



DEVELOPMENT OF INTERCULTURAL COMPETENCE TO IMPROVE
COMMUNICATIVE PROCESSES THROUGH CONTENT-BASED INSTRUCTION
ACTIVITIES

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RESUMEN

En el presente trabajo se da a conocer información relevante relacionada con el diseño e implementación de una propuesta metodológica para desarrollar competencia intercultural como facilitadora de procesos comunicativos en estudiantes del grado 1105E del colegio Mercedes Nariño, en el programa Media Fortalecida. Dicho propósito se llevó a cabo a través de la elaboración e implementación de actividades estructuradas a partir del Enfoque de instrucción basado en contenido (CBI – Content-Based Instruction); un método vinculado al enfoque comunicativo para la enseñanza del inglés como lengua extranjera. Para tal fin, se llevó a cabo un proceso que tuvo en cuenta las etapas de identificación de la dificultad, diseño e implementación de las actividades propuestas y evaluación del proceso.

Palabras clave: competencia intercultural, procesos comunicativos en inglés como lengua extranjera, actividades basadas en contenido.

ABSTRACT

This work aims the presentation of relevant information related to design and implementation of a methodological proposal to develop intercultural competence as a facilitator of communication processes in students of grade 1105E of the Mercedes Nariño School, in the program Media Fortalecida. This purpose was carried out through the elaboration and implementation of a set of activities that were structured taking into account Content-Based Instruction (CBI) features; it is a teaching method from the communicative approach for teaching English as a foreign language. To achieve that purpose, was carried out a process that took into account the stages of identification of the difficulty, design and implementation of the proposed activities and evaluation of the proposal.

Key words: intercultural competence, communicative processes in EFL, Content-based instruction activities.

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INTRODUCTION

To improve communicative processes into foreign languages classrooms, it is imperative the development of the intercultural competence since it enables subjects to become aware about their relationship with others in the different contexts in which they interplay. The importance of developing intercultural competence into the classroom is attached to two main reasons: the first one is due to students usually come from different cultural backgrounds. The second one, is because they live in a globalized world. In this way, scholars need intercultural skills to act properly; recognizing difference and being conscious about the people that coexist in their same environment.

The present document offers information related to a proposal that arose due to the interaction of two teachers of English during their pedagogical practicum with a group of students from 11-03E grade at media fortalecida, a teaching program for public schools in Bogotá. During the first sessions, the trainee teachers “researchers from now on” detected that the students presented attitudes and behaviors that showed lack of interaction and communication among them, which made them be shy; to be isolated and ostracize their companions, disregarding and rejecting the otherness. Do to that fact; the current study aimed the development of intercultural skills in the afore mentioned group of students. For doing so, there was implementation of a set of activities addressed from the Content-Based Instruction method.

This work is divided in 4 chapters; the Chapter 1 is about the situation that was identified during the researcher’s pedagogical training. It was evidenced that the students had been working together for about nine months in the same course at Media Fortalecida. However, they had not achieved an acceptable level of healthy coexistence among them. It happened because students presented lack of affective relationships with the classmates they had not had enough contact

with in their normal schedule. Thus, the researchers implemented a plan, which could students to enhance affective processes by using English language to break socio-affective and communicative barriers.

The main objective of the current research is to develop intercultural competence with the aim for improving communicative processes with students of the course 1105E at “Educación Media Fortalecida” from Liceo Femenino Mercedes Nariño through a set of activities oriented by Content-Based Instruction. In order to have an overview about what has been researched in the field of the development of intercultural communicative competence, the use of Content-based Instruction method in teaching English as a Foreign Language and the jobs effectuated in the Media Fortalecida program, there are shown some researchers developed in Colombia and abroad. Those papers are significant since they serve as basis and benchmark for this job.

In the Chapter 2, the theoretical framework presents two categories. In the first one, are described the postulates raised by Dell Hymes and Michael Halliday with regard to the development of the communicative competence. In the second category is addressed the intercultural competence from the perspectives of authors such as Michael Byram, Milton Bennett, Claire Kramersch and Carlos Rico. These tenets are taken into account since they constitute the foundation and support for this research.

In the Chapter 3, the methodological framework exposes the type of the research in which it is based. The instruments and artifacts used by the researchers with the purpose of collecting and analyzing information, are described precisely with the aim to support the hypothesis. Furthermore, there are three stages established: implementation, identification and assessment; as guideline for the development of the research in terms of giving order the steps to follow.

The Chapter 4 presents the results obtained during the process. In those, can be seen that students improved their communicative processes, developed interculturality and the use of language through activities oriented by Content-Based Instruction. In this way, the results are supported by statistics and an analysis with the aim to accomplish the general and the specific objectives; which give a new perspective about how the communicative language activities could develop the intercultural competence. Finally, the Chapter 5 presents some conclusions about the process carried out and some recommendations to take into account in future researches around this topic.

CHAPTER 1. OVERALL DATA

1.1. PROBLEM IDENTIFICATION

Learning a foreign language involves having in mind that language and culture need to be joined. It must be developed at the same time to suit the Intercultural Communicative Competence, which is an essential element when interacting “[...] with people of different cultural backgrounds, multiple identities and a specific individuality” (Byram, n.d., p. 27). This point of view highlights the importance of keeping together language and culture, since one depends on the other to develop the intercultural competence performance and effective learning process in the EFL.

This proposal arose from the interaction with the group 1105E from Media Fortalecida at Liceo Femenino Mercedes Nariño. This is a program that is addressed from the Minister of Education to public schools in Colombia. In this space, the students reinforce their skills in different subjects; one of those is English, since this subject is important for their academic performance and personal expectations. Hence, when students graduate and choose a profession, it will allow them to improve their life quality.

During the first session, the researchers attended to make an observation of the students’ behavior, communication, and social relationships. It was found that there were students who made part of six different courses in their normal academic schedule from eleventh grade in the afternoon. The students met in the morning with the objective of receiving a reinforcement in different subjects; one of them was English. At the beginning of the year, the institution did an English exam to each eleventh course, which classified the students according to their English proficiency level, dividing them from A to E; being A the lowest level and E the highest.

Thereby, the students used to organize themselves with the same people they were within their daily academic schedule in the afternoon. The selected group to this research was the one with the highest level 1105E.

It was detected that they had attention difficulties; students preferred to do other kind of activities, such as, chatting, combing, gossiping, and doing homework from other subjects while they were in class. Those attitudes occurred since they used to finish the activities established by the teacher and the students got boring. Moreover, owing to the school furniture organization in the classroom was divided in six round tables separated one from the other and with about six chairs each one. It did not allow them getting in touch and communicate one another. Thereupon, this generated communicative and coexistence drawbacks like lack of communication and interaction, shyness, introverted attitudes and difficulties to listen to each other. They felt fear to fail during oral performances, did not have contact with other groups and it all ended in a segmentation of the course in small groups. Students preferred to work with their own groups refusing to be divided. There was a shyness and awkwardness environment, in which students had a shield that isolated them from other groups of students in the same classroom.

In the second session, researchers did a diagnostic exam to evidence student's English proficiency in the four skills (speaking, listening, writing and reading). The exam was elaborated specifically for this population taking into account the B1 level from Common European Framework (CEF) for languages. According to the final results, even though the students made part of the highest English level, most of them had several weaknesses with regard to the language management.

The Media Fortalecida English curriculum is divided in four semesters. They are oriented in the following way: the first two semesters are assigned to tenth grade, and the other two are

for eleventh grade. This research took place in the fourth semester with the due course. In this semester, the plan presents English language and culture as the conceptual underpinning for the English sessions. Moreover, the competence proposed in this plan is focused on the effective, coherent and accurate student's linguistic competence in different communicative context in their daily lives using the target language.

However, the researchers noticed that in the classroom the activities proposed by the head teacher were guided just towards the improvement of grammatical and linguistic aspects. Reading and writing skills exceeded, leaving aside speaking and listening, which are fundamental to develop the communicative processes that poses the curriculum. Besides, the intercultural component was not evidenced precisely, since the activities, such as coping from the board, individual tasks, and worksheet students developed did not enable the interaction among them.

One of the English activities proposed by the researchers was recognizing and getting in touch among them identifying their own identity. On this, students carried over interviews to practice the skills in an integrated way. To do this, they had to gather with students from other groups. Some of the questions they had to use were: Who are you? Where are you from? How old are you? What is your favorite hobby? Who do you live with? Subsequently, students socialized the gathered information, and expressed how they felt at the moment of getting in contact with different students. It evidenced they refused to interact with unknown peers because of they felt anxiety and nervousness. Despite of this, students did the activity successfully.

Those kinds of activities were focused on Content – Based Instruction. It allows “introducing English learners to content subjects by teaching the academic language” (Chamot, 2014, p.79). Thereby, language is taken as a means for learning content, and content is used as a

resource for learning language; with regard to language, English was used as a bases for strengthening communicative processes through tasks that involved linguistic skills. Thus, related with content, there were implemented activities about coexistence, violence, human values and life project which allowed to develop intercultural competence. This method was appropriated to Media Fortalecida program students, since the linguistic needs and their proximity to face a changing society requires to be conscious about different cultural situations. It implies recognizing and coexisting side-by-side with the otherness.

In short, the researchers identified the students had been working together for about nine months in the same course at Media Fortalecida. However, they had not achieved an acceptable level of healthy coexistence among them. It happened because students presented a lack of affective relationships with the classmates they had not had enough contact with, in their normal schedule. Thus, the researchers implemented a plan, which could help students to enhance affective processes by using English language to break socio-affective and communicative barriers.

1.2. RESEARCH QUESTION

How to develop intercultural competence in students from the course 1105E at “Educación Media Fortalecida” from Liceo Femenino Mercedes Nariño while teaching them English language?

1.3. OBJECTIVES

1.3.1. General Objective

To develop intercultural competence in order to improve communicative processes through a set of activities addressed in Content-Based Instruction with students of the course 1105E at “Educación Media Fortalecida” from Liceo Femenino Mercedes Nariño.

1.3.2. Specific Objectives

- To develop a plan which intends students to reflect about themselves, their relationships with others and the way these personal issues can affect their academic processes.

-To manage a process in which students can improve their English performance and develop intercultural skills through activities that focus on content appropriation and interaction.

- To identify categories related to intercultural processes and language use from the activities in the plan.

1.4. RATIONALE

In learning and teaching English as a Foreign Language, educators must take into account the development of intercultural processes, which facilitate students' performance related with the communicative competence by promoting interaction. According to Byram (1997) teaching language contributes to help learners in their intercultural dimension, while acquiring the linguistic capabilities needed to communicate. In this way, this research contributes to improve pedagogical practices related to English teaching.

The current proposal is suitable since it takes into account the need of improving communicative and intercultural processes. The lack of interaction among the students prompted the researchers to deal with the way in which students interact among them, in order to improve language learning and interpersonal relationships.

The strategy of adapting Content-Based Instruction as a method from a wide range of current topics guarantees the development of critical thinking about students' environment. Thereby, language and content promote to learn the EFL, not only making use of the traditional grammatical language teaching, but also implementing different sort of activities to enhance the student's linguistic and communicative abilities.

It is important to mention that this research provides to the Media Fortalecida program at Liceo Femenino Mercedes Nariño a different perspective in terms of teaching EFL in a classroom due to the fact that the researchers used a language as an excuse to improve the students' communication. At the same time, the opportunity to reinforce English skills through the combination of content and language, as Richards & Rodgers (1986) assert, allows to create scenarios in which the students are able to reflect about their cognitive and social abilities from language use to face real life situations.

The development of communicative and intercultural competence is the main objective of this project because the issues students have among them prejudice their learning process. It is appropriate for public schools since most of those institutions develop the Media Fortalecida program. In this space, English is posed as one of the main subjects to be reinforced. This is viewed as an important element which contributes to give future professional opportunities to the students.

As to the disciplinary field, this study contributes to open the perspective the usage of activities addressed from content-based instruction have to enhance communicative processes and develop intercultural competence. In the same way, it offers different points of view about teaching English as a set of linguistic elements how it is perceived in students' daily classes and educative environments. This research has been an important experience for the researchers as students and teachers, due to it generated a real contact with educative settings, its needs, issues, and other situations which have demanded the use of different strategies in learning and teaching EFL in a classroom.

1.5. BACKGROUND

The purpose of this section is to present some research projects which allowed the analysis on what has been surveyed regarding to the development of intercultural communicative competence, teaching English as a Foreign Language (EFL) through Content-based language instruction (CBLI) and Media Fortalecida program in public schools in Bogotá. It was decided to organize the research background into these categories due to the topics because they provide the foundations for this proposal.

1.5.1 Development of intercultural communicative competence by using English as a Foreign Language (EFL)

Related to this topic, Al Farabi (2015) in his research *Cultural barriers in English language learning: a socio-cultural perspective*, analyzed “the positive and negative impacts of cultural barriers on English language teaching/learning process” (p.71) in India. In his research he used learning English as a foreign language (EFL) to identify some problems related to cultural behaviors in the classroom. He explained that the traditional practices focus on grammar translation method, exams application and poor critical thinking, do not allow to develop a meaningful knowledge about the language, and an effective communication between teacher and students. According to his findings, in a social context, barriers are created because of the students’ relationships, individuality and teacher’s practices to create cultural awareness. As a result, the author concluded that an “educator should seek to understand how difference is produced and eliminated within unequal relations of power because the more they know about cultural differences, the better they are in teaching and the more effective communication between teachers and students become” (p.75). In this way, the cultural component is an important element which has to be taken into account EFL classes.

Another research is a proposal about *Self-concept and Self-esteem in Adolescents with learning Disabilities* on a Master’s of Science in Education Degree job presented to the University of Wisconsin-Stout in 2010 by Jamie Sternke. This author highlights the importance self-confidence and self-esteem have in students’ lives, purposes to review and examine the differences between self-concept and self-esteem, as well as their effects during adolescent development. For doing this, she proposes an improvement on the strategies that are used in the educative environments. They must be focused on the unique learning style of each student,

according to what she asserts, with the improvement of grades comes the increase of self-esteem and happiness. She concluded her research by asserting that the best way for enhancing self-esteem in adolescents is involving the family or any other supportive figure in the programs at schools. Thereby, the current document by Jamie Sternke was valuable for the development of this research, since it tackles the approach and development of teaching strategies, from the perspective of the importance inter and intrapersonal skills have at the moment of working with teenagers.

On the other hand, there is a research called *Towards the Development of Intercultural Competence Skills: A pedagogical experience with pre-service teachers* in which Ramos (2013) analyzed “how intercultural competence skills emerged in pre-service teachers after the implementation of an intercultural component in a research and pedagogy class” (p. 206). This research was developed in a public institution in Colombia. In this, the researcher gathered the information through observation, group discussions, field notes and students’ tools related to their future teacher-actions. In this way, she concluded that those pre-service teachers developed their own intercultural competence through interpretation and contextualization’s skills about cultural practices. Likewise, she improved students’ awareness in the different complex situations presented in that context. In sum, Ramos’ study served as one of the bases for realizing about the way in which intercultural communicative competence skills can be developed in students using EFL.

Another article from University of Nebraska in Lincoln US called *Building Intercultural Competence in the Language Classroom*. This proposal presents the importance to develop the ICC in a classroom environment: “when intercultural competence is an integral part of the language classroom, learners experience how to appropriately use language to build relationships

and understandings with members of other cultures” (Moeller and Nugent, 2014, p.14). In this way, they expose how the language skills and intercultural competence are meaningful elements, those must be taken into account since to be part of a globalized world. A person has the capability to understand the difference when perceive that the other think and act different. This is taken since context that is an essential element to comprehend thoughts and notions that represent a point of view of the world through ideas interchange. Also, the authors explain students in the United States enter foreign language courses with an unwillingness to consider another point of view as well as a lack of awareness of their own culture. It is due to some students focus on just to acquire competences, skills and knowledge about the language, but they forget the intercultural competence in their learning process of the foreign language as a relevant component to interact in a real context.

In the same way, *A proposal to improve intercultural communicative competence through videos in an English program in a private university* is a master’s research presented by Néstor Julián Jaramillo Ante in 2015 to the ICECY at the University of Santiago de Cali, Colombia. The aim of this research is “to improve the awareness of intercultural communicative competence in the students of English of intermediate level in a private university, through TV series and movies based activities” (p.10). For achieving this objective, the researcher decided to work with a group of fifty three pre-intermediate English students from the Universidad Autónoma de Occidente. After choosing the population, came the implementation of some surveys, questionnaires and journals. They were used in order to identify what kind of TV series and programs were more appropriated for this population. Subsequently, these data were analyzed in both, a qualitative and quantitative way. After this process, there was designed a didactic unit which served as guideline for developing the project. Finally, Mr. Jaramillo asserted that “using

videos is an effective way to improve the awareness of the intercultural communicative competence” (p.43). Since the fact of using TV programs has a positive impact on student’s motivation, and it facilitated the achievement of reaching intercultural communicative competence. This research was a good perspective, due to the implementation of the strategy of using videos as support for improving the awareness of intercultural communicative competence, was a good way for motivating students and reach the objectives.

