounds in the context of current migration waves in Bogotá, along it gained much more information when researcher was able to verify some of the strategies that EFL teachers include during the EFL lessons to foster the intercultural communicative competence in three educative levels in Bogotá.

Based on following those objectives, researcher was able describe how EFL teachers promote Intercultural Communicative Competence into EFL lessons in the three educative levels in Bogotá. then after, based on the process of verifying the promotion of the ICC and by getting some of the strategies being used to do so and how to use those, it was possible to analyze teacher´s teaching performance that supports the development of Intercultural Communicative Competence during EFL lessons.as shown below.

The Overall impression about: How English teachers promote the ICC to develop awareness acceptance and respect among members from other culture and backgrounds in the context of current migrations waves in Bogotá, Reflected that it is promoted by including topics about culture. Inside classroom, it is possible to teach English as foreign language not only to know English speaking countries but also to explores through a foreign language's similar cultures such as the south Americans ones. The possibilities vary a lot, and there is a need to include those into language lesson not only because the foreign students are part now of the educational field in Colombia; but also to start working since those early ages to have an intercultural vision from the world that is around learners, teachers and in general.

The results found in this research showed that EFL teachers from three different formal education contexts in Bogotá carried out activities during their EFL classes with the aim to promote ICC. However, they still have limited knowledge about diverse culture acceptance and the role that this competence plays during the learners' foreign language acquisition.

In fact, teachers and professors implemented activities to promote interculturality; nevertheless, ICC is seen as part of the foreign languages, neglecting cultural diversity among members of the same mother tongue. Consequently, the implementation of ICC has not been successfully promoted in EFL lessons. Still it is needed to determine how is possible to connect a language lesson plan, with cultural events that are part of Americans cultures and how through learning the foreign language it is possible to set discussion that not only encloses language use but also critical thinking and interculturality. By doing this, the teacher was able to connect student's reality with other culture views through understanding the importance of personal experience cultural learning.

If teacher set the expectations towards intercultural communication students feel motivated to work together and reinterpret the concept of a guest or a host when coming from a different place or country. teacher as facilitator helps students to tackle the language interference when learning a second language and additionally it Is possible to learn English by using intercultural activities and materials.

It emphasizes more on the use of realia and resources that can be used to foster students interculturality along with language learning, and less on learning sets of vocabulary. Teacher recognizes pretty well cultural references from other places. however intercultural communication is not one of the objectives of the class although students book contains the cultural subject directly expressed in their tittles. teacher continues on disown how to engage language learning and intercultural communication in English lessons with the aim of knowing the language, others culture, and its own culture.

Teacher´s has a notion about how to apply certain strategies to teach language and culture during the same session. however there are some moments in which is necessary to re-create some environments which lead students to comprehend more the differences and similarities between cultures. through this, it's more suitable to plan a session mostly focused on teaching interculturality along with the foreign language learning.

How they discriminate either to choose between a lexical topic to teach in a certain session rather than teaching culture along with the language input, there are

different possibilities to explore cultural backgrounds form students background and also from the foreign baggage in order to embrace personal cultural practices and experiences to increase cultural knowledge and develop cultural sensitivity no matter the lexical topic teacher selected to teach in a session.

Is necessary to know what is the main role of materials that are used into the session. through the use of material, it is possible to cope with different approaches that develops interculturality in EFL class. teachers should be aware of adapting materials to expose students to cultural learning and instructional leanings. so English lessons become the window for students to dream big and go further when they want to achieve proficiency in a language and when they want toc cope with foreigners and get internal exercises.

Teachers are facilitators and set roles in class lead student to tolerate respect and learn from others culture while they are still learning English and while they are training their communicative skills. so, it is necessary to continue working on authentic practice of world culture when introducing materials to the session feeling authentic English through different cultural activities,

It is worth saying, that is not new that teacher can help learners to acquire target cultural language through this connecting different cultures, supporting insider views of the second foreign culture. But also teachers have to include ICC into EFL lessons due to lack of interaction students might have because of the non-interaction with speaker of the target language, validating a behavior in which the idea of including someone from a foreign culture prevail more than trying to connect owns culture knowledge along with EFL culture it links teacher practice with the desire personal outcomes towards others, teachers related its practices with tolerance, respect and other´s culture.

Those are purely linked with cultural empathy, which ends into contradictory situation in which students leave the sessions disowning the relevance of Authentic experience in intercultural communication. instead they use their own assumptions and references to understand what the main cultural differences between their own culture and the foreign culture were, neglecting that it is possible to become aware of own cultural differences. As result teacher did not examine new knowledge about own

culture and was not possible to determine if they understood both cultural differences

That is why, the role of students into ICC teaching not only encloses cultural knowledge but more than that requires meaningful activities which leads students to reflect about what is worth for them to reformulate about their own cultural manners and also to foster, encourage or develop into students and teachers self-awareness about culture, interculturality and EFL lessons practices. There is a need to link students own cultural knowledge with the reflections about others culture, though the use of comparison to understand clearer the big differences not only in terms of surface culture, but to explore more about deep cultural patterns aligned with those migratory waves.

CHAPTER 7. Further research

This chapter contains the possible topics for future discussion further investigations and deepening that should be carried out to clear up some of the unknowns and items that could not be evaluated during the investigation, as well as study suggestions regarding the scope and variations that may existing much larger study populations and perhaps accompanied by much more in-depth data analysis.

The study managed to develop and answer most of the objectives and the initial study question, as well as to relate current education in the area of English language teaching with the new migratory waves that have occurred in Bogotá. Therefore, it is

vitally important to point out that future research must be carried out in accordance with the objectives achieved by this study and its future development towards completing a complete intercultural teaching practice into the English foreign language field in Bogotá, and if possible in Colombia.