In the other hand, in USA, University of Central Florida, Alla Kourova and Doan Modianos, in 2013, developed a research called *Inter-Cultural Awareness and its Role in Enriching Student’s Communicative Competence*. The researchers wanted to demonstrate how EFL in Russia, and Russian in America as a foreign language too, could “help students learn not only about other countries and their cultures, but also open their eyes to their own local culture and promote their sense of identity and pride in its rich cultural heritage” (Kourova and Modianos, 2013, p.66). This study showed that American and Russian students enhanced their intercultural awareness into their cultural identity since a combination of language instruction with social, cultural and personal experiences. In addition, these authors found “there are multiple ways of perceiving matters and understanding them and, most importantly, they learn that their views and those of their local culture have a large impact on their lives” (p.66). Consequently, students developed gradually an awareness and understanding about themselves and the target culture. It is a very important element to this proposal since the objective is to take into account the different elements of intercultural communicative competence to improve EFL learning and awareness is one of them.

1.5.2. Content-based language instruction (CBLI) a method to improve communicative processes into communicative activities in the EFL

With regard to CBLI as a teaching method, there were found three researches which were considered to support for the current project.

The first one, The Universidad Central of Colombia has an article called *CLILL: Colombia Leading Into Content Language Learning*. It “presents a general background of the process of bilingualism in Colombia and how different kinds of institutions approach this governmental policy through a critical reflection” (p. 79). It exposes the challenges implementing CLILL has in the Colombian scenario and mentions that throughout the last twenty years, Colombia has had remarkable reforms regarding to the importance foreign languages have for its population. It is since 1991 in the Colombian Constitution, the country was declared as multilingual and a pluricultural nation, the National Ministry of Education began to create strategies, among them, the *Plan Decenal de Educación* to fulfill the requirements of the new constitution. Thereby, in 1994 they brought in the General Law of Education, which established a bilingual and pluricultural policy. Then, in 1999 there were created the General Guideline for the Teaching of English as a Foreign Language, which triggered a number of programs and plans that had as a goal to convert Colombian citizens in bilinguals. In this way, the demand of teachers who could comply the policies requirements augmented and the use of CLILL became popular and helpful for public and private schools. Although Colombia has been doing a good job and leading with the implementation of CLILL at teaching EFL, there are some challenges yet, like “teachers training, materials’ development, and cultural and intercultural competence, but in the long term, language learning and bilingualism may be mastered” (p.88).

The second one, is a study called *Motivating lessons: A classroom-oriented investigation of the effects of content-based instruction on EFL young learners' motivated behaviours and classroom verbal interaction* was presented by Kuei-Min Huang to the Department of Applied Foreign Languages of the Ching - Yun University in Taiwan in 2011. This study's purpose was to investigate "the impact of content-based language instruction (CBLI) on EFL young learners' motivated behaviors, namely attention, engagement, and eager volunteering, and classroom verbal interaction" (p. 186). The research raised since although in Taiwan, private schools were implementing CBLI in their language programs, the effects of using this method in teaching EFL in young learners, had never been investigated before in this country. Thereupon, the researcher met twenty-five six-year-old students from year one primary at a school located in Taichung in central Taiwan. Subsequently, Huang decided to use videos tapes and an observation scheme called *Communicative Orientation of Language Teaching (COLT)* to gather information; it was analyzed by using qualitative instruments. Along this process, he found that students tended "to participate more actively in subject-learning classes than language-input classes" (p. 186). In addition, they benefited a lot due to the implementation of this method in the programs in terms of eagerness to volunteer and classroom verbal output. The research by Kuei-Min Huang is a good base for this project because the tools like observation diaries and the use of video tapes are suitable mechanisms to collect data.

The third one is a job called *Teaching English throughout Content-Based Instruction to EFL beginners at a language institute in Pereira*. It was presented in 2012 to the Universidad Tecnológica de Pereira by Ana Milena Bedoya Hernández. This document's aim is "to find out what is seen in the process of implementation of content-based instruction, as well as to describe participants' reactions towards the execution of the approach" (p. 3). Another objective of that

project is to observe the way in which language teaching can be adapted in order to teach content and language objectives in a balanced way. The research was carried off in a private English institute of Colombia with twenty-three participants, six of them were the focus during the study. The way in which the researcher developed her proposal was by exposing them to meaningful content and topics in English related to social awareness. It was in order to motivate them and promote an effective language development. The tools she used to gather information were observation, audio-video recordings, a teacher's research journal, questionnaires and finally, an oral interview.

For analyzing the collected data, she used the “grounded theory (Codifying, grouping, categorizing, and drawing conclusions)” (p. 46). Consequently, she concluded that the results obtained, in one hand showed that, students felt challenged and motivated for the strategy involved, apart from making evident the improvements in language and content development. Finally, she was capable of teaching content and language keeping a balance between them. Thus, the document presented by Bedoya was an interesting starting point for this research, due to both have in common the exposure of the students to meaningful content and language structures in English.

1.5.3. Media Fortalecida program in public schools in Bogotá

Related to this topic, La Salle university carried out a publication in 2015 called *La Media Fortalecida como un cambio de paradigma en la enseñanza de una lengua extranjera Colombia* by Wilmar Cortes, Jhemmy Muzuzu and María Pinzón. The project Media Fortalecida imparted by Secretaria de Educación is a new program to improve the foreign language learning process in La Institución Educativa Lisboa Toscana. It focused on student's interests as their

project of life, daily situations, English for work and cultural activities, which have changed students and teachers' view about their learning and teaching processes in the foreign language.

To this respect, in this document is asserted that involving students in a learning process is a task that allows teachers the opportunity to change methodologies and practices. In this research “Los estudiantes se vieron involucrados en todas las actividades que los docentes de media fortalecida tenían preparadas” (Cortes, Muzuzu and Pinzón, 2015, p.22). According to the researchers, it happened due to the variety of approaches teachers used to improve EFL in Media Fortalecida. Therefore, every teacher began to create Lesson plans with reflexive videos, some games, movies and other kind of activities, which motivated students to increase their interest to learn English through a funny way. The authors concluded that “para enseñar y aprender no se necesitan solo escenarios cerrados o estrategias antiguas de memorización” (p.22). In today's world people require motivation and innovative activities to make students enjoy the EFL learning. That project was a good starting for this research because it is a huge overview about Media Fortalecida.

The previous works are a good support for this proposal in the main topics involved; intercultural communicative competence development, CBI projects and Media Fortalecida program.

CHAPTER 2. THEORETICAL FRAMEWORK

In this section, there are going to be presented some theories related to the communicative competence, intercultural competence and content-based approach (see Figure 1). All they constitute the foundations that have been taken into account to set this work. The following graph sums up this information. No table of figures entries found.

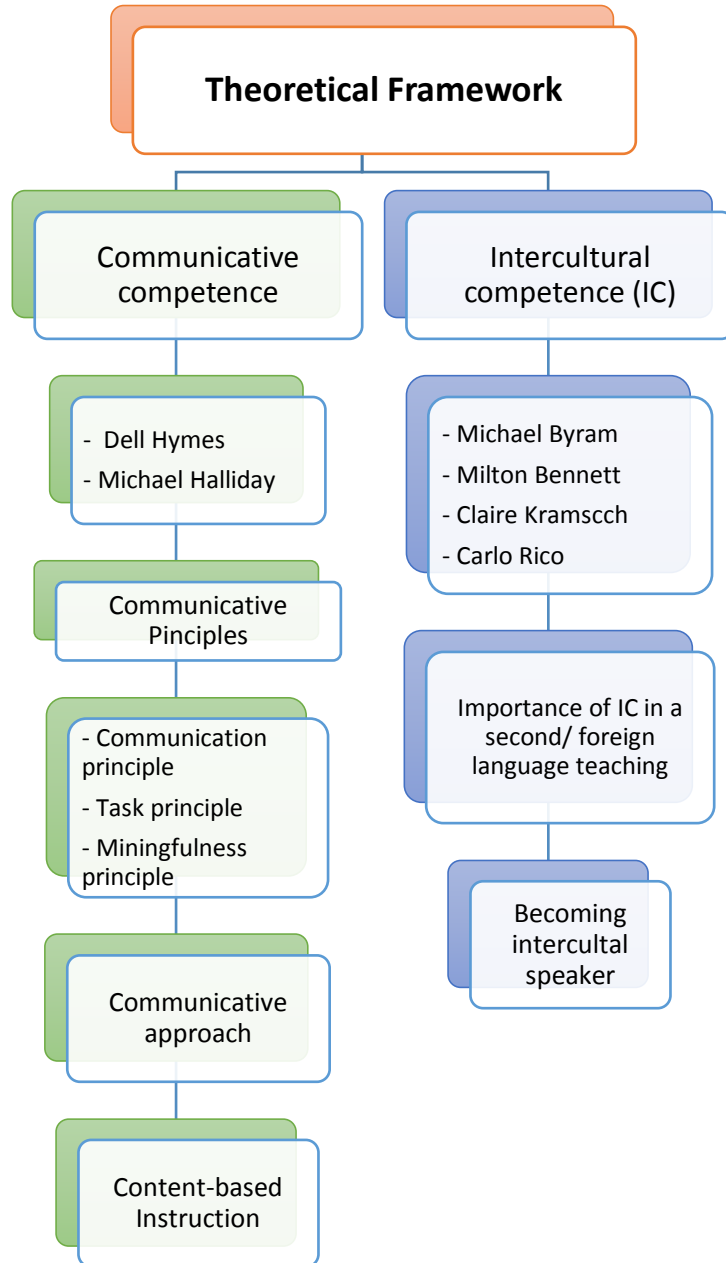


Figure 1. Theoretical Framework

1. Communicative competence

Bearing in mind that Rico (2012) asserts that in the learning process of a foreign language, individuals must develop some competences to assure the real management of the linguistic code in real communication performances. To be able to reach a successful interchange of ideas, it is not sufficient with having linguistic competence. Although it is essential, what guarantees the solid management of a language is the capability of using it in real contexts.

Dell Hymes defines communicative competence as “the ability to use grammatical competence in a variety of communicative situations” (Mihaljević, 2007, p.95). It goes shaping thanks to the social experience that comes as a result of vivid interactions. Moreover, “Hymes’ theory of communicative competence was a definition of what a speaker needs to know in order to become communicatively competent in a speech community” (Richards and Rodgers, 1986, p.70). Hence, this competence relies its function on the use of language “performance”, more than the knowledge of its structure.

As well as Hymes, Halliday sees language development as product of a social process that enriches with the experience of the learner. According to Richards and Rodgers (2001), Halliday poses seven basic functions that language performs. The first one, is the instrumental function; which has to do with the use of language to get things, the second one, is the regulatory function, this is related to the use language to control the behavior of others. The third one, is the interactional function, which sees language as a means to create interaction with others; the fourth one, is the personal function, which states the use of language to express personal feelings and meanings. The fifth one, is the heuristic function; this is about using language to learn and to discover. The sixth one, is the imaginative function that poses the use of language to create a world of the imagination, and finally, the representational function; that sets the use of language

to communicate information. These seven functions have been adopted similarly for acquiring a first language as much as for learning a second one.

Then, whether it be acquiring or learning a language, there are a set of competences like Sociolinguistic, Strategic, Discourse and Pragmatic, which need to be developed in order to become a proficient user. Due to this, working on the enhancing of the communicative aspects ensures the acquisition and learning of the competences that excel at the moment of being involved in real interaction.

2.1.1. Communicative Language Teaching English as a Foreign Language

Communicative language teaching is a widely known and used approach today. Nonetheless, not everybody knows its origins.

In the United Kingdom, English language teaching used to be addressed under the guidelines of the Oral Approach or Situation Approach during the 1930s and 1960s. Although its name has changed, it is still used nowadays. In Richards and Rodgers (1986) words, “this approach was characterized as a type of “structuralism”, in which speech was regarded as bases of language, and structure was viewed as being at the heart of speaking ability” (p.35). In the late of the 1960s, Communicative Approach first appeared in the United Kingdom as a way to change the traditional techniques in teaching the British language. Quickly, it spread around the world, and became one of the most recognized and used approaches in the language teaching processes. Unlike the Situation Approach, the Communicative Approach we know today characterizes for a main goal. It is the development of communicative competence, since it is considered as an essential competence to favor real communication.

With the emergence of Content Language Teaching (CLT), began a different way to teach languages. Traditional classes in which the focus used to be grammar and repetition, were replaced by lessons with situations that implied real life activities in the target language. As a result of this change, “the type of classroom activities proposed in CLT also implied new roles for teachers and learners” (Richards, 2006, p.4). Students passed from being isolated and quiet subjects, to become active participant in their learning processes, while teachers became just monitors, advisor and facilitators.

As to the type of exercises and activities that can be carried out under this approach, this author proposes that they are unlimited since the only rule to follow is to get to “engage the learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction” (Richards & Rodgers, 1986, p.76). Thus, no matter the sorts of activities a teacher decides to set, the most important is to bear in mind, and to be conscious of fostering spaces in which communication be favored.

With regard to the learning theory of CLT, there are three main principles to take into account; Communication, Task and Meaningfulness ones. “These principles address the conditions needed to promote second language learning rather than the language acquisition” (Richards & Rodgers, 1986, p.72).

2.1.1.1. The Communicative Approach Principles

The first principle is the *communicative*, these authors assert that “activities that involve real communication promote learning” (p.72). That is the reason why classes under this approach tend to foster spaces in which learners can interact among them and with other speakers. Some of the activities related to this principle are, role-plays, talk shows, discussions, inter alia.

The second one, is the *task principle* states that “activities in which language is used for carrying out meaningful tasks promote learning” (p.72). Due to this, the activities that are proposed in such approach are directly related to the learners’ needs and likes, since the closer the learner is to the language, the more efficient his/her learning process becomes.

The third principle that composes the CLT practices is the *meaningfulness one* which exposes the importance of learning and the meaningful process to learn other language. “Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns).” (Richards and Rodgers, 1986, p. 72). In this way, the language learning in a meaningful way can support students’ processes in the different tasks they have to do.

2.1.2. Communicative Approach: some methods

The Communicative Approach is integrated by methods which allow a new perspective in English teaching and learning. Some of these methods are consider as old and not apt to be used anymore. Nonetheless, in this section will be addressed and described the following: Silent Way, Natural Way, Suggestopedia, Content-Based Instruction (CBI), Total Physical Response (TPR), and Task-Based Instruction (TBI). It is in order to have a broader view of the communicative approach constituents.

The Silent Way belongs to early methods, it is focused on “teacher should be silent as much as possible in the classroom but the learner should be encouraging to produce as much language as possible” (Richards and Rodgers, 2001, p81). In this method, the primary language use is avoided, and teacher emphasizes in students’ language production in speaking and

listening skills. Teacher's silence allows students to develop their initiative to create interactions through the target language.

Another method to consider in the Communicative Approach is the Natural Way. This was considered as a method by Krashen and Terrell in 1983. It is based on four general aspects summarized by Herrera and Murry (2011) in the following way: first, the comprehension is necessary to produce knowledge and understand what student is learning. Second, to proceed naturally allows the language production in stages; third, communicative goals should guide the learning process; and finally, to design interactive activities from an affective perspective.

Conversely, Suggestopedia method, developed by Geogi Lozanov, is taken from Suggestology, this is a theory in which Richards and Rodgers (2011) exposes non-rational influences act in people's mind. It means, learning could be intuitive and spontaneous. Hence, this method is characterized by decoration, classroom organization, furniture, an authoritative teacher and to engage to class through music in the background. Those things give students a relaxed place to acquire the target language.

In addition, Total Physical Response (TPR) method developed by Professor James Asher from California, is focused on teaching "language through physical (motor) activity" (Richards and Rodgers, 2001, p.73). This method allows students, in beginning levels, to make up a communicative process based on action drills, and linguistic aspects related to meaning more than form. Moreover, listening is directly linked to physical actions which give a reinforcement in the basic language comprehension.

On the other hand, the Task Based Instruction (TBI) or Task-Based Teaching method exposes "that grammar and other dimensions of communicative competence can be developed as a by-product of engaging learners in interactive tasks" (Richards, 2006, p.30). In this way,

students can improve their use of the foreign language through tasks with their own resources, taking into account learning is focused on how tasks are developed. Therefore, the communicative component is exposed as relevant when learners carry out tasks that involve interaction and real life situations.