So, it is necessary to carry out an investigation that actively involves a much larger sample of teachers that can also be carried out with undergraduate students from different universities or levels within their bachelor program to also contemplate how the training they are receiving allows them to access or not to intercultural communication and also how this is replicated in their own learning.

It would be convenient to quantitatively analyze how the activities of teachers in the area support the results of this research in terms of the use of Communicative competence, the Intercultural communicative competence, Individual attitudes, Foreign language teaching, Goals of teaching EFL or also achieves the implementation of classroom activities that can support an intercultural language training set for teachers as done in multicultural teaching environments.

To enrich the study, it is needed to narrow how the theory and current practice of Beliefs about the objective (s) of EFL teaching related to: Cultural teaching practice regarding foreign cultural appropriation vs own cultural appropriation in EFL lessons including also Beliefs about the objective (s) of cultural teaching in EFL education the main experiences regarding EFL teacher Concerns / challenges about cultural teaching and reaching the relationship of the Intercultural aspects applied into English lessons

Last but not least, it is necessary that future research projects include the perspective and / or investigation of how, in different intercultural sets, teachers have applied materials and / or learning strategies that allow students to have an Intercultural approach with the foreign culture at the same time how ICC is included as part of curricular projects such as the Language Exchange fields or virtual teaching modules focused on interculturality and education in the modern world along with the main characteristics of a intercultural competent teacher.

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Annexes

Annex A: Classroom Observation Form

RESEARCH PROJECT: **Perceptions about Intercultural communicative competences and teachers' practices in English classes on the context of current migration waves in Bogotá.**

Classroom Observation Form

Objective:

- To verify strategies that EFL teachers include during the EFL lessons to foster the intercultural communicative competence.
- To describe how EFL teachers promote Intercultural Communicative Competence into EFL lessons into learner's language acquisition.
- To analyze teacher´s teaching performance that supports the development of Intercultural Communicative Competence during EFL lessons

Place:

Course:
Observer:
Date and Time

Use criteria that applies to the format of the observed course.

Review Section	YES	NO	Description/Comments
TOPIC			
The session included topics related to the culture through communicative skills			
CLASS PRESENTATION			
The teacher presents the topics about culture at the beginning of the class.			
Teacher presents the objectives of the class and includes objectives about knowledge of culture.			
Teacher creates expectations about the topic related to culture that will be studied.			
CLASS DEVELOPMENT			
Teacher examines students' previous knowledge about the topic.			
Teacher uses realia to present and develop the topic related to culture.			
Teacher explains the topic with appropriateness.			
According to the topic studied, teacher makes connections between the foreign and own culture.			
Teacher includes tasks about culture such as discussions, roleplays, comparative charts, etc.			
Teacher reinforces values such as respect and tolerance to understand the cultural differences.			
ASSESMENT			
Teachers examines student's new knowledge about the foreign culture.			
Teachers examines student's new knowledge about own culture.			
Students understand the differences between both cultures.			

Strengths observed:

-

Suggestions for improvement:

Overall impression of teaching effectiveness to include topics about culture

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Annex B:Observation Class topic.

Topics observation 1 LanguageInstitute	Topics observation 2 Bachelor program	Topics observation 3 School
Habits and preferences (simple present) -Media habits -Your routine -compare other routines	**Getting tourist information (real conditionals)** -The urban world in 2050 -Amsterdam travel guide -plan your own country´s visit	**Present simple positive sentences** -taking care of a guest -sofasurfing.com -Profile for a website

My plans (simple future) -true story competition -your future -back to the future (film)	**Describing homes (would)** **-**Describe your home -architect of the future -homes around the world	**Past simple** -Three small things that changed the world -America is barbarized -thing for a trip
Jobs and activities (comparing) -interview with a dancer. -relate partners' job -tell your dreamed job	**Expressing opinions (Real and unreal conditionals)** -carbon footprint -give opinions about fashion -plan a strategy to save the world	**Countable and uncountable nouns** **-**ordering food -weird fruit and vegetables -your favorite food

Annex C:Observation rubrics info summarized.

School Observation		Teachers 1		Teachers 2		Teachers 3	
Aspects observed	**Activities**	Yes	no	yes	no	yes	no
TOPIC	The session included topics related to the culture through communicative skills	X		X		X	
CLASS PRESENTATION	The teacher presents the topics about culture at the beginning of the class.		X	X		X	
	Teacher presents the objectives of the class and includes objectives about knowledge of culture.		X	X		X	
	Teacher creates expectations about the topic related to culture that will be studied	X			X		X
CLASS DEVELOPMENT	Teacher examines students' previous knowledge about the topic.	X		X		X	
	Teacher uses realia to present and develop the topic related to culture.	X			X	X	
	Teacher explains the topic with appropriateness.	X			X	X	
	According to the topic studied, teacher makes connections between the foreign and one's own culture	X		X		X	
	Teacher includes tasks about culture such as discussions, roleplays, comparative charts, etc.		X	X		X	
	Teacher reinforces values such as respect and tolerance to understand the cultural differences.	X			X	X	
ASSESSMENT	Teachers examine student's new knowledge about the foreign culture.	X			X		X
	Teachers examine student's new knowledge about own culture.		X	X			X
	Students understand the differences between both cultures.	X		X		X	

Institute		Teachers 1		Teachers 2		Teachers 3	
aspects observed	Activities	yes	no	yes	no	yes	no
TOPIC	The session included topics related to the culture through communicative skills	X			X	X	
CLASS PRESENTATION	The teacher presents the topics about culture at the beginning of the class.	X			X		X
	Teacher presents the objectives of the class and includes objectives about knowledge of culture.		X	X		X	
	Teacher creates expectations about the topic related to culture that will be studied		X	X		X	
CLASS DEVELOPMENT	Teacher examines students' previous knowledge about the topic.	X		X		X	
	Teacher uses realia to present and develop the topic related to culture.	X		X			X
	Teacher explains the topic with appropriateness.		X	X		X	
	According to the topic studied, teacher makes connections between the foreign and one's own culture		X	X			X
	Teacher includes tasks about culture such as discussions, roleplays, comparative charts, etc.	X			X		X
	Teacher reinforces values such as respect and tolerance to understand the cultural differences.		X	X		X	
ASSESSMENT	Teachers examine student's new knowledge about the foreign culture.	X		X			X
	Teachers examine student's new knowledge about own culture.		X	X			X
	Students understand the differences between both cultures.	X		X			X

Bachelor program		Teacher 1		Teacher 2		Teacher 3	
aspects observed	Activities	yes	No	yes	no	yes	no
TOPIC	The session included topics related to the culture through communicative skills	X		X		X	
CLASS PRESENTATION	The teacher presents the topics about culture at the beginning of the class.		X	X			X
	Teacher presents the objectives of the class and includes objectives about knowledge of culture.		X	X		X	
	Teacher creates expectations about the topic related to culture that will be studied	X		X		X	
CLASS DEVELOPMENT	Teacher examines students' previous knowledge about the topic.	X			X		X
	Teacher uses realia to present and develop the topic related to culture.	X			X		X
	Teacher explains the topic with appropriateness.	X		X		X	
	According to the topic studied, teacher makes connections between the foreign and one's own culture	X		X		X	
	Teacher includes tasks about culture such as discussions, roleplays, comparative charts, etc.	X		X			X
	Teacher reinforces values such as respect and tolerance to understand the cultural differences.		X		X	X	
ASSESSMENT	Teachers examine student's new knowledge about the foreign culture.		X	X		X	
	Teachers examine student's new knowledge about own culture.		X	X			X
	Students understand the differences between both cultures.	X		X			X

AnnexD:Interviews Form.

RESEARCH PROJECT: Perceptions about Intercultural communicative competences and teachers' practices in English classes on the context of current migration waves in Bogotá.

InterviewsForm

Objective:

- To verify strategies that EFL teachers include during the EFL lessons to foster the intercultural communicative competence.
- To describe how EFL teachers promote Intercultural Communicative Competence into EFL lessons into learner's language acquisition.
- To analyze teacher´s teaching performance that supports the development of Intercultural Communicative Competence during EFL lessons.

Disclaimer:
The information placed on this document will be used to collect data about Teacher´s Beliefs and Practices Applied into The Development of The Intercultural Communicative Competence in EFL lessons in three different educational contexts in Bogotá. The responses you will give to this study are anonymous and exclusively used to answer the project request and do not involve the use of personal information from teachers to any other purpose.

Background teacher's introduction
Please answer the following questions about your background as EFL teacher.

Your age:
Years of teaching English:
Your highest degree:
How many hours of English lessons do you teach per week?
Do you teach any other language?
On average, how many students do you have per class?

Introduction

Along this document, you will find different questions associated with a specific topic. The topics are related with teaching beliefs and practices and are divided into five different categories related with: "Teaching English as foreign language and interculturality in EFL lessons" The set of questions are open, which means you must answer them by using your own words/perspectives/definitions.
Please! Take your time to give your answer. Be as detailed as possible, there is not any word limit to answer the questions.

Part 1
Topic: Beliefs about the objective(s) of EFL teaching

Q1: What is your definition about teaching English as foreign language?

_____
_____
_____
_____

Q2: What do you think is relevant to teach during EFL lessons?

_____
_____
_____
_____

Part 2
Topic: Beliefs about the objective(s) of cultural teaching in EFL education

Q3: What is/are your definition(s) about culture?

_____
_____
_____
_____

Q4: What do you think it is necessary to take into count when teaching interculturality in EFL lessons? Why?

_____
_____
_____
_____

Q5: foreign language teachers should enhance students understanding of their own cultural identity? Why?

Part 3

Topic: Intercultural aspects applied into English lessons

Q6: Please, tick which subjects of study You as EFL teacher consider as relevant to teach, during EFL lessons regarding foreign language culture.

Subject of study	**Relevant**	**Not relevant**
Conventions of communication (slang, formal, informal language, conventions)		
Customs		
Different social groups		
People values and beliefs		
Political system		
Religious beliefs		
Other(s):		

Q 7: Why you have included those into your teaching practice?

_____

_____

_____

Part 5
Topic: EFL teacher Concerns/challenges about cultural teaching

Q 8: Based on your own experience as an EFL teacher, what are your concerns/challenges about cultural teaching in EFL lessons?

_____

_____

_____

Dear teachers, your contribution to this research project is greatly appreciated. Thank You for participating, if you have any further questions or concerns please feel free to contact me at: asantanamah@uniminuto.edu.co

Annex E:Interviews responses summarized.

Interviews info.