Due to this project was oriented by CBI, it was decided to do a section to expose the most important elements of this method. Those elements allowed to create the different tasks and activities done along the process. They were structured taking into account objectives, strategies, techniques and assessment of this method:

2.1.3. Content-Based Instruction (CBI)

The Content-Based Instruction (CBI) method is addressed by “the planning of instruction that emphasizes content and language objectives across subject areas” (Herrera and Murry, 2011, p.207). In this way, this method allows to enhance linguistic and academic needs students have through cross-curricular guide, allowing a high grade of competence in language communicative processes.

The Content-Based Instruction method (CBI) or Integrated Content-Based (ICB), as it was exposed previously, is a method into the Communicative Approach. This is defined by Krahnke (cited in Richards, 2006) as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught” (p.27). It presents the importance of using the content as an excuse to learn the language, creating meaningful processes of learning.

It is also important to highlight that the CBI is based on some elements that must be taken into account to learn the target language: first, the success of learning is evidenced when

language use is taken as a means; second, teacher has to consider student's needs; and third, content gives an organized way to link it with language skills students require (Richards, 2006). Those elements are mediums to learn some subject, for instance, when teacher needs to teach Math's operations or in Science some wild animals through use of English.

The organized way of content allows to develop students' abilities, through lessons that involve strategies, such as, reading lessons, group discussions, oral presentation skills, scaffolding, cooperative learning, hands-on activities and guarded vocabulary (Herrera and Murry, 2011). In this way, learning is student-centered into communicative processes and meaningful acquisition of the foreign language.

The CBI is addressed by objectives which involve content and language. It means, "there are often set linguistic objectives in the curriculum, and thematic modules are selected for the degree to which they provide compatible contexts for working towards these objectives" Brinton (cited in Richards and Rodgers, 2001). In this way, content objectives are jointed with language learning and academic skills. Hence, teachers should create activities oriented by language and content, showing how language is used in a specific subject, and a broad and coherent learning sequence from linguistic and thematic.

CBI is incorporated by different strategies, which give support to different tasks students do. One of the most important strategies in CBI is the cooperative learning, the purpose of this "is to promote peer group support and peer instruction" (Grabe and Stoller, 1997, p.8). In this way, students have positive attitudes, show interest for learning, feel more confident and with the same opportunities than their classmates to be successful. As it is exposed by Herrera and Murry (2011) there are other strategies such as guarded vocabulary, which involves vocabulary known

by student; scaffolding, associated with leaning through some steps; and hands-on activities, in these students manipulate materials to recognize and construct new vocabulary or elements to acquire the target language. The interplay of these strategies with the activities carried off to accomplish the objective of this study is described in detail in the chapter 4.

The learning process has to be addressed by activities that “help students consolidate both their content and language learning” (Stoller, 2002, p.8). Some techniques teacher could use into CBI exposed by Stoller (2002) are: report, in which students write what they learned about something; reexamine, by reading again or watching a video based on a different goal; projects, theatrical and video productions, to expose something new students found in a research; repeat, using dictation or role play activities; reformat, through creation of graphic organizers to comprehend an information given and summarizing; and debates and reviews, activities focused on oral presentations, interviews and quizzes.

In CBI teacher is aware about the importance of assessing students’ processes, and as it is exposed by Kasper (2000) level tasks are necessary to evaluate how students learn. The purpose of assessment in CBI is “to integrate information, to form, and to articulate their own opinions about the subject matter” (Kasper, 2000, p.20), avoiding the repetitive study of linguistic structures of the foreign language. “Multiple forms of assessment (e.g., observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do” (Richards, 2006, p.25) in their EFL learning. Nevertheless, students could be assessed according their skills and the knowledge acquired about a specific subject.

2.2. Intercultural Competence (IC)

As well as the linguistic competence, the intercultural competence is being presented as an essential component in the communicative exchanges, in the teaching and learning processes of foreign and second languages. Since learners need to acquire not only the target language itself, but also, to know how to use it according to every situation they get involved in. The intercultural competence, has been defined by several authors, who apart from setting meanings, also have posed several stages and elements which must be taken into account in order to form intercultural speakers.

One of the principal theorists is Byram, who in 1997 posed a model to define intercultural competence that is based on Hymes' tenets about communicative competence. Thus, to Byram, the target of the intercultural development dimension is to help learners to become intercultural speakers and mediators, "who are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity". (Byram, Gribkova, and Strkey, n.d. p.5).

To reach that, Byram presented a model called Intercultural Communicative Competence in Language Teaching. In his model, he defines intercultural communicative competence as the "interplay of linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence" (Lange, 2011, p.16). All these elements are seen as imperative and dependent from the others. According to his model, there are five stages, which are necessary to develop intercultural competence. These are evidenced in the following graph.

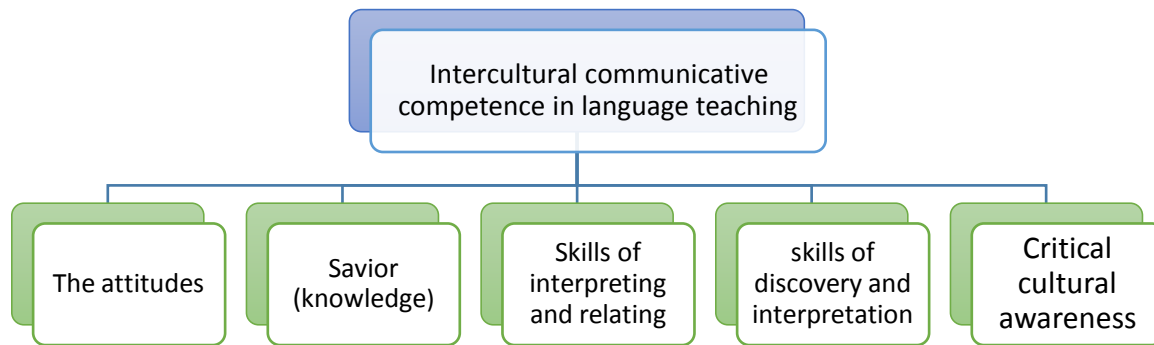


Figure 2. Michael Byram's (1997) Model of Intercultural Communicative Competence (ICC). Adapted from "Introduction to English Language Teaching by Müller- Hartmann, Andreas and Schocker-von Ditfurth; Copyright 2007 by Marita

According to these authors, the basis of the intercultural competence is in the attitudes of the intercultural speaker and mediator. The intercultural attitudes are defined as the “curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own” (Byram, Gribkova, Strkey, n.d. p.7). What it means is to be able to recognize that the own values, beliefs and behaviors are not only possible or correct, there must be a decentralization in which each individual can appeal to the capacity to see his/her own behaviors from an outsider’s perspective.

Another crucial element is knowledge. It is defined as the acknowledgement 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” (Byram, Gribkova, Strkey, n.d. p.7). In this element are involved the knowledge of the social processes and knowledge of the people, as well as the way in which they perceive you.

According to Byram, Gribkova and Strkey, (n.d.), the skills of interpreting and relating stand from the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own. Which means to be a capable of comparing what happens in others’ cultures with the own.

Other skills needed to become an intercultural speaker are the skills of discovery and interaction, which are the “ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction” (Byram, Gribkova, Strkey, n.d. p.8). It states the ability to find new information and knowledge from the target language, and to be able to integrate them with what is already known.

The final skill according to Byram’s model is the critical cultural awareness. This is as Byram, Gribkova and Strkey, (n.d.), assert, “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (p.9). This critical awareness makes part of the set of competences since it demands the display of values such as tolerance and respect, which are basic when it comes to interact and coexist with people with different cultural backgrounds.

Milton J. Bennett is another theorist who has tackled the intercultural competence in his studies. This author sees intercultural competence as the recognition of cultural differences, and the ability to think and act appropriately according to any situation. Thus, to accomplish this competence, Bennett considers three factors. The intercultural mindset, the intercultural skillset, and the most important, the intercultural sensitivity. This last, composed by six stages, which will be addressed below.

The first factor is the intercultural mindset. It is defined by Bennett 2001, as the “recognition of cultural differences and the maintenance of positive attitude towards them” (p.1). It implies the ability to get in touch with people from other cultures, whose values and behavior are different from the own, recognizing and respecting the otherness.

The intercultural skillset is the second factor. It is seen as the “ability to use learning-to-learn frameworks to identify potential areas of misunderstanding and to choose behavior appropriately” (Bennett, 2001, p.1). It considers the importance of the ability of adaptation, since the better the understanding of the environment in which one person acts is, the better and more appropriate his/her responses to every situation are going to be.

The third factor is the cultural sensitivity. It is the one that Bennett develops more thoroughly and considers as the most important. Since according to him, although the intercultural mindset and skillset are necessary for the development of intercultural competence, they are insufficient themselves. Thus, the acquisition of this competence is directly related with several developmental stages of sensibility, for which he designed a model called The Developmental Model of Intercultural Sensitivity (DMIS). In this, Bennett poses that this sensitivity does not only refer to having a positive attitude towards cultural differences or a desire to get along well with others. Rather, it is the capability to experience cultural difference and widen the own worldview.

The DMIS model was developed during 1986/1993, as a result of the observation of students, trainers and educators. It brought Bennett to pose six stages, which are divided into two groups, ethnocentric and ethnorelative. They demonstrate how a person can experience cultural difference. The next figure synthetizes the proposal given by Bennett with regard to the development of intercultural sensitivity.

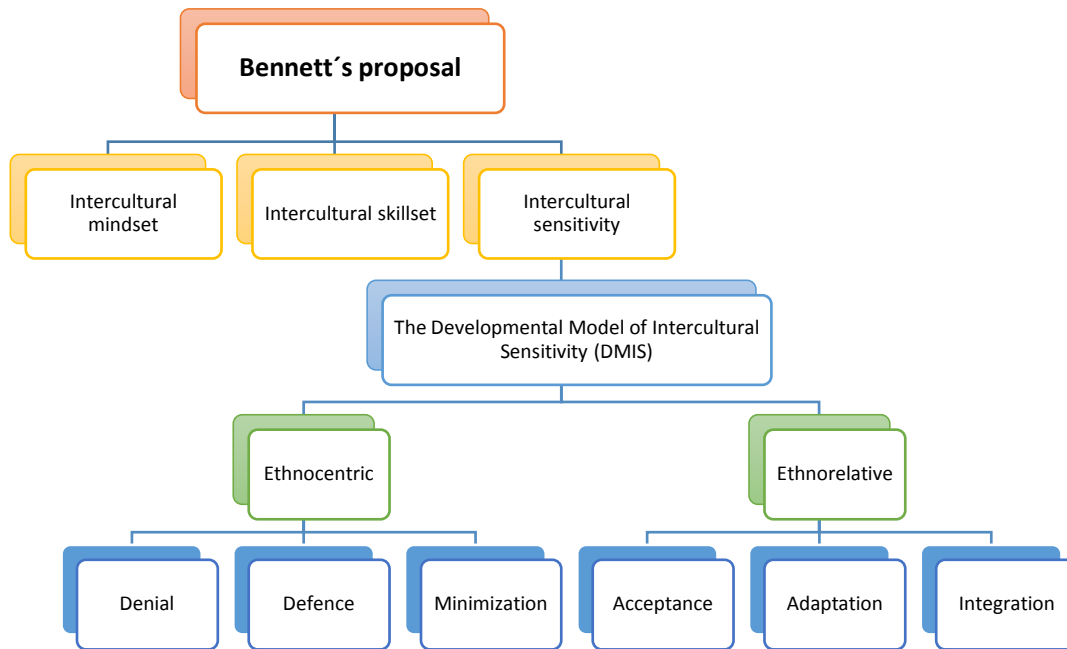


Figure 3. The Developmental Model of Intercultural Sensitivity (DMIS). Adapted from “Intercultural communication: A current perspective” by Bennett, Milton, J. (1998). In Milton J. Bennett (Ed.), Basic concepts of intercultural communication: Selected readings.

The first three stages make up of the ethnocentric group. Denial refers to be comfortable with what is familiar and do not complicate thinking about the differences between the features of the cultures involved, as the same Bennett 2001 asserts “live and let live”. The next stage is the defense. It stands from the assumption that as a way of defense, people tent to polarize their worldview, letting bad feelings and stereotypes emerge. The third stage of this group is the minimization; people with this worldview are nice, they recognize the subjects from other cultures and accept them as they are, without putting down anybody and treating as they expect to be treated.

The second group is the Ethnorelative, as well as the first; it is integrated by three stages. Acceptance is the first, it relies on seeing the own culture as one more, being conscious that there are other cultures and subjects as complex as you and being open-minded to accept the difference and learn from it. The second one is adaptation. It is to be capable of changing the

way in which a person sees the world, adapting the frames of reference of other cultures in order to communicate and interact more efficiently with others. The final stage in this model is the integration. People have integrated more than one cultural frame. Their mindset, perspective and behaviors enable them to move around different cultures.

Apart from the theorists before cited, Claire Kramsch has given important contributions to the intercultural competence studies too. Although she did not propose a model for this competence, her work influenced in the intercultural approach. Thereby, to Kramsch in Lange 2011, “it is not justified to measure success in a foreign language with native-speaker competence” (p.13). According to her, learners should not be requested to copy and paste language and culture since it would take them to be “linguistically and culturally schizophrenic”. Besides, she thinks that the assumption of one native speaker: one language, one culture, is completely wrong.

Bearing that in mind, Kramsch considers as intercultural speaker a person who is able to select appropriately, what is needed to be used in a given social context. In this way, she asserts that a subject does not just adopt and adapt to a culture, since there is something that she called looking for third place, which emerges “in the interstices between the cultures the learners grew up with and the new cultures he or she is being introduced to” (Lange, 2011, p.14). With this view, educators and learners’ gap narrows concerning how the integration of the target culture is seen from the construction of new experiences, appealing to the skills and the prior knowledge of the learners.

In more recent years, Carlos Rico has devoted his studies and work towards the development of the intercultural communicative competence (ICC) in teaching foreign languages. Thus, Rico 2012 defines ICC as “the overall social and psychological capacities of an

individual to manage appropriately encounters with people from other cultural backgrounds” (p.138). Rather than a skill, it is a differenced-based approach that enables subjects to deal appropriately with any cultural difference. Furthermore, within this perspective, an intercultural speaker is considered as an individual who must develop all his/her capacities, knowledge and abilities to be able to establish relationships between his/her own culture and others’, as well as fulfil the role of mediator when it be necessary.

In this way, Rico 2012 asserts that individuals have to reflect upon the dimensions (categories) and components (observable behaviors) presented in this competence, if their target is to become effective in intercultural encounters. These dimensions and components are intertwined in a scheme; they are savior/knowledge, *Savoir-s’ engager*/awareness, *Savoir-êtr*e/attitudes and traits, *Savoir-faire*/skill, which were proposed by Byram and retaken by Rico who subsumed a new dimension called *Savoir-communiquer*/proficiency. It is presented in the next figure.

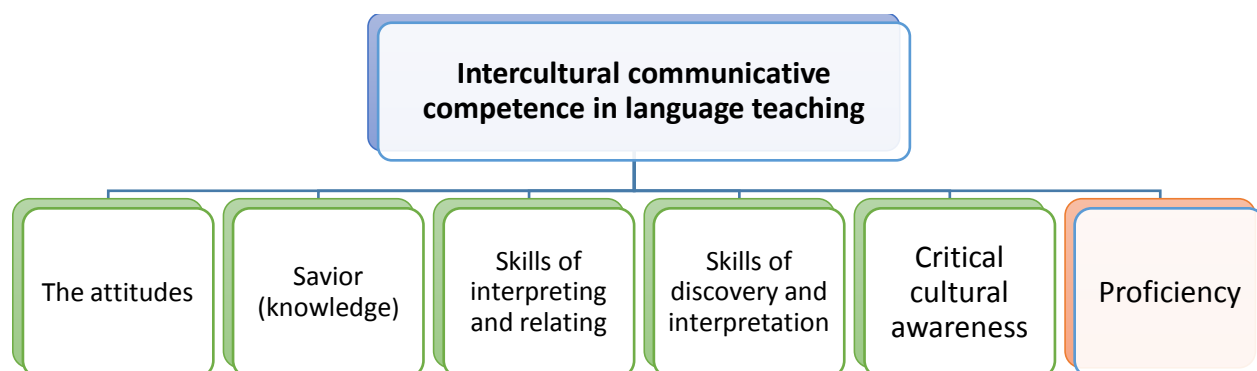


Figure 4. Intercultural Communicative Competence in Language Teaching. Adapted from Language teaching materials as mediators for ICC development: a challenge for materials developers. Rico Troncoso, C. (2012). *Signo y pensamiento*, 31(60), 130-154.

The proficiency is described as “the ability to function linguistically in a second or foreign language” (Rico, 2012, p.139). It is posed due to the main target of learning a language is to be able to use it appropriately in any context. To have the ability to express thoughts and ideas by written and orally accurately.

In sum, according to those authors, the intercultural competence is an essential component in language learning, since it prepares learners to interact with other cultures accepting the difference and respecting other individual’s beliefs and the way in which they behave.