Question 1	T1	T2	T3	T4	T5	T6	T7	T8	T9
What is your definition about teaching English as foreign language?	To make English relevant in the student's Life.	English for speaking	It's an educational process in which students participate in a series of social and cognitive tasks to learn a language that isn't spoken in their hometowns.	Teaching English means teaching the language itself, its history, culture, in terms of customs, food, traditions etc.	TEFL is teaching English in an environment that does not necessarily use the language for official things, such as documents, education, etc. but that requires the learning of English to be able to communicate with the world and have further access to education.	IT is a Need for today's world	Teaching English as foreign language is teaching the grammatical sense of the language and also the traditions, vocabulary and places of interests. For teaching is important to have competences and wider vocabulary.	Teaching English as foreign language is how teachers promote foreign language learning to achieve communicative goals into learners, to trade understanding about others, based on grammar, communicative skills, social conventions, people´s perspectives focused on work and communication. applied into different fields, such as education, business or industry.	TEFL can be consider as enhancing people´s ability to perform communicative interactions into a foreign language setting, FLT act as guiders to foster abilities into learners to be used when need it.

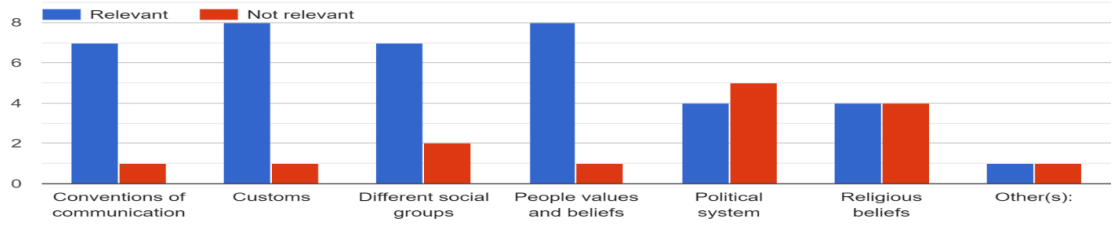
Question 2	T1	T2	T3	T4	T5	T6	T7	T8	T9
What do you think is relevant to teach during EFL lessons?	To make sure culture is included in class.	The language the students need	Putting aside the obvious resources to teach a class like a setting, I think we need the following ones: 1)The teacher's knowledge of the language and methodology to facilitate the process 2) The students' motivation to learn the language 3) Samples of the language (written and spoken), a document with usage and grammar explanations and strategies on how to learn	The language itself, its uses and cultural aspects where the language is spoken. Besides, use the language to learn their own culture	. A lot of pronunciation and lexical chunks	To Keep teachers and student's motivation	Grammar, vocabulary, exceptions, traditions and accents.	Relevant: Vocabulary, people values, history, communicative patterns, language conventions and social manifestations	Language input, vocabulary, culture, meanings, education, beliefs, history and political development.

Question 3	T1	T2	T3	T4	T5	T6	T7	T8	T9
What is/are your definition(s) about culture?	Topics which make the language meaningful.	The way people think and behave	Culture is a shared set of knowledge, beliefs and customs shared by a group of people	Culture means who a group of people are and believe. It means the customs, traditions, history, language that make them being identify as a group	. Culture is the set of values and practices a group of people has	One of the best topics for teaching and learning any language.	Culture is the behavior certain people have, also encloses food, religion. customs. Is something created along the time and it varies depending on the context or ambient	. Culture can be defined as the congregation of values, originary people conceptions, religion and language variations that belongs to a specific group of people.	culture is how individuals' perspectives assert certain symbols from a language in which communities are identified into a group with specific traditions, beliefs and settings that according to the impact on others can determine individual and collective attitudes towards others meanings of culture or individual identities.

Question 4	T1	T2	T3	T4	T5	T6	T7	T8	T9
What do you think it is necessary to take into count when teaching interculturality in EFL lessons? Why?	Respect, above all! We need to respect and encourage students to expose themselves and their culture in class	Cultural awareness "translation"	Human actors and a methodology are needed. The actors are teacher knowledgeable about the topic and, ideally, a person from another culture to interact with. It's fundamental that the teacher has a clear concept of interculturality. In terms of procedure, at least two steps are key. Firstly, students should be exposed to real or imaginary situations that imply negotiating meaning with a speaker of another culture. Secondly, after taking part in a situation, students should be encouraged to reflect on the experience and be self-aware of the difficulties and gains of interacting with a person who belongs to another culture. The reason to consider these two factors is that a knowledgeable teacher can lead the process, a foreign person to interact with would make the situation real and a promoting self-awareness would make the experience cognitively relevant.	It is necessary to consider other cultures and their own culture in order to reflect, compare and understand them. This is because when students learn about their own culture, they able to comprehend the differences with others	. The cultural differences between the country(ies) that speak English as a native language and our own environment.	IT is necessary to use Real information, factual and interesting for students	Teaching interculturality refers to culture, so is important to teach, food, places of interest and the language itself.	It´s necessary to show students that a foreign language encloses cultural target, because most of language meanings and grammar were adequate from people's historical aspects and variations regardless traditions, beliefs, values and depending on the case religious impact.	It is important to teach, the reflection on the social, economic and individual perspectives that are explicit in a culture. It is relevant to teach the language from jargon, meanings and even music that has formed counterculture within communities.

Question 5	T1	T2	T3	T4	T5	T6	T7	T8	T9
foreign language teachers should enhance students understanding of their own cultural identity? Why?	Absolutely. There's no way one can understand a new culture if they do not judge their own important.	The teacher should bring this awarenes s to students	That's very important because students should be aware of the fact that their culture is only a possibility out of the thousands that humanity has produced. After understanding so, they might be open to accept other practices and ideas. Similarly, if people understand that there are valuable beliefs or behaviors for them, they could assume that all cultures have things they value. Based on that, the intercultural endeavor would consist in discovering what each cultural value the most. There'll be similarities and differences across cultures.	yes, because they need first to know their own culture recognize who they are	Yes, because it is only through understanding and giving value to students' own cultural identities that we teachers will be able to get them interested in learning a foreign language.	I consider necessary and important to know your own culture, to love what you are Also what you have been, obviously the cultural identity is part of that	No, because understanding a foreign language is better because is new knowledge, people already know what and how it´s culture is and they have to understand that topic alone or I house, but not in English lessons because is not mandatory.	Yes, EFL teachers should include into English lessons cultural values and appropriations from own's cultural identity, due to internal variations that changes into the same context, and mostly because for a EFL educator its pedagogical practice can be enrich into language understanding and can be focused towards discriminate which type of content suits the better when students came from different contexts or cultures.	Strictly necessary. The first approach to foreign culture, is the culture itself, however we cannot speak of a single culture in Colombia, it is possible that there are collective symbols that mark us as Colombians, but it must be understood that the culture also starts of the individual appropriation of the people, but it is vital to make a parallel between the own culture, the foreign culture and the neo culture that arises from both.

Q6:Please, tick which subjects of study You as EFL teacher consider as relevant to teach, during EFL lessons regarding foreign language culture.



Question 7	T1	T2	T3	T4	T5	T6	T7	T8	T9
Why you have included those into your teaching practice?	Because I've assumed them meaningful to my students	Because they are the most sociable ones	I regret to state that I haven't included as many topics above as possible. Actually, some of them could be distant from an actual communicative situation (For example, religion). However, it could be assumed that communication takes place within a social framework. As a matter of fact, students should be aware of how to address a person with a higher status or how to be indirect to sound more polite when using English.	No clear	. Because it is not difficult to find interesting similarities and differences between these items in native speaking countries and Colombia	All these aspects give the possibility to understand other culture	Because teaching English must be taught for students to communicate with foreigners and travel abroad, so what the determines success into communicate properly with others is to have a wider vocabulary and the appropriated grammatical rules on target.	Because all of them are part of people's world perceptions, those shapes the spoken, written and everyday language, those components modify linguistic learning and shapes student's imaginary about own´s culture and the foreign one.	Because it shows linguistic-cultural management that a foreign language teacher has in their experience. Teaching language, as part of the culture includes cultural meanings such as (politics, religion, arts...) it is decisive to teach for example the Middle East system versus the Western system, because perspectives changes from one to other, and all this can be done in an English class. within TEFL world, teacher can establish a communicative point with different cultural symbols, and knowing how to establish a relationship with them, is equivalent to being fluent and assertively culturally speaking, which is students immerse interest when learning a foreign language.

Question 8	T1	T2	T3	T4	T5	T6	T7	T8	T9
Based on your own experience as an EFL teacher, what are your concerns/challenges about cultural teaching? in EFL lessons?	The families' beliefs that, sometimes, tend to be something like "English is not important."!	Understanding different ways of thinking / behaviouring	In our country, interculturality is a big issue in an EFL setting because students do not have the chance to interact with a speaker of the target language. Most topics related to culture have to be addressed indirectly by means of a 'dos and don'ts' list or by seeing or reading about situations in which culture plays a big role (for instance, a video on how to break the ice). Moreover, the fact that students share the same attitudes and conventions does not pose a challenge to their communicative abilities. There are beliefs that they share and, hence, are unseen in the way they communicate. That is the case of conventions about privacy and taboo topics. In order words, they don't experience a real culture shock that is necessary to become aware of otherness. Notwithstanding that limitation, I think Colombia itself offers a good chance for interculturality given the sharp differences among regions. It's more likely that Colombian people experience otherness when interacting with a person from a different region. Consider the attitudes to loud music in the Caribbean region and the Andean one to mention just a case. It might sound paradoxical for a foreign language teacher, but the best scenario to 'teach' interculturality in our country would be the social studies class not the English one.	Connect the topics to students' cultures, since teachers sometimes tend to focus on the language only	. The lack of identification that students, especially in poorer areas, have with why they need to learn English.	IT is a challenge to teach to students that do not have good economic possibilities, in this moment they are suffering violence, they do not have what to eat, they do not live in good conditions...	Not a concern, but teachers have to be focused on teach students grammar correctly and students by their own have to understand what culture is for them and also if they want to adopt foreign culture as proper one.	My concerns are still focused on how teachers continue replaying old fashioned models when teaching, even the communicative approach today seems to be obsolete when we consider language variations and students perceptions about culture, that nowadays changes according to media interest. So Is need it to include such a "training" into cultural field to EFL educators not only to teach English to communicate purposes but also as an asset to reconstruct cultural and linguistical knowledge.	I affirm that teachers have deficiencies in teaching culture. Colleagues take little advantage of cultural diversity in their classes, and even with degrees in education, they continue teaching with PPT presentations and word lists. while the intercultural gap remains latent and the neo-culture supported by technology makes the decisions about what regular people called as "culture" in today's world.

Annex F: Focus group Form.

RESEARCH PROJECT: Perceptions about Intercultural communicative competences and teachers' practices in English classes on the context of current migration waves in Bogotá.

Focus groupForm

Objective:

- To verify strategies that EFL teachers include during the EFL lessons to foster the intercultural communicative competence.
- To describe how EFL teachers promote Intercultural Communicative Competence into EFL lessons into learner's language acquisition.
- To analyze teacher´s teaching performance that supports the development of Intercultural Communicative Competence during EFL lessons.