2.2.3. Importance of IC in a second/foreign language learning

Learning a foreign language involves both, linguistic and social aspects. Rico (2012) exposes “when people interact in a language that is foreign to at least one of them, the shared meanings and values they convey by language cannot be taken for granted” (p.132). It means, in a course is necessary to ensure participation of everybody. Taking into account students’ beliefs, worries, attitudes, interests and abilities. Therefore, it is necessary to provide activities to students open their minds avoiding perceptions a priori about others, it could create stereotypes and some issues that can affect their learning process.

All the experts consulted agree that teachers have to be aware about to develop the intercultural competence in students, due to this allows to create interaction among different people with a huge variety of cultural backgrounds, identities and personalities (Byram, Gribkova, and Starkey, n.d.). Therefore, applying tasks based on real interactions through usage of the English language involve students’ reflection and participation. This gives confidence to develop students’ language skills and an environment in the classroom, which they can share their own identities with others easier.

2.2.4. Becoming in an intercultural speaker

According to Common European Framework become an intercultural speaker means “to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors” (Byram, Gribkova, and Starkey, n.d., p.4). Therefore, an intercultural speaker will be successful in both communication and human relationship into an environment with different identities and cultures.

An important ability learners achieve is the communication respect to interculturality. An intercultural speaker “needs an awareness that there is more to be known and understood from the other person's perspective, that there are skills, attitudes and values” (Byram, Gribkova, and Starkey, n.d., p. 6), these elements are essential to understand the relationship with different people, due to not only knowledge is enough to create close ties, but also the human part reinforces the learning processes and interactions among students.

There are five dimensions proposed by Bennett (1998), which allow to reflect about how becoming in an intercultural learner, those are: “peoples’ relationship to the environment, to each other, to activity, to time, and to the basic nature of human beings” (p. 14). Those give teachers the opportunity to create new strategies to promote the importance of intercultural relationships. Additionally, to create this awareness about interculturality in the classroom, teachers have to encourage activities like asking students for hypothesis, positions in a situation, understanding common things of the target culture, vocabulary activities to share with others, and to make predictions.

CHAPTER 3. METHODOLOGICAL FRAMEWORK

With regard to the methodological framework, this job was developed under the principles of the qualitative research. Hence, throughout this chapter there will be addressed and described this researching method, emphasizing the applied and practiced research, since these are the bases of this job. Subsequently, there will be described the instruments, and artifacts used by the researchers with the purpose of collecting and analyzing information. Finally, there will be tackled and described the stages established as guideline for the development of the current research. The following graph illustrates the content of this section.

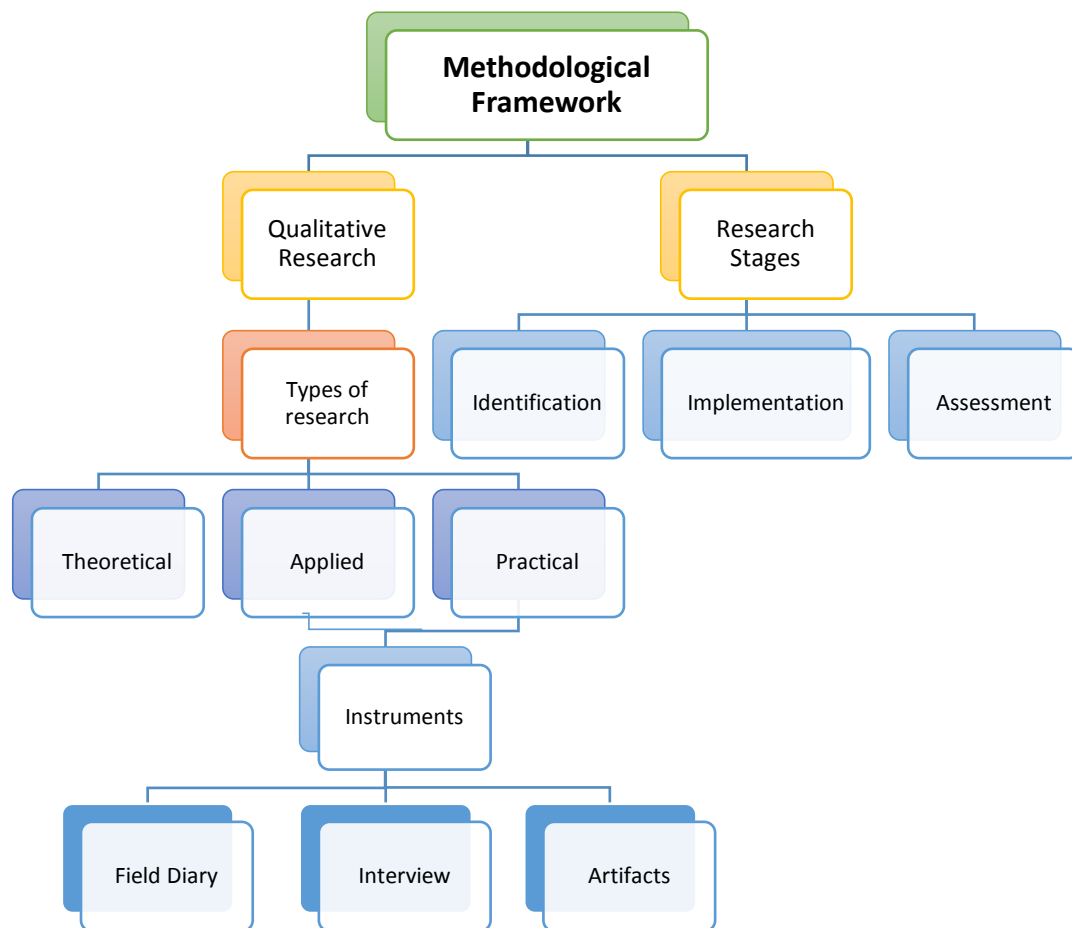


Figure 5. Methodological Framework

3.1. Qualitative Research

This type of research is defined by Hancock, Ockleford and Windridge (2009) as a set of practices “concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are” (p.2). The process under this method is dynamic; due to standing from the interaction and observation of a social context, it enables the researcher to develop a hypothesis before, during and at the end of the intervention.

This type of research is valuable when it comes to know and get acquainted with a specific setting, event and population, since it is flexible. It allows the acknowledgement of the individual and social behaviors through direct interaction with them.

Thanks to the interaction with the context, the researcher can develop a deeper comprehension of the participants, their standpoints, their behaviors and the way in which they live, which brings on better results. According to what Hernández, Fernandez and Baptista (2010) assert, immersing in the field to study entails to the awareness and sensitization with the environment in which the study is being carried out. Due to this immersion, the researcher can get to know the population, get in touch with them, find possible sources of information and verify the truthfulness of the study.

3.1.1. Types of Research

With regard to the researching processes concerning the teaching of foreign languages, according to Seliger and Shohamy (1989), three types can be addressed under the qualitative research. They are theoretical, applied and practice.

In Seliger and Shohamy (1989) cited by García and Salaberri (2001), these types are described in the following way; on one hand, the basic or theoretical, aims to construct abstract theoretical models, which can explain and describe the foreign languages teaching and learning processes. On the other hand, the applied research applies the different models given by the theoretical research to different fields of education. Finally, the practiced type makes practiced used of the theoretical and applied research. It uses to take as foundation their tenets, having them as bases when it comes to intervene in practical situation in the classroom.

Bearing the aforementioned in mind, this job relies on the applied and practiced researching types. This, due to it is imperative to have theoretical bases regarding to foreign languages teaching and intercultural competences which enable the researchers to create and apply activities which helped the development of proper communicative processes in the students.

3.1.2. Instruments

In this section are exposed the instruments and artefacts used for the development of the present proposal. Those were taken from different authors such as Toms and Duff, Burns, Campoy and Gomez concerning to Field Diary, Selinger and Shohamy with Interview and Leong about Artifacts and allowed to guide the research during the observation, implementation, and assessment process. There were used three important instruments: field diary, interview and artifacts, which are described below.

3.1.2.1. Field Diary

Toms and Duff (2002) exposes a diary is “a research instrument that is written for the researcher and with the researcher’s needs in mind” (p. 1233). During the observation process, the researcher writes in detail their own perceptions about the environment in which is involved.

The field diary used by the researchers, in the current proposal, was applied to expose their possible hypothesis, experiences in the classroom with the students' attitudes, activities, behaviors, the development of interculturality and language usage in the group analyzed.

In this case, the project is related to the learning of a foreign language in a school, the researchers who were observing the "classroom interactions and events, as they actually occur" (Burns, 1999, p. 80), have the opportunity to recollect information through events naturally done by the subjects studied.

The observation process is divided by Campoy and Gómez (2009) in two parts: observation and participant observation. In the first one, the data are collected without kind of action by the researcher and the information is written in the field diary; the second one, is the observation in which the researcher have an external and internal participation in the actions carried out. In the external there are activities done by the researcher to be applied in the study group and in the internal the emotions and feelings are taken for analyzing. This is the case of the present proposal, there were developed some activities and interactions into the observation process, but it was managed a field diary to analyze the overall process (see *Annex 12*).

3.1.2.2. Interview

This instrument allows to interact person to person discovering attitudes and motivations learners have in their acquisition of the target language. This kind of instrument is considered as a qualitative mechanism to obtain data, because questions and answers are perceived in a subjective way.

Selinger & Shohamy (1989) exposes "the purpose of interview is to obtain information by actually talking to the subject" (p.166). In this sense, the interviewer asks some questions

guided to receive specific answers, but these are composed by flexibility and free capability to response, due to interviewees are not conditioned to give a specific answer. In the current proposal, the researchers made two interviews, the first interview was implemented as a speaking diagnostic in the initial classes to assess the students' background, in terms of language and culture; the second one was at the end of the course assessing all the process carried out about student's development of their interculturality and language communicative processes based on the activities implemented and outcomes analysis.

3.1.2.3. Artifacts

In qualitative research “an artifact is anything made by humans that can be picked up and observed. A cultural artifact is something made by a person or a group of people that gives information about that group” (Leong, 2008). In this way, artifacts are important elements to assess the research process, since videos, tasks, images, worksheets and a test to diagnostic students' level are valuable to collect data.

The artefacts used in the present proposal correspond to material produced and adapted by the researchers in order to students became more aware of intercultural issues and more effective on their communicative performance. Thus, at the beginning it was implemented a diagnostic test for the researchers to identify students' English level, in terms of writing, reading and listening skills. Then, some artifacts into some task based on content and language as instruments for getting the information about what the students learnt and felt along the process.

3.2. Research Stages

For developing the present proposal had been planned three stages, which allowed to organize the research around some specific parameters. Theses stages have seen important to

guide the research properly with a sequence of steps. Those are identification, implementation and assessment stage and are explained as follows:

3.2.1. Identification

This stage was planned to be carried out during the first, second and third sessions. During these, the researchers start to analyze and observe the learning environment and its population, in order to identify the problems students could have. Researchers began with an observation process through a field diary, and thinking about what kind of instruments can be appropriated to evidence students' English level. Then the tasks are created based on the method chosen and the goals in communication and interculturality for being applied.

3.2.2. Implementation

For giving a solution or support about the problem identified, the researchers create a plan which is built up to reinforce some language features, like tenses, vocabulary and linking words. Those are involved in a continuous English language use to communicate according to the students' real life. Besides, this plan contributes to strength the communicative and develop the intercultural competence through activities based on role-play, group work, problem solving, and peer assessment strategies focus on Content-Based Instruction Method.

3.2.3. Assessment

This stage refers to the moment when all the data collected through the different instruments mentioned previously is analyzing by contrasting it with the different theories addressed in the theoretical framework. For doing this analysis was selected a triangulation process. It is use for qualitative and quantitative research, and consists on a verification process

that incorporates “two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct” (Yeasmin and Rahman, 2012, p.156). It means, triangulation is useful for cross-checking and to confirm the information gathered into a balance with the validity of results.

3.3. Activities description

The activity number 1 (*see Annex 1*), had the aim of understanding vocabulary about peace and coexistence to continue improving their language skills involved in CBI. The researchers gave students a crossword with new concepts about peace and coexistence to solve it individually. When students finished it, the researchers asked them to correct the crossword by pairs.

In the activity number 2 (*see Annex 2*), researchers organized students by groups and gave the pieces of paper with some values (concepts and meaning). Those concepts were cut in pieces for being organized with the correct meaning on the floor by students. Then, students shared with the whole group the correct meaning of each concept. Students had to give two examples to each value relating those with their own experiences. Later, Students took into account values studied and drew themselves in a sheet. They put values they think had and answered the following questions related to their own values: why do those values guide my actions and my life? do I always apply values (with family, friends, teachers, unknown people, etc.)? how values are important to create coexistence among your community?

During the activity number 3 (*see Annex 3*), students had the aim of identifying the real use of language into cultural interactions in the target language. In this task, students had to solve individually a puzzle with some rude words trying to infer the meaning of those concepts. Then,

it was given to students some examples of those words in context and they in small groups had to give other examples based on the last ones, exposing the context in which people could use those words and identifying what is the appropriated word instead of those impolite words to create a respectful environment with others.

The activity number 4 (*see Annex 4*), had as purpose to encourage the students to reflect upon the violence that is being lived in their societies, how it affects them and their positions towards it. Bearing that in mind, the researchers started by asking the students some questions such as: What is violence? What makes people violent? Why does violence generally happen? Have your ever been affected by violence? How can you contribute to reduce violence processes in your family, school and community? It was in order to generate discussion. After this, the researchers showed a presentation with regard to violence definitions and its sorts, along with a video, which displayed the most dangerous places in the world. As a result of the discussion and audiovisual presentation, the researchers organized the student in groups and assigned one kind of violence to each. Finally, every group had to develop a performance “role-paly” and their fellow mates had to guess what sort of violence was being represented arguing their assertions.

In the activity number 5 (*see Annex 5*), the researchers organized the whole group by zodiac sign, in which it was found a lot of signs Virgos, Capricorns, Aquarius, etc. Then, students read features of the different signs in a sheet. Then, it was given to those groups a sheet with information about high, medium and low compatibility among zodiac signs for being analyzed by students. Later, students had to choose a leader of the group to share to the whole group features they found about their own sign, arguing why they had more compatibility with determinate signs than others.

The purpose of the number 6 (*see Annex 6*), was to get in touch with the students and facilitate them to approach each other. First, as a way of modeling, the researcher in charge of the group introduced herself, providing some personal and professional information. After this, the students were asked to do the same, they had to stand up and introduce themselves by giving as much information as possible. After the introduction, every student had to choose three peers who they had not had contact along the year. She had to approach them and interview them by using questions like these: Who are you? Where are you from? How old are you? What is your favorite hobby? Who do you live with? Subsequently, they had to report by written and orally the information they collected.

In the activity number 7 (*see Annex 7*), was to help the reinforcement of the students' four skills as well as their reflective capacity. For doing so, the researcher gave each student a paper with one poem. What they had to do was to read it, analyze it and write a comment in which they reflected upon their impressions, feelings and understanding concerning the poems' content. Consequently, the scholars were asked to gather in a round table and share orally with their peers what they had written.

The activity number 8 (*see Annex 8*), had as a purpose to approach the students to some peace definitions stated by Martin Luther King, Nelson Mandela, John F. Kennedy, Albert Einstein, Hafsat Abiola and Mahatma Gandhi. It was in order to address them towards reflection and use the target language in particular situations. Hence, the researchers decided to put the aforementioned definitions on some sheets and paste them around the classroom, then, the students were assigned to gather in groups, to go around the space and read them. After this, they were asked to discuss their perception about those phrases in the same groups they were. After

the discussion, they had to create some questions related to the main topic of the activity, swap them with other groups and finally, as a way of conversatory, to answer those questions.

During the activity number 9 (*see Annex 9*), aimed to expand the students' knowledge of their classmates and reinforce the use of English language. Thereupon, first, the students had to review some formal and informal greetings, farewells, compliments and grammar tenses which would be used for the second part of the activity. After that, everyone received a colored sheet, which had to be entitled with the owner's name. Then, they were asked to sit in a circle on the floor and start to pass around their sheets so that every person could write a message appealing to the vocabulary, phrases, structures and tenses seen before, along with their prior knowledge. Finally, when every student had her paper back, everyone had the opportunity to stand up and read it aloud; sharing what their peers wrote them as well as their feelings about it.

CHAPTER 4. DATA RESULTS ANALYSIS

In this section, it is exposed some information related to the data collected and its analysis in relation to the development of communicative competence through Content-Based Instruction activities, and to the theoretical foundation that underpins the project. Thus, the first thing that is going to be mentioned is related to the Triangulation Method, and the second, is the analysis of the data collected in terms of linguistic and cultural issues.