Disclaimer:

The information placed on this document will be used to collect data about Teacher´s Beliefs and Practices Applied into The Development of The Intercultural Communicative Competence in EFL lessons in three different educational contexts in Bogotá. The responses you will give to this study are anonymous and exclusively used to answer the project request and do not involve the use of personal information from teachers to any other purpose.

Part 3

Topic: Cultural teaching practice regarding English cultures vs own cultural appropriation in EFL lessons

Q1: A foreign English teacher should present a realistic image of a foreign culture and therefore should also touch upon negative sides of the foreign culture and society? Why?

_____
_____
_____

Q2: What is your opinion about the following statement: “language and culture cannot be taught in an integrated way; you have to separate in two? Why?

_____
_____
_____

Q3: What is your opinion about the following statement: “foreign language teaching should not only touch upon foreign cultures. It should also deepen understanding of own´s culture? Why?

_____
_____
_____

Q4: Do you use any other material besides textbook to teach language along with culture? What are those materials?
Give some examples.

_____
_____
_____

Q5: Do you link language teaching regarding English cultures vs own cultural appropriation during your EFL lessons? Give some examples.

_____
_____
_____

Annex G: Focus group transcription.

Focus group transcription.

M: Thank you so much for being here and voluntarily answer my research project questions about: Intercultural communicative competences and teachers' practices in English classes in the context of current migration waves in Bogotá.

(Pause and deep breath)

M: I will be the moderator, so I will ask you to answer five questions, in which you just answer based on your perspective, experience and knowledge about the topic. Ok?

T: Yes, sure, go ahead!

M: Before we start, I like to read the disclaimer just to be sure that you know how data will be treated:

M: Disclaimer "The information placed on this document will be used to collect data about. Intercultural communicative competences and teachers' practices in English classes in the context of current migration waves in Bogotá. The responses you will give to this study are anonymous and exclusively used to answer the project request and do not involve the use of personal information from teachers to any other purpose".

M: Let´s start!

(Chair noises on the background).

M: Question number one:

Q1: A foreign English teacher should present a realistic image of a foreign culture and therefore should also touch upon negative sides of the foreign culture and society? Why?

M: You will have one minute to think about your response.

One-minute silence.

M: So, Teacher one please starts:

T1: Ok!... Well…I think it´s important to show a "self-image" of what I considered as negative or positive of any foreign culture…umm Most teachers and people have had the opportunity to be and interact with a different culture and it´s necessary to integrate that knowledge into the classroom. Umm…So, we may bring examples of what to do or not when our students face someone who is different from our Colombian culture. Next

M: Thanks! Teacher two is your turn please:

T2: Sure!... Interesting question… from my point of view, I see that it´s not important, because…what is always seen about another culture, is the "best" manners, or the food and music, especially if it is from a foreign culture. (silence) oh! also, each person is the one who discovers that, and as a teacher, I should only explain the language as it is, and not to focus on culture negative sides, because it doesn´t matter for the class. That's it!

M: Ok! Teacher three:

T3: Thanks!... Eh! On my opinion, it should be mentioned, especially because Colombians have a "bad reputation" abroad. (sadly) So, it is better to explain that in class, because teachers use few experiences in the classroom and sometimes when people face those awful situations in another Country, they feel bad. (what a mess)

M: Finally, your turn teacher four:

T4: Well, Well, well…From what I do, many outdated ideas still took part on how "culture" is taught in the EFL classroom (Whoa) because based on my classmates' answers, it seems to be. that only teaching the language is about vocabulary and grammar, (and its not my dear) but now, it goes beyond teaching that. With all the migratory waves not only here in Colombia, (cough, cough Venezuelans) but around the world, it is an obligation for us to explain to students the negative sides of cultures, mmm because we as "Latinos" tend to believe that people from other countries will receive us with open arms and that is false. (yeah!) Also, we are omitting information from the cultures that are in Colombia because people from the capital omit many of the country's realities. (short sharp laugh)

M: That was the end of question´s one responses, let´s continue with question two.

M: Question number two:

Q2: What is your opinion about the following statement: "language and culture cannot be taught on an integrated way; you have to separate in two? Why?

M: You will have one minute to think about your response.

One-minute silence.

M: So, Teacher one please starts:

T1: Regarding this statement, I do not agree, because language at the same time is loaded with cultural connotations that must be integrated into teaching. The integration of both are necessary to define what is done with the language and how culture evolves with the language, how it is used and in which contexts a learner have to recognize whether to say something or not to say it, For example, when to speak formally or informally, because if you do not reinforce cultural abilities along with the language students will face a inevitable cultural shock.

M: Thanks! Teacher two is your turn please:

T2: It is completely retrograde, to think that culture cannot be though as an essential part of a language. From the paradigm of culture that can be studied into social sciences and from the paradigm of teaching languages in human sciences, there is no way to consider that a language can be taught without the context in which the language is happening, it must be taught in an integral way, since it is real that there are cultural differences and before exposing oneself to having negative experiences, it is necessary to have certain degree of cultural knowledge along with knowing how to teach languages, so teachers need to explore with students what is culturally accepted and what is not accepted, so students can be nurtured by the new culture that they will acquire in one way or another

M: Ok! Teacher three:

T3: In this case, I say that it can be taught separately, only if the language is already known in advance and there has been direct contact with the culture, whether living in the country or with natives, if not, it is necessary to integrate it into teaching, and also make specific introductions to culture in a less superficial way.

M: Finally, your turn teacher four:

T4: Culture is part of everyone, not only if you want to speak in another language you have to know which patterns you have to learn or what actions are clearly linked to our culture or the other one, a clear example is that we were all colonized by Spain, however we do not have the same customs that Spaniards have, but if it is about teaching English, you should know what it is and for whom it represents an artifact of domination, appropriation or simple interaction, since this and its diversity of cultures makes it very different to say: "You are my cup of tea" in England, that has a cultural meaning, but it is not the same in the American English, because it would not have any weight of value, so culture should be taught at the same time with learning the language while deepening the social issue of the culture and its adaptive implications for individuals who are not native to it

M: That was the end of question´s one responses, let´s continue with question three.

M: Question number three:

Q3: What is your opinion about the following statement: "foreign language teaching should not only touch upon foreign cultures. It should also deepen understanding of own´s culture? Why?

M: You will have one minute to think about your response.

One-minute silence.

M: So, Teacher one please starts:

T1: Teaching English must also include the cultural diversity of the same country, for example in a country like Colombia that is diverse within its own regions, language classes must have the component of teaching our own culture by using the foreign language too. Like introducing into class topics cultural representations such as gastronomy, festivals, carnivals and the development of culture today in our country and how people how migrate to other parts brought culture to others, complementing the learning and acceptance of one's own culture.

M: Thanks! Teacher two is your turn please:

T2: It is necessary to relate one's own culture with the foreign one, because as a teacher and human being I cannot allow my apprentices to base their learning into wrong assumptions about the foreign culture or let them get their idiomatic

knowledge based on stereotypes, it must be remembered that although part of the culture is learned and passed from generation to generation, when teaching Another language and relate a new culture, we must be very clear in explaining its cultural development and how the language is also loaded with the cultural history of that nation or group of speakers of a language

M: Ok! Teacher three:

T3: Colombia has followed a bilingual plan for many years, and we cannot ignore the case that still we do not take as part of a culture the fact that San Andrés and Providencia, speaks more English than Spanish. I believe that we should even teach the history of Latino American culture as part of the study plans, because we cannot say that Colombian English culture can be even be compare with Trinidad's and Tobago English culture, so we do have to deepen into our diverse cultural roots and then and along the language learning introduce and go beyond into it.

M: Finally, your turn teacher four:

T4: If we think about decolonization, it is not even necessary to speak English, however the purism of that point cannot be taken strictly today due to today's world dynamics, still it is necessary to make a primary recognition of what our culture is , since it is not a single one, but is permeated with several symbols. While a language such as English, be a little less diverse in terms of their customs. It is important to reach a cultural consensus in which the culture of "being Colombian" is understood first, and then through practical teaching we can explore the meanings of any other culture.

M: That was the end of question´s three responses, let´s continue with question four.

Q4: Do you use any other material besides textbook to teach language along with culture? What are those materials? Give some examples.

M: You will have one minute to think about your response.

One-minute silence.

M: So, Teacher one please starts:

M: That was the end of question´s one responses, let´s continue with question six.

T1: Yes, I try to use videos from other parts of the world and implement readings that have been written by authors from other countries, so my students can work with those readings.

M: Thanks! Teacher two is your turn please:

T2: I try to do all the listed activities from my workbook, since they bring a lot of intercultural activities such as etiquette and professions that are in other parts of the world but not here.

M: Ok! Teacher three:

T3: I recommend series or movies to my students, so that they can analyze some stories of the world and see how the different is the world and the different types of English

M: Finally, your turn teacher four:

T4: For my class I do not use anything other than the book and suddenly some guide that talks about festivities in some part of the world for when the English days are done, to have options to celebrate it

M: That was the end of question´s four responses, let´s continue with question five.

Q5: Do you link language teaching regarding English cultures vs own cultural appropriation during your EFL lessons? Give some examples.

M: You will have one minute to think about your response.

One-minute silence.

M: So, Teacher one please starts:

T1: Now yes, because students have contact with different references such as music and the web, they follow YouTubers and people who are from other places, so sometimes I ask them for suggestions that they like and I look for something to teach them, for example, they like K-pop and Korean culture so I decided to take a popular songs and then I show them a short YouTube video about Korea to get them know a little more about that culture along with including language aspects

M: Thanks! Teacher two is your turn please:

T2: I would say yes, but now I do not believe it, the only thing I do to show them English culture and ours, in terms of food and the seasons mostly, because they go a lot for the visual so I show them pictures from any book and then after I ask them to tell me their experiences with food or the weather based on the patterns that they see as common into both cultures. Usually they all say they want to know the snow.

M: Ok! Teacher three:

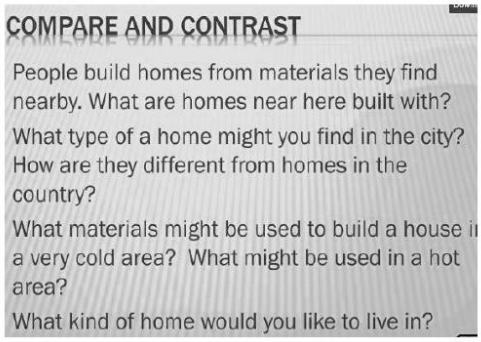
T3:
I used to travel, so I show my students the objects or memories that I have collected from the place, we do role plays of how a Colombian student would explain places of interest to a foreigner or sometimes I tell them to present in front of class what most catches their attention about Colombian culture to share experiences among us, then each student try to rephrase based on their own points of view what they know about it, for example is completely different how a person from the coast sees their culture versus a person from the capital sees people from the coast and vice versa.