4.1. Triangulation Method

The aim of this method is “to increase the credibility and validity of the results. Often this purpose in specific contexts is to obtain confirmation of findings through convergence of different perspectives” (Yeasmin and Rahman, 2012, p.157). In this project, the triangulation process allowed the contrast among the information collected by using three different instruments (see *Figure 6*): artifacts, there were nine activities students did individually and in groups. In these, it was evidenced the knowledge and skills acquired in terms of language and interculturality. In the field diary, the researchers wrote what they observed during the whole process. Finally, the first interview was implemented as a diagnostic in the initial classes to assess the students’ background, and the second one was at the end of the course assessing all the process carried out and the outcomes.



Figure 6. Triangulation process.

The data is related to linguistic and cultural issues found during the research process. It is related to difficulties in terms of language, students' fluency, accuracy and vocabulary. This information is also related and based on interculturality; their sensitivity, discovering, attitudes, knowledge and awareness to express personal ideas and critical points of view based on the tackled topic. This analysis was organized in some performance levels (low, intermediate and high) to analyze language and interculturality categories. These levels were established by researchers, do not correspond to those of the Common European Framework;

4.2. Categories related to the language usage

In this section, the data of the activities developed along the interventions with the researched group, is exposed and analyzed in three categories located in use of the English language: fluency, accuracy and vocabulary.

4.2.1. Vocabulary

During the diagnostic test (see *Annex 10*) it was evidenced that 18 of the students had low performance levels in the usage of vocabulary in English. They hardly ever used vocabulary according the topic and appropriated sentence structures. Just 9 students presented an intermediate performance level in the use of language in this category, due to they had a frequent vocabulary use with regard to the topic and for expressing their ideas; and 3 students had a high performance level, it was evidence they used the studied vocabulary and their background knowledge during the different sessions about peace processes (see *Figure 7*).

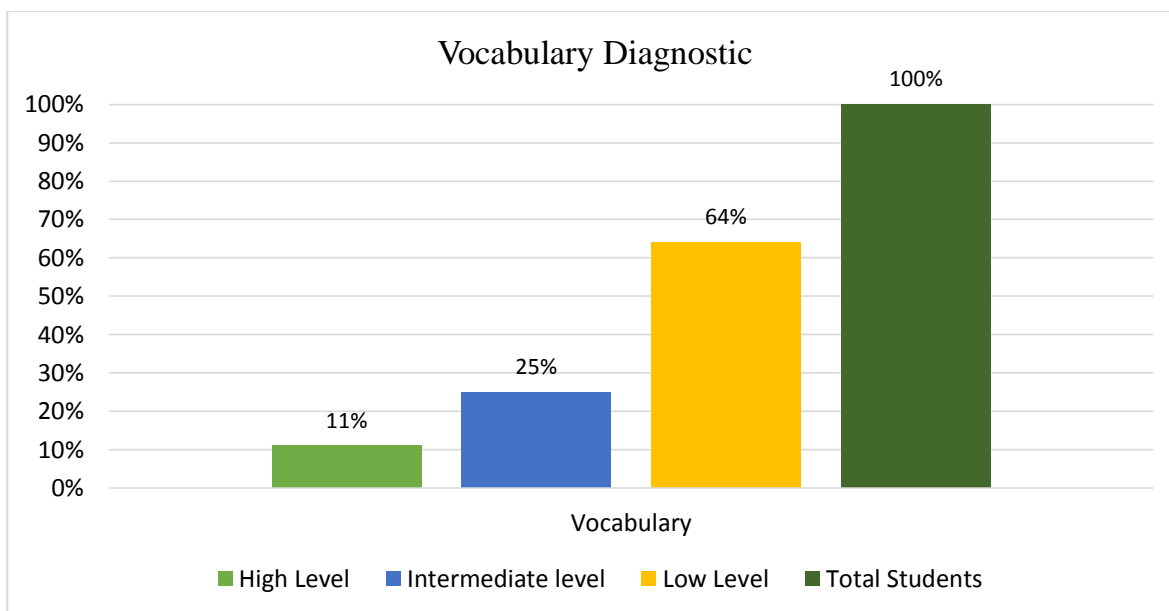


Figure 7. Vocabulary Diagnostic.

For this category there were chosen two activities number 1 and 2, described in Chapter 3. Based on Herrera and Murry (2011) the activity number 1 (*see Annex 1*), allowed to take into account the guarded vocabulary students managed involving them into communicative processes and meaningful acquisition of the foreign language. In the same way, to manipulate materials, as a strategy proposed by CBI, in this case a crossword about peace and coexistence, allowed students to recognize and construct new vocabulary oriented to the content developed, as well as the importance of collaborative learning and peer correction into the interactional function, proposed by Stoller Halliday in Richards and Rodgers (2001). They helped their classmates to correct between them some mistakes when they guess the concept, to understand the different meanings of the words about the related topic in the crossword.

Through the activity number 2 (*see Annex 2*), researchers addressed the communicative and meaningful principles exposed by Richards and Rodgers to improve language learning. It was evidenced when the teacher asked students to draw themselves, taking into account students had to identify what values they felt identified writing the values around their own draw.

Therefore, functions in language perform, exposed by Halliday, such as the personal function, it is evidenced when students expressed their personal feelings through the use of the foreign language, and when they answered the questions from their own perspectives and experiences. This need made them to use their guarded vocabulary and search new one to give a personal opinion in each question.

In the previous activities participated approximately 28 students, 10 students achieved a high performance level, they were so active in these activities and using the most of vocabulary they acquired in the activities they did; 13 students had an intermediate performance level, because students used their guarded vocabulary and thoughts to express more clearly their thoughts, but it was limited by their learning in some vocabulary about the new topics; and 5 students a low performance level, their participation involved very basic structures and vocabulary use learned during the process.

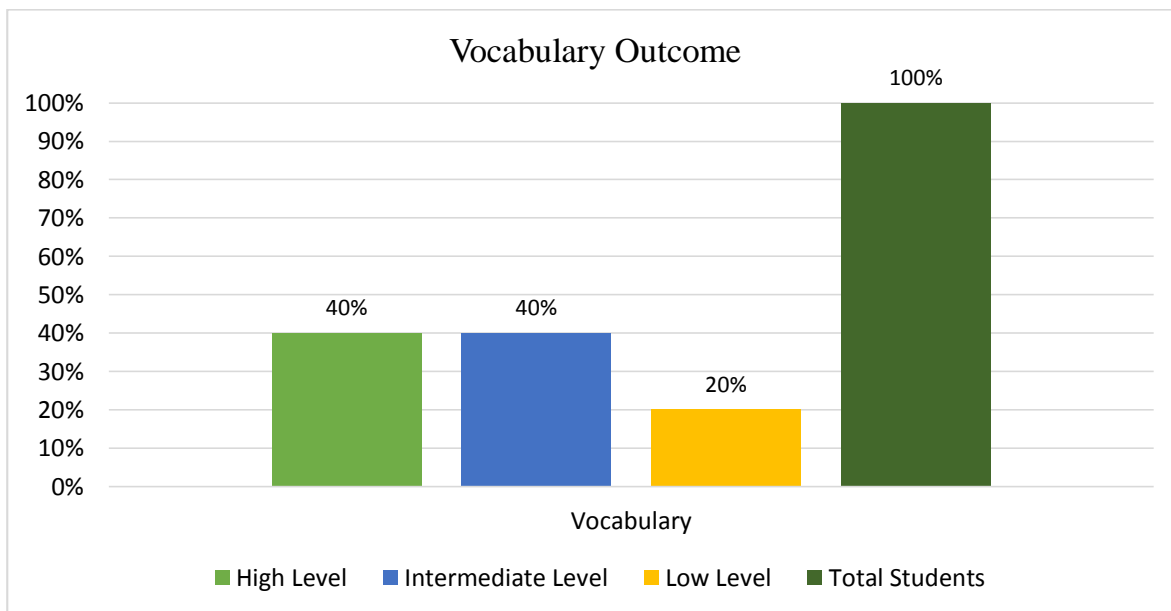


Figure 8. Vocabulary Outcome.

4.2.2. Fluency

This analysis and process was implemented with 28 students. In the diagnostic (see *Annex 10*), it was evidenced 19 of the students had low performance level of fluency in English use, due to they sometimes were able to communicate clearly with most of difficulties when expressing her ideas, due to insecurity and nervous when they talked to others. 6 students presented an intermediate performance level in use of language in this category, with the quality they expressed their ideas in sentences that flow together with some difficulties; and 3 students had a high performance level, because they expressed their ideas with very few mistakes and good pronunciation (see *Figure 9*).

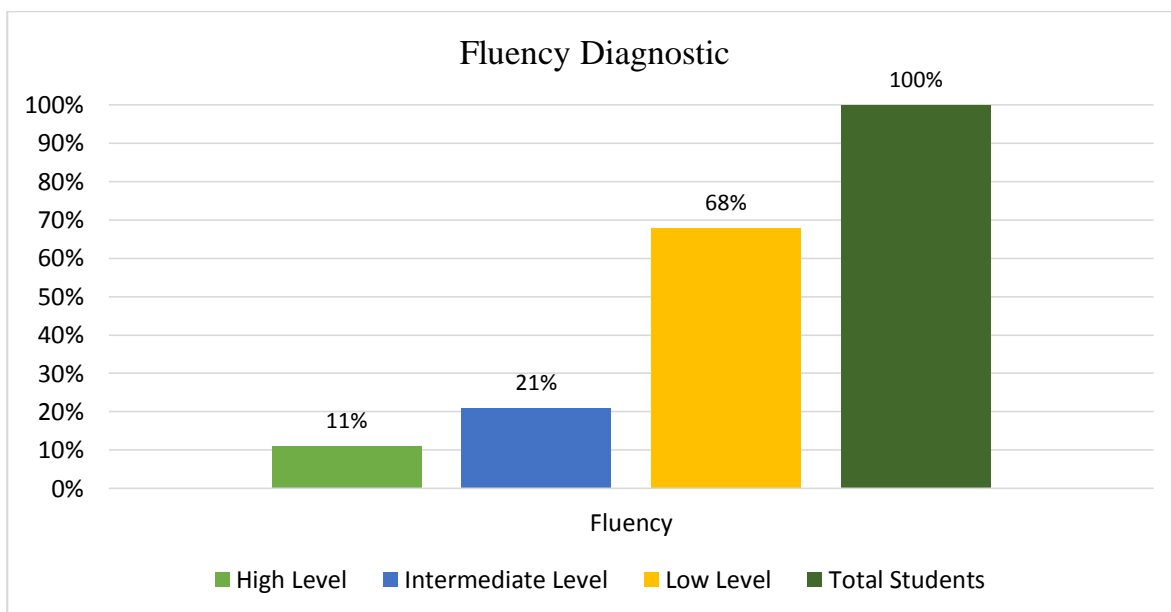


Figure 9. Fluency Diagnostic.

In terms of fluency, there were chosen three activities number 3, 4 and 5, previously described in Chapter 3. In the activity number 3 (see *Annex 3*), the group discussion strategy highlighted by Herrera and Murry (2011), was an important element in CBI method, due to in this activity students exposed critically their own opinion. Thus, when researchers gave some examples in context, students created a discussion in small groups about the meaning of those

expressions, how are used them and searching or thinking expressions appropriated to replace the impolite propositions in each example given. Also, they improved their speaking skill and vocabulary when the teachers asked them about different examples about the context they could use those expressions.

In the activity number 4 (*see Annex 4*), to show how a video can be used as a technique, which based on Stoller (2002), allows to improve their learning use of language into Content-Based instruction method. Therefore, this activity promoted to link content with language for reinforcing the language skills students required, evidencing the principles proposed by Richards and Rodgers (1986) when students associated Bogota as the place where they live and could discuss their opinions around their experiences. Also, they used the language to share their opinions in a real situation, as the violence in the world. In this case, their fluency increased, due to students reinforced the use of structures and were conscious about the mistakes when they argued their perspectives.

With regard to the activity number 5 (*see Annex 5*), the opportunity to work sharing ideas allowed, according to Richards and Rodgers (2001), students to use their language in a meaningful way attending to the meaningfulness principle and the topic demonstrated processes of identity. Thus, it was evidenced that the students used the language to interact with their classmates talking about common things. Moreover, attending to the importance of use CBI, Herrera and Murry (2011) support the importance of their background knowledge to use the content and language in real communicative situations. In this case, to socialize and argue positions students were interested about themselves and others.

In these activities participated around 25 students (*see Figure 10*), 7 students evidenced a high performance level due to they expressed their ideas more fluently. Students used structures

consciously and gave their critical opinion; 10 students an intermediate performance level, they expressed their ideas more fluently, but they had some cohesion and coherence mistakes yet; and 8 students had a low performance level because they kept with a lot of difficulties, such as, to talk fluently and use vocabulary to express their ideas, feelings and thoughts during those activities into a specific context and topic.

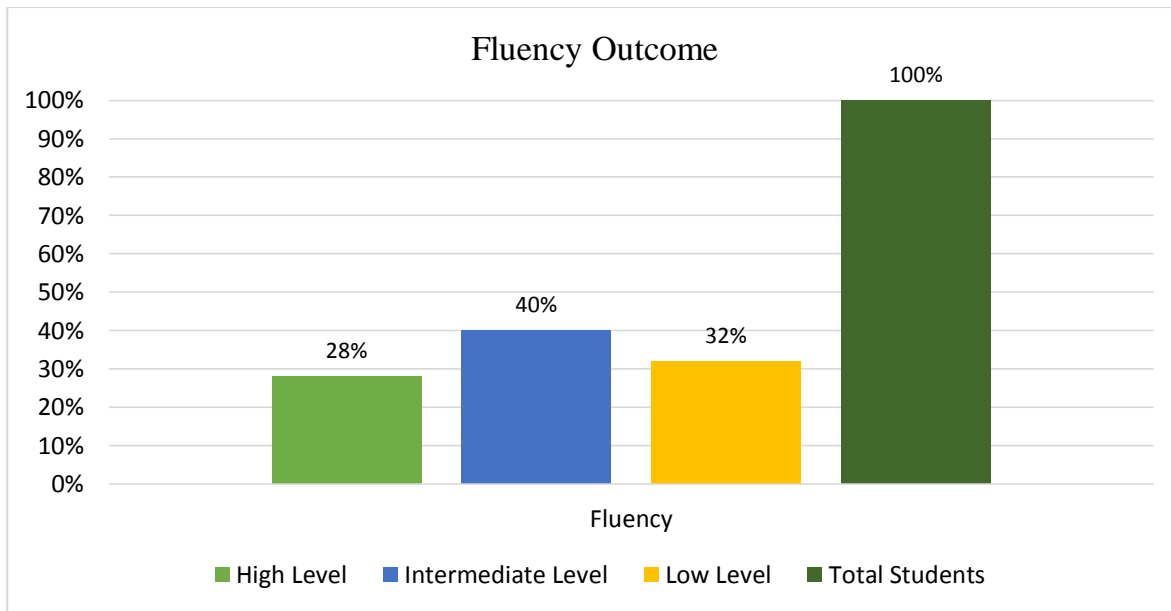


Figure 10. Fluency Outcome.

4.2.3. Accuracy

In the accuracy diagnostic, there were evaluated grammar tenses and structures as well as the use and comprehension of vocabulary (see *Annex 10*). Among the structures tackled, excel the following: modal verbs, superlatives, adverbs of frequency, pronouns, Saxon genitive, connectors, and participles of regular and irregular verbs, prepositions, countable and uncountable structures and quantifiers. All of them related to their use in production and comprehension. Thus, in its implementation at the beginning of the process participated 28 students, of which 11 presented a low performance level of accuracy in the aforementioned principles (see *Figure 9*).

In this activity, about 15 students got an intermediate performance level of accuracy, although they presented several difficulties in the use of simple and complex grammar structures, tenses and vocabulary, they were the ones who had the best management of them and a wider understanding of vocabulary. The remaining 2 students showed a high performance level of accuracy in the use of English language since they had an acceptable use of grammar tenses, structures, as well as words meaning understanding and their uses. That could be evidenced in the way they used to write and their oral expression.

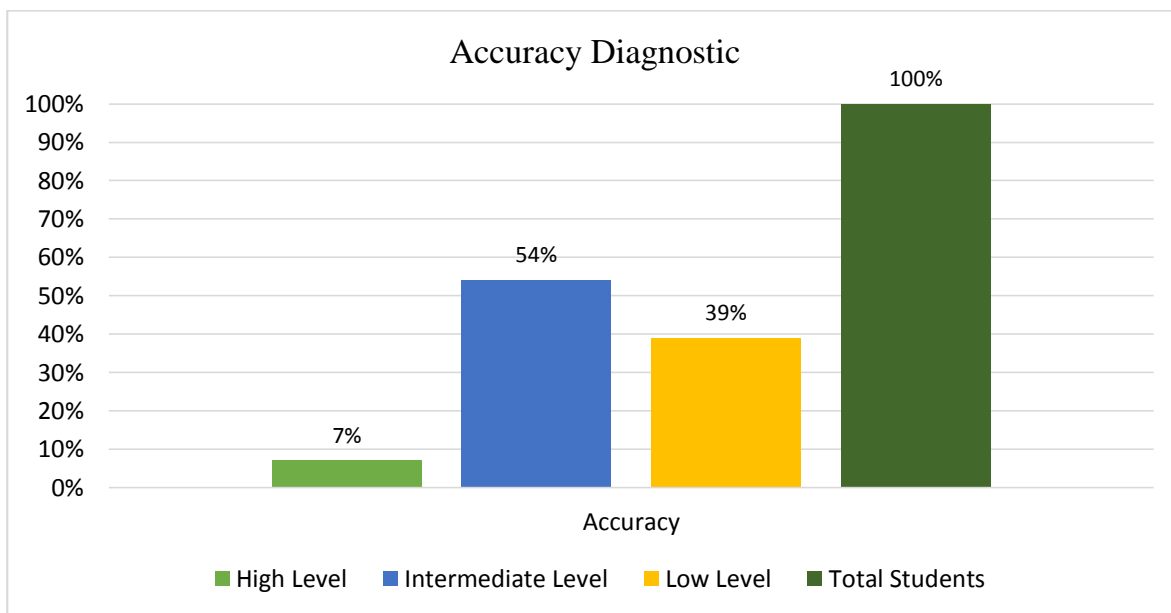


Figure 11. Accuracy Diagnostic.

Regarding to accuracy, there were chosen four activities number 4, 6, 7, 8 and 9, described in Chapter 3. In the activity number 6 (*see Annex 6*), the interaction among the students was the priority in the creation of the activities. The most highlighting thing they showed was the instrumental function posed by Halliday since they had to appeal to their background knowledge in order to be able to formulate grammatically correct questions for the interviews. Along with that, the representable and personal functions were fundamental, since

they had to use English to transmit all kinds of information, emphasizing in some aspects and being ready to answer any sort of question. Apart from that, in the interviews and their socialization, the interaction and heuristic functions were present as well, since it allowed the use of language to create interactions with others, discover new things and learn from them.

In the activity number 7 (*see Annex 7*), bearing in mind that according to the mindfulness principle, the activities must be directly related with the authentic use of the language, rather than mechanical uses. Therefore, in the current activity, there was prioritized the use of the students' grammatical competence in a variety of communicative contexts. Thus, by asking them to provide their feelings and understanding about any topic, in this case the content of a poem, by written and orally way, they had to use different sets of past, present and even future tenses in order to describe and argue their assertions.

With regard to the activity number 8 (*see Annex 8*), the communicative competence, according to Halliday, is developed through social interaction. For this sake, the students were set in collaborative exercises in which they made use of the interactional function by using the target language in the generation of discussions. It took them to accomplish a clear standpoint, share it, and defend it through assertions and argumentations that required a proper use of grammar structures, tenses, vocabulary and fluency.

Regarding to the activity number 9 (*see Annex 9*), although the students had a wide range of guarded tenses, phrases and structures, it was necessary to present them and review of some greetings, farewells, compliments and grammar. It was exposed and practiced through examples, resorting to the imaginative function posed by Halliday, which attains the creation of imaginary cases to practice the language and content, along with some others taken from the lives of the educators and learners. Subsequently, in order to enable the use of the target language in real life

situations accurately, there were considered all the functions that language performs stated by Halliday. Thereby, the students were asked to use English language to communicate information such as their feelings, perspectives and points of view concerning all their companions by written; making use of likes, dislikes, complements, slangs, wishes etc. In sentences formulated in all tenses and being conscious of the intent of being as clear as possible in order not to fall into misunderstandings. Additionally, as a result of finding out what they received by reading the papers, the speaking, listening and sharing exercises allowed them to express their feeling and sensations not only orally but corporally too.

The activity number 4 (*see Annex 4*), the researchers presented several questions designed appealing to different tenses and structures, which required the students' responses to be directly related and chord with them. Besides, as their answers promoted discussion, they had to try to use their grammatical knowledge to express themselves fluently and accurately. Taking into account that the communicative principle asserts that activities that involve real communication promote learning. In the role-play, their interactional, heuristic, imaginative and representative functions were decisive to reach an environment where they could display their language skills and apprehension about the topic.

As it can be seen in the following graph (*see Figure 12*) in the activities participated 28 students, 8 of them presented a high performance level in the management of grammar tenses and structures at the moment of creating, understanding and replying to question by written and orally way, as well as good understanding of the use of vocabulary according to their meanings. It took them to be highly accurate when communicating. On the other hand, 15 students had an intermediate performance level of production and comprehension, while the remaining 5 scholars

had a low performance level of accuracy, which was evidenced in their flaws when writing and speaking mainly.

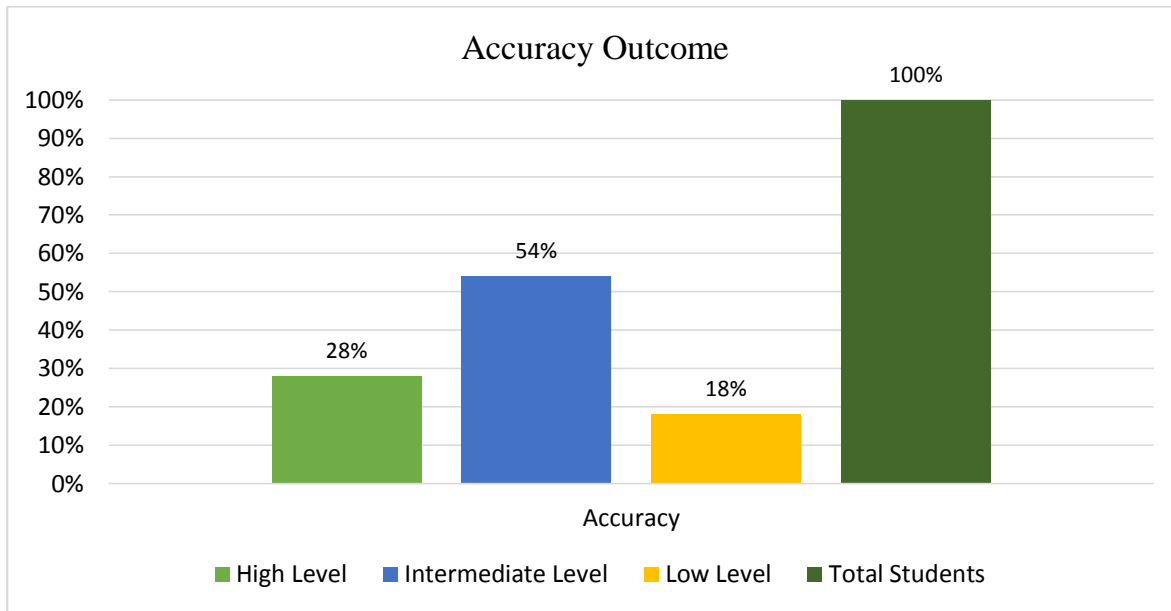


Figure 12. Accuracy Outcome.

After doing the activities it was evidenced a change in the use of language in the students, they improved their vocabulary, fluency and accuracy respect to the diagnostic did at the beginning of the process. The following graphics (see *Figure 13* and *Figure 14*) show the impact of the activities implemented during the whole process. The 100% represent the total of students that participated, it means 28 students.

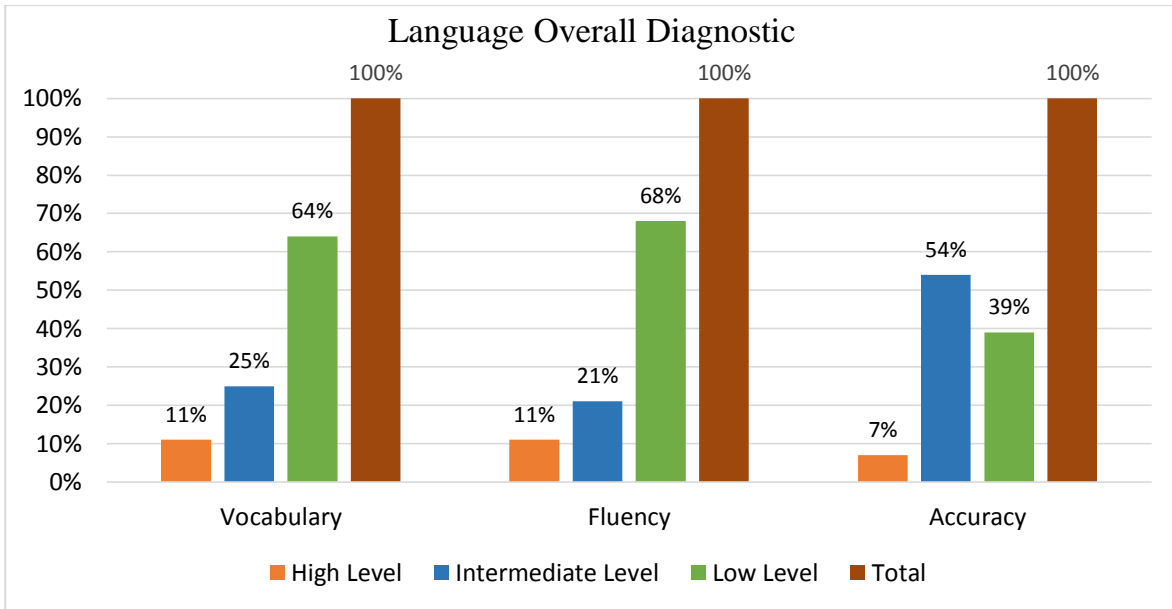


Figure 13. Language Overall Diagnostic.

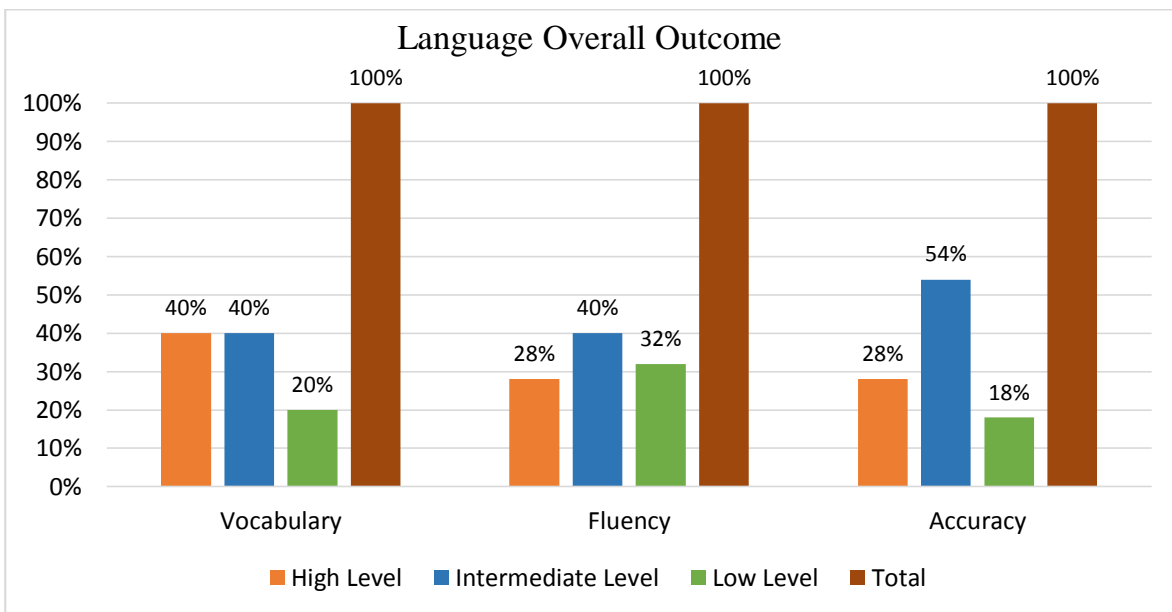


Figure 14. Language Overall Outcome.

4.3. Categories related to intercultural component

The information provided in this section is related to 4 categories located in the intercultural communicative competence: attitudes, awareness, discovery and interpretation, and knowledge.

4.3.1. Attitudes

In the diagnostic process (see *Figure 15*) it was evidenced students has some drawbacks, due to they preferred to work with people they know and avoided to know the other classmates. The classroom was organized with four or five chairs, in this way, students created specific groups rejecting to interact with the whole group. From 28 students, 22 had a low performance level of attitudes rejecting to change this attitudes, such as, opening their minds, having other perspectives with commentaries like “I don´t like a classroom with ñeritas” and share their own points of view, 4 students achieved an intermediate performance level of attitudes, because they tried to get in contact with the other groups, and just 2 of them had a high performance level, because they had good relationship with the whole group.

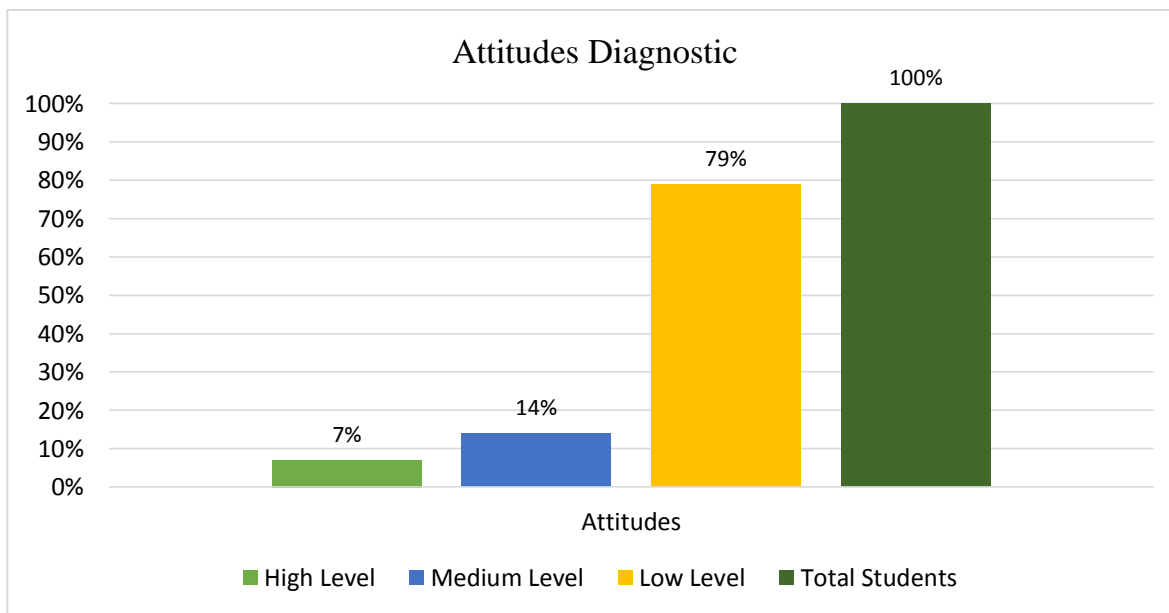


Figure 15. Attitudes Diagnostic.

Regarding to the attitudes students developed their intercultural abilities, it was taken the activity number 9 (see *Annex 9*), in which students were evidenced as intercultural speakers and mediators. The intercultural attitudes, exposed by Byram, Gribkova, Strkey (n.d.) are related to curiosity, openness and readiness to suspend disbelief about others. What it means is to be able

to recognize their own values, beliefs and behaviors is necessary to be opened to different possibilities, in this manner there must be a decentralization. In this activity, students broke their opening their minds to accept the difference and each student appealed to the capacity to see their own behaviors from an outsider's perspective.

After the implementation of these activities (see *Figure 16*), it was evidenced from 28 students, 18 students achieved a high performance level in this category, due to they were decentralized from themselves and opened their minds; 10 students had an intermediate performance level, they tried to get back in their closed group. However, students overcame this position when they began to do the activity; and 0 students obtained a low performance level, because all of students participated actively that anyone rejected to interact and give their opinion about others.