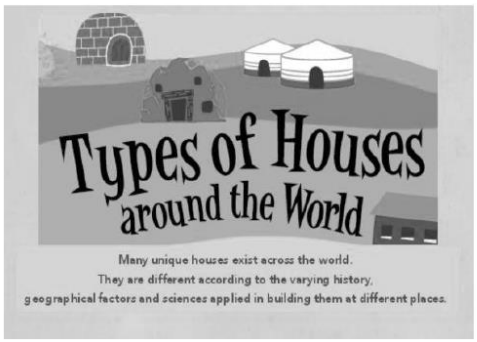
M: Finally, your turn teacher four:

T4: I do not link foreign culture with Colombian one, because students are the ones who already know what Colombian culture is and I am in charge of teaching and telling them the generals about other countries, so I prefer to teach language instead of going deeper into fields that are not my specialty.

M: That was the end of question´s five responses, thank so much for being part of this project and hope to see you soon.

Annex G: Images.





The five of famous dance group :

1.The National ballet of China

2.Shanghai Ballet

3.Liaoning Ballet of China

4.Guangzhou Ballet

5.HongKong Ballet

Ballet History

Ballet dress up

The main dance drama

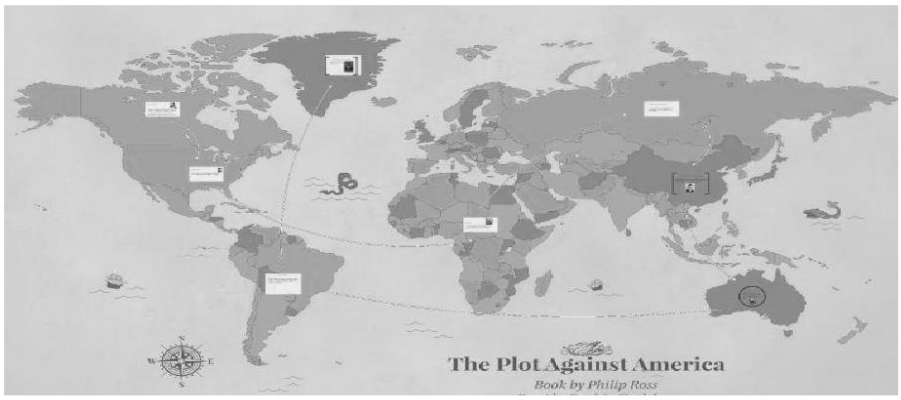
Famous dance group

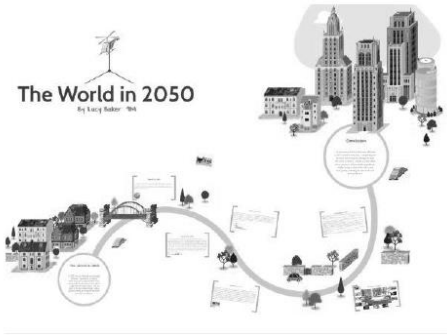
The famous dancer

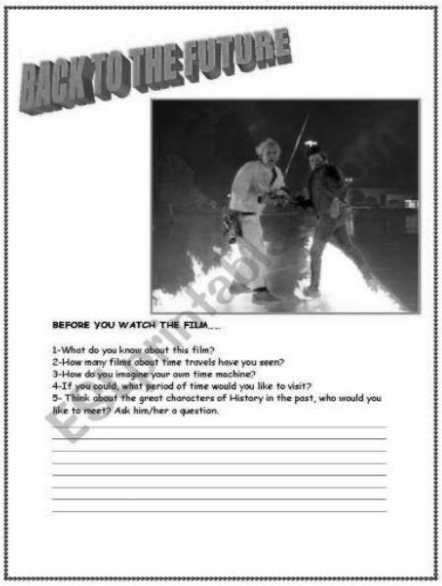
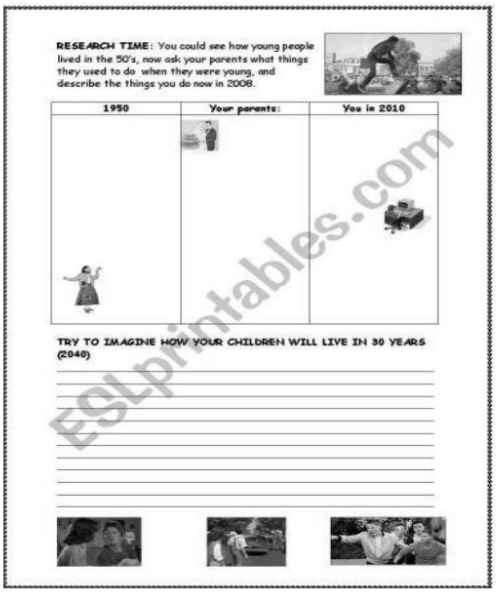
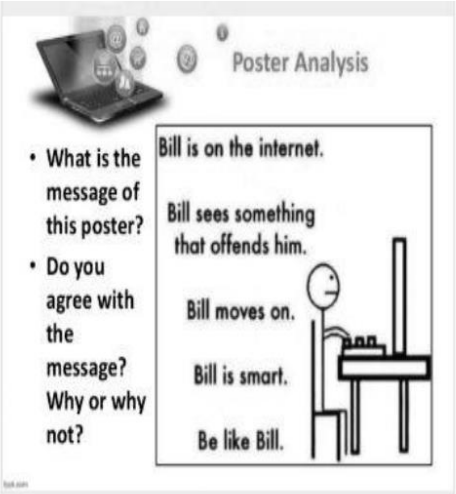
interview

our teacher

The end





The World In 2050

In 2050, the world would have changed massively. Population increasing, technology advancing and healthcare facing problems due to people living for longer and birthrates falling. Due to most of the population living in cities, global warming will increase and there will be more pollution.