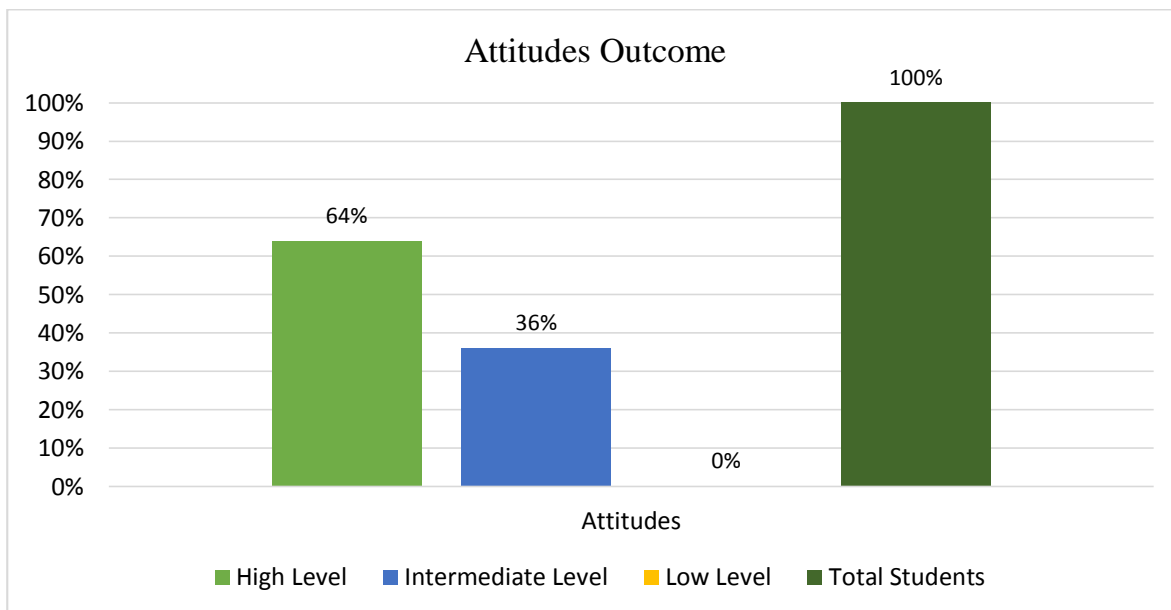


Figure 16. Attitudes Outcome.

4.3.2. Knowledge

To develop the intercultural competence and become an intercultural speaker, it is fundamental to develop a series of skills related to some developmental stages. The knowledge stage stated by Byram poses that it is indispensable the acknowledgement of other social groups, their practices and beliefs in their environment. Having that in mind, in the diagnostic test (see *Annex 11*), 1 had a high performance level of knowledge in terms of student exteriorized the ability to recognize the otherness and accept it. About 4 students had an intermediate performance level since hardly interacted and respect with the majority of their peers and the other 23 student presented a low performance level since they only interacted with and accepted their close friends (see *Figure 17*).

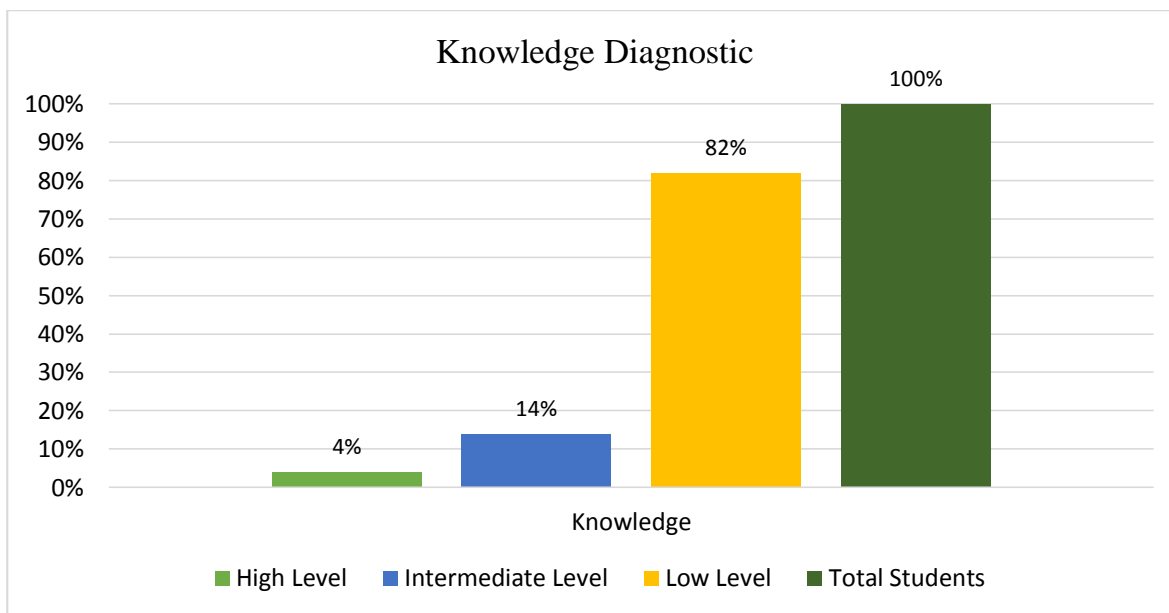


Figure 17. Knowledge Diagnostic.

In order to help the students to develop the intercultural competence, in the activity number 6 (see *Annex 6*), their knowledge skills had to be exteriorized through their attitudes since during the teacher's and students' introduction they had to be open to hear what everybody

had to say, respecting turns, intervening appropriately and addressing to others, as they wanted to be addressed. Moreover, to be able to advance the interviews successfully, they had to reduce their defense filters, due to there had to be a decentralization and will to approach to other individuals they had not built any bondage so far that moment. Thereby, they had to accept that not everybody behaves equally, nor has the same values, thoughts and believes. Once they established contact with their interviewees, they had to be conscious about the otherness, recognizing and respecting it.

In the 5th activity (*see Annex 5*), the student advanced a lot in the improvement of their language and the development of intercultural skills. In regard to the current category, the implementation of group work along with the use of topics attractive for the learners such as the horoscope, helped them to be able to recognize their peers as valuable subjects, who had many similarities with them and some differences, which made the relationships richer and more interesting. Besides, by knowing the signs of the others and the descriptions of each of them, provided by the researchers in advance, made that in the students emerged the curiosity for knowing thoroughly all their classmates and discover if those assumptions concerning signs compatibility were true or false.

With regard to the intercultural competence development, in the activity number 1 (*see Annex 1*), the students had to learn to deal appropriately with any cultural difference. The main aspect that had to excel among each group was the knowledge proposed by Byram since they had to be open to acknowledge other individuals, getting in touch and recognizing them as subjects, respecting their ideas, experiencing the difference while widening the own worldview and avoiding setting stereotypes. Besides, throughout all the interaction advanced during the activity, Bennet's mindset, skillset and sensitivity were essential factors to generate a comfortable

environment. Thereby, they could see their own culture as a one more, being conscious that there are other cultures with subjects, whose believes and points of view are different from the own, accepting it and learning from it. Due to this acknowledgement and openness, during the process they were kind, made corrections and contributions treating, as they wanted to be treated.

In the preceding activities was evidenced a good development of the student´s intercultural competence (see *Figure 18*). Thus, approximately 19 out of the 28 scholars displayed a high performance level in the development of their knowledge skills, presenting an acknowledgement and acceptance of the otherness. The other 10 students showed an intermediate level of development.

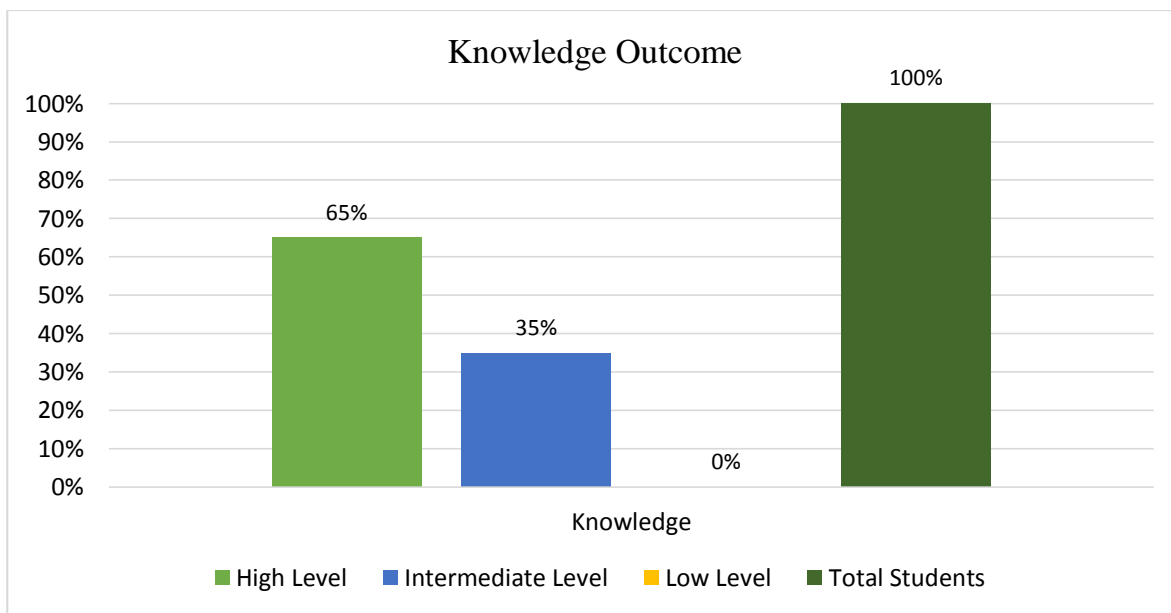


Figure 18. Knowledge Outcome.

4.3.3. Discovery and interpretation

During the diagnostic test (see *Annex 11*), the researcher observed the behaviors of the students among them. Thereby, there could be seen that 1 student out of the 28 involved in the diagnostic presented a high performance level of the development of the discovery and

interpretation stage, since she presented a good coexistence and relationship with the majority of their classmates, being able to experience the difference and understand it and handle it. On the other hand, about 3 students presented an intermediate performance level in the development of this stage, although they had contact with their mates, they did not accept all of them. Finally, 24 students displayed a low performance level, since they only accepted their close friends, ostracizing the rest of the students and avoiding any contact with them (see *Figure 19*).

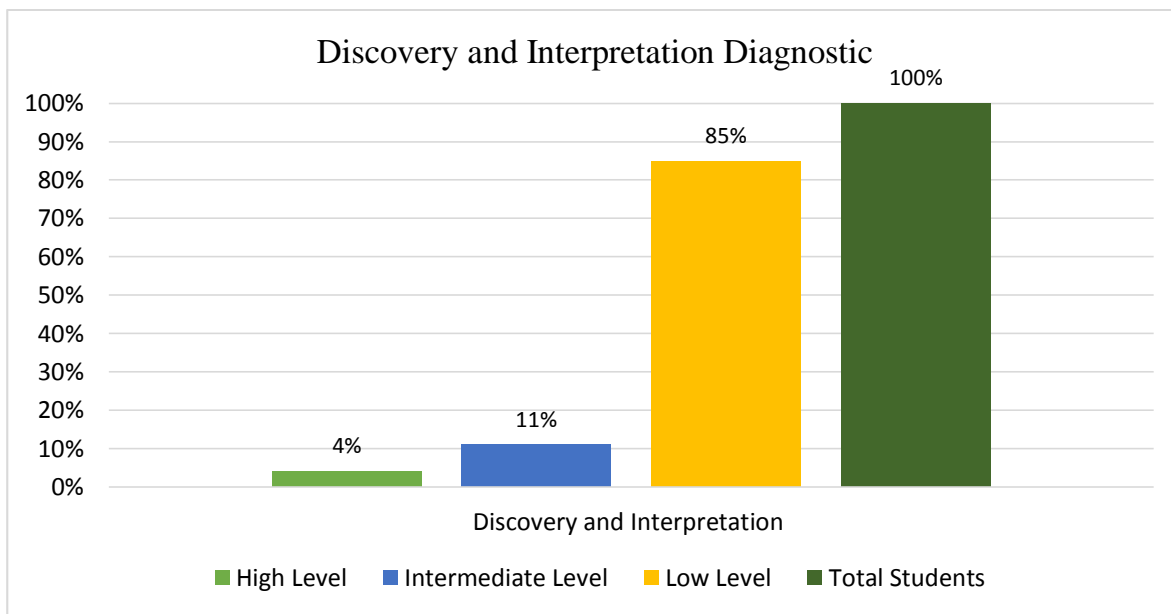


Figure 19. Discovery and Interpretation Diagnostic.

Pertaining to this category, there were designed and advanced the activities number 7 and 3. As Byram poses, this stage aims that the speaker develops the ability to acquire knowledge from other cultures and their practices, finding new information from target language and culture to be able to integrate them to what is already know. Bearing that in mind, on the activity number 7 (see *Annex 7*), the students were set in a position in which by interpreting a poem presented in the target language, they had appropriate it, and express their feeling and perceptions of its content to their fellow mates. This sharing exercise enabled the exteriorization and enhancement

of Bennet's acceptance, integration and minimization, since throughout every intervention, the students could see that theirs were not the only possible interpretations the poem could have, and the feeling and emotions produced by its content could change from person to person. Moreover, thanks to that acknowledgement, they were able to see their classmates from other perspectives, understanding that they had different backgrounds, perspectives and points of view, which deserved respect and acceptance.

In the activity number 3 (*see Annex 3*), in order to promote the enhancement of the discovery and interpretation skills, and the acknowledgement of certain vocabulary from the North American culture, the students had to construe and relate those terms with words and expressions from their own culture, being aware of their meanings, impact and uses. In this way, it integrated with the group discussion strategy presented by Herrera and Murry in the CBI method, was an important element in the development of this activity. Due to the interaction among the students, they allowed themselves to express critically their opinion, generating discussions about the use of those words and searching for polite utterances, which could replace the rude ones. Thereby, they had to make use of their intercultural mindset, skillset and sensitivity to get in touch with others, respecting their interventions and opinions, accepting the otherness and being able to coexist with it.

As a result of the implementation of the foregoing activities (*see Figure 20*), at the end of the of the process there could be evinced that of the 28 students implied, about 10 had a high performance level in the development of the discovery and interpretation skills. It is asserted since through the observation along the implementation and final interview, there was evidenced that these students were able to acquire new knowledge and information from other cultures, having the capability to recognize them, respect them and adapt what they considered as useful.

The remaining 18 students exhibited an intermediate performance level of development since they still needed to work on the adaption of the cultural difference.

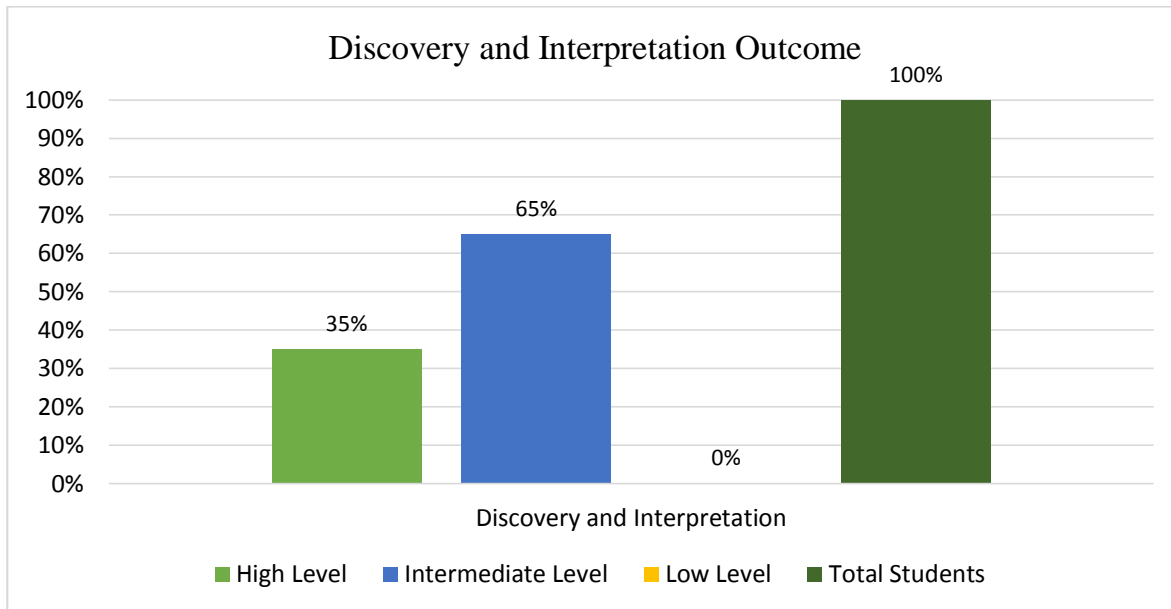


Figure 20. Discovery and Interpretation Outcome.

4.3.4. Intercultural Awareness

In this category during the diagnostic (see *Annex 11*) the students evidenced a lack of interest about the importance of relationships. The most important thing to them was that their own group felt good. Thereby, from 28 students, 19 had a low performance level of intercultural awareness due to they preferred to stay in their comfort zone, it means they liked to be with their friends, avoiding to be conscious of the importance to interact with others, not only in the school, but also in the real life when they leave from there; 7 students had an intermediate performance level; they were a little more aware about the importance to know the others to have a peaceful environment when they did not reject to work with classmates by other groups in activities like sharing their ideas about themselves and to share concepts; and 2 had a high performance level,

because students understood the differences with the whole group and their own unicity (see *Figure 21*).

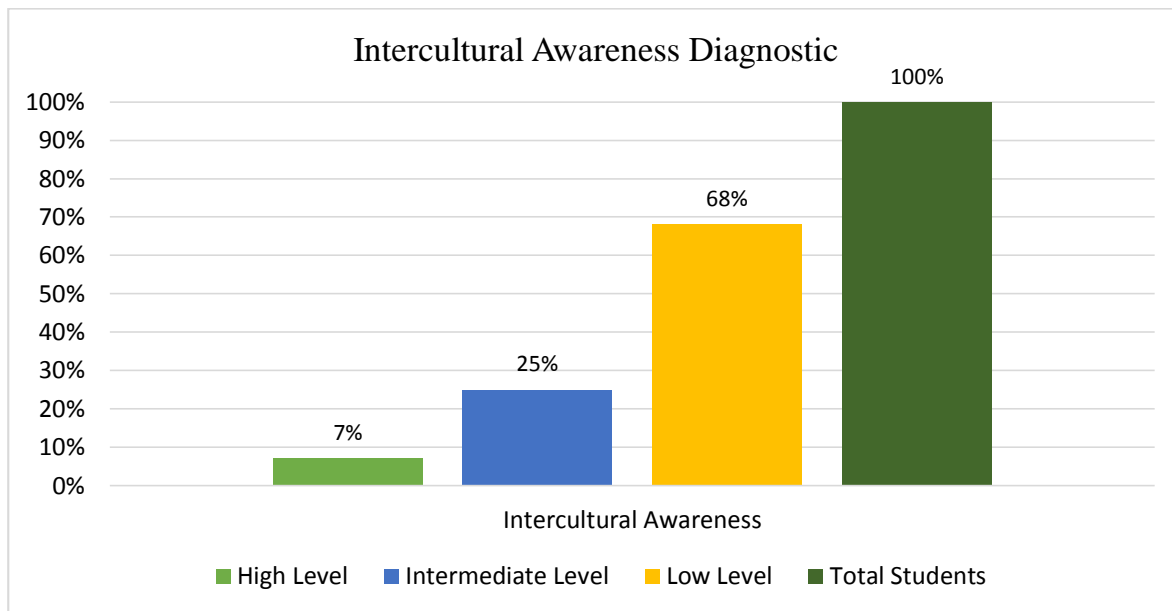


Figure 21. Intercultural Awareness Diagnostic.

The activity number 8 (*see Annex 8*) is taken from an intercultural perspective, as exposed by Byram Gribkova and Strkey (n.d), when students have a critical ability to think about their reality and understand how the others perceive the world. Therefore, to ask and answer their classmates' questions allowed them to comprehend, as exposed Rico (2012), individual's beliefs and the way in which they behaved, taking into account some examples and reflexive statements proposed by people that have change the world's meanings, such us Martin Luther King, to transform the society.

To continue analyzing the intercultural awareness, the activity number 4 (*see Annex 4*), made students critical, based on Byram Gribkova and Strkey (n.d) exposed, because from their own perspectives they solved the questions: what is violence? what makes people violent? why does violence generally happened? has your life ever been affected by violence? how can you

contribute to reduce violent processes in your family, school or community? These questions were implemented in groups, which interplayed sociolinguistic competence, discourse competence, and intercultural competence as exposed Lange (2011). It means, the intercultural competence involves sociolinguistic and discursive features students developed inside their interactions and when they had to adapt a critical perspective.

Other activity to this category is the number 2 (*see Annex 2*), it was meaningful in terms of awareness in the students, because they had to develop identity processes and acceptance, as exposed Bennet (2001), taking into account what student's values represented through a draw. Moreover, answering the questions were focused on their own perspectives about creating better relationships in a community since their own critical thoughts. Based on Byram, Gribkova and Strkey, (n.d.), this critical awareness makes part of the set of competences, since it demands the display of values such as tolerance and respect, which are basic when it comes to interact and coexist with people with different cultural backgrounds.

At the end of the implementation of these activities (*see Figure 22*), from the 28 students, 22 students achieved a high performance level of intercultural awareness, due to they were conscious the importance to understand and recognize the difference in the interactions: "we understood the difference because that make us unique but those things also had to connect us to construct and transform the world"; 6 students had an intermediate performance level, due to they had some difficulties to express their understanding towards others when they though different. However, they felt more free to express their ideas without fear for being rejected by their classmates; and 0 students obtained a low performance level, all of students participated actively that anyone rejected the activities including all of their classmates and respecting the diversity of opinions.

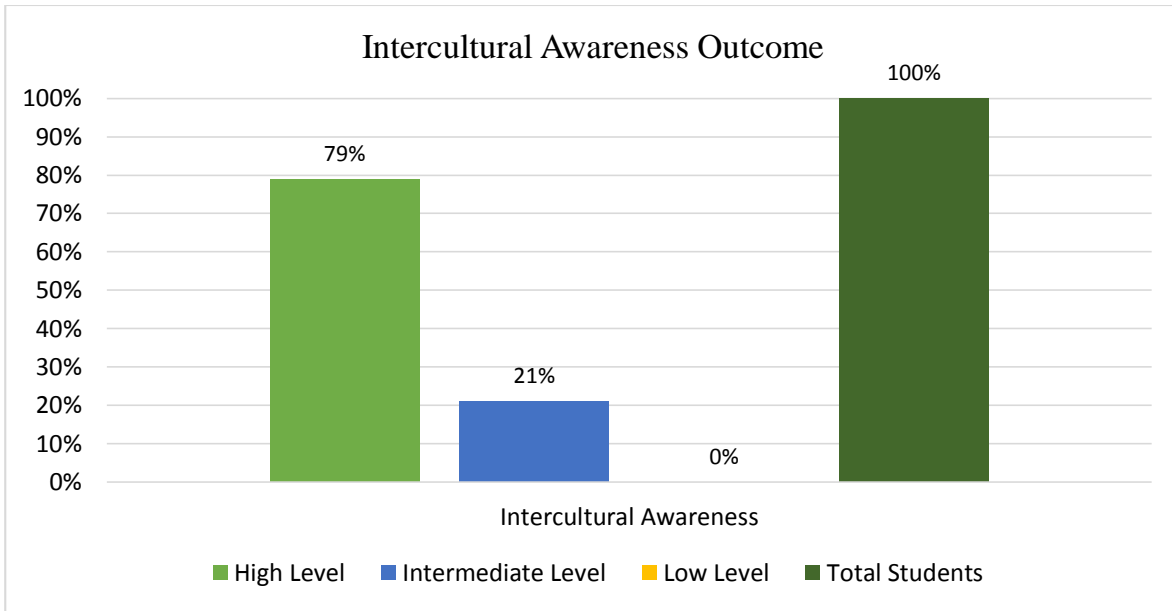


Figure 22. Intercultural Awareness Outcome.

After doing the activities it was evidenced a change in the intercultural processes in the students, they developed their attitudes, knowledge, discovery and interpretation and intercultural awareness respect to the diagnostic did at the beginning of the process. The following graphics (*Figure 23 and Figure 24*) show the impact of the activities implemented during the whole process. The 100% represent the total of students that participated, it means 28 students.

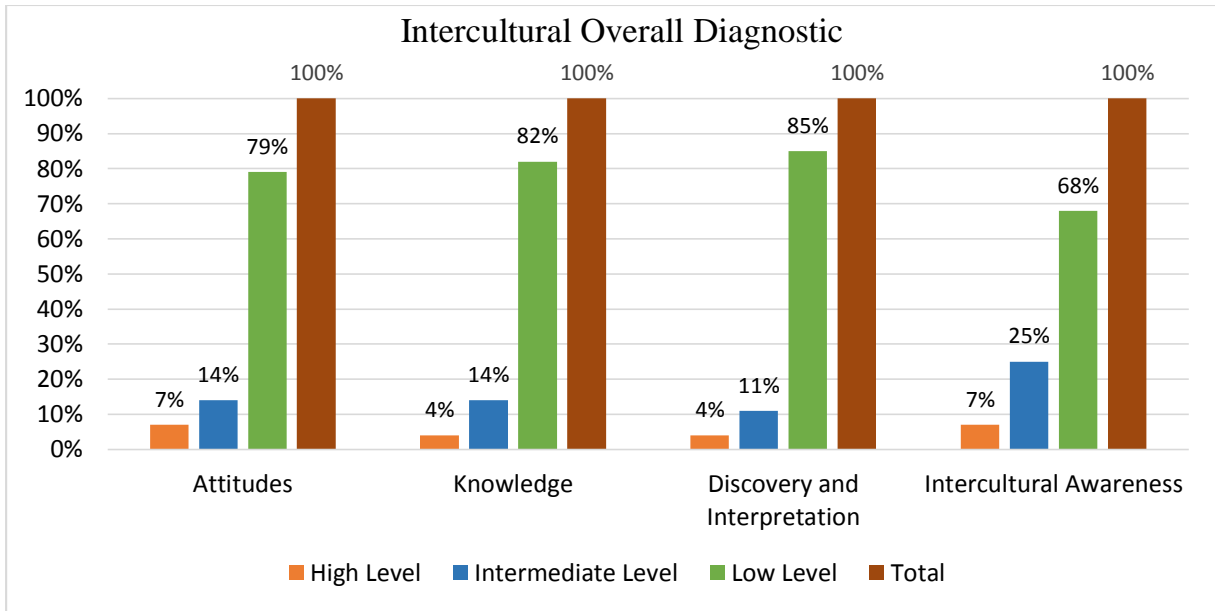


Figure 23. Intercultural Overall Diagnostic.

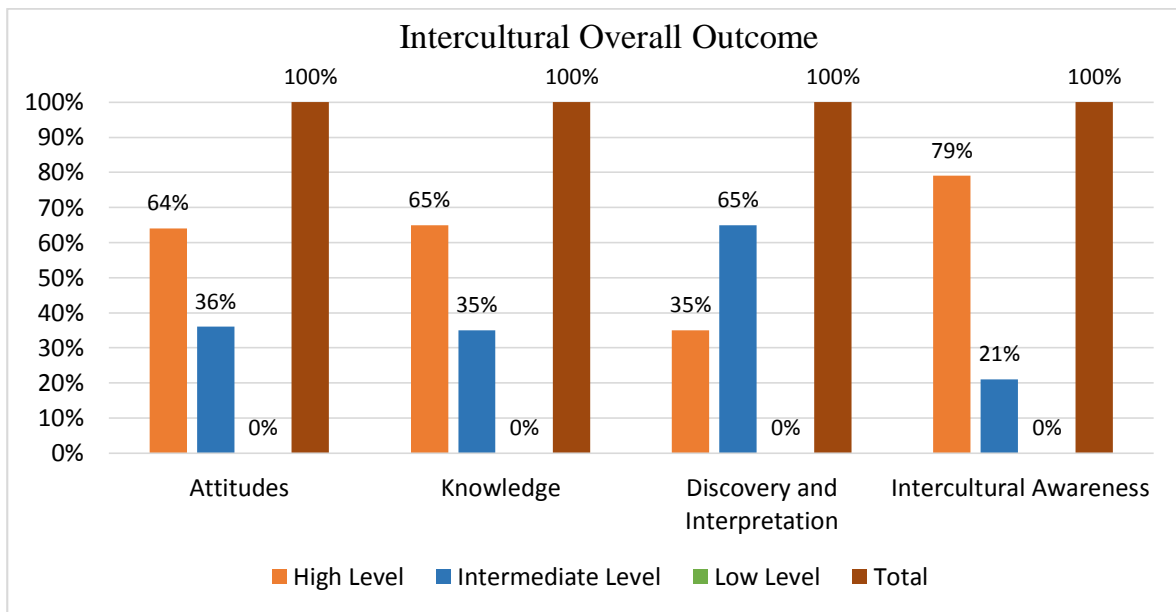


Figure 24. Intercultural Overall Outcome.

CHAPTER 5. CONCLUSIONS AND RECOMENDATIONS

Taking into account the research question, how to develop intercultural competence in students from the course 1105E at “Educación Media Fortalecida” from Liceo Femenino Mercedes Nariño by using English language? Researchers discovered it is possible by using CBI activities, because these activities allowed students get in touch with others using language as an excuse to learn the content and develop the intercultural competence into communicative environments. Hence, the students had the opportunity to experience cultural differences and start to expand their worldview.

Related to the general objective of this research: to develop intercultural competence in order to improve communicative processes through a set of activities addressed in Content-Based Instruction with students of the course 1105E at “Educación Media Fortalecida” from Liceo Femenino Mercedes Nariño; CBI activities were useful to reinforce linguistic structures and vocabulary; and students developed their intercultural competence. Although the diagnostic test showed the most difficulties in the intercultural part more than the linguistic one, it was demonstrated through nine activities implemented that the students effectively improved their language level and communicative processes, due to students were more prudent to express their ideas through comments. In addition, the students developed their intercultural competence through the different stages proposed by Byram (attitudes, knowledge, discovery and interpretation, and intercultural awareness) for the developing of intercultural competence as a whole; it means students acquired knowledge, developed awareness, attitudes and abilities. However, until the proficiency level proposed by Rico, the researchers could not reach, due to time was not enough and the size of the project was not too large.

With regard to the specific objectives. The first one consisted of the development of a plan, which intended students to reflect about themselves, their relationships with others and the way these personal issues can affect their academic processes. Bearing that in mind, there could be seen that planning a road to follow in a research process guaranties its order and successful development. Besides, to undertake activities from the Content-Based Instruction method in which is promoted the use of the target language in relation with topics and issues from the student's daily life, such as their coexistence in a classroom and the ways in which they refer one another; favors the development of their intercultural awareness. It is due to, for carrying out these activities, they have to reflect upon their behaviors as individuals, the way they approach to others and how to relate with them to accomplish a common purpose.

After the creation of the plan, the step to follow was to manage a process in which students could improve their English performance and develop intercultural skills through activities that focus on content appropriation and interaction. As a result of the implementation of the activities from the plan, there could be evidenced that using topics directly related with the student's environment allows an identification and appropriation of such assignments. Thus, for being able to express what the scholars want, they start to look for new vocabulary in the foreign language, to practice more often in order to be more assertive, fluent and to be capable of expressing their feelings and thoughts without any limitation. This communicative enhancement, along with the interactions that provides the cooperative work and the development of the five stages posed by Byram, help the students to interplay with their peers and to get to know them thoroughly, becoming more conscious and tolerant towards the difference. Thereby, having as direct consequence the development and improvement of their intercultural competence.

The last objective was to identify categories related to intercultural processes and language use from the activities in the plan. To analyze the gathered information, it is suitable to distinguish it and separate it into categories. In this case, there were set two main groups (Language usage and intercultural component), each one with its corresponding subcategories. Thereupon, doing this sort of distinctions helps the researcher to make the analysis and produce truthful outcomes.

It is recommended to implement these kind of communicative activities in public schools with primary and secondary students, not only with Media Fortalecida students, because it was identified that the CBI is an excellent method to enhance students' language and communicative skills since it focuses on the cultural processes that are useful for the development of intercultural competence. It is necessary taking into account that to teach language without separating it of the culture.

Besides, it is recommended to include in future researches a wider use of technology like videos, smart boards, songs, inter alia, due to there were showed some videos and presentations using technology and the students felt motivated to learn. In this way, it was discovered that linking the CBI method with technology generates meaningful learning in students and that they can open their minds in order to know their world and the foreign language through the use of media.

On the other way, it is recommended to implement activities like the number 4, because in this, students worked in small groups. This is a very useful strategy when the group is too big. Furthermore, working in groups facilitates the assessment part and allows to organize the different activities like discussions and role-plays that guide the collaborative learning. It is in order to develop communicative processes among students.

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APENDIX

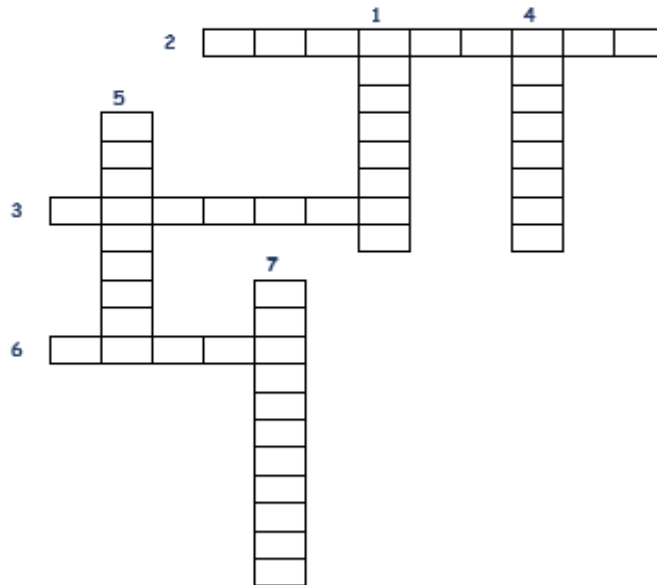
Activities implemented

Annex 1. Activity number 1

Crossword

Name: _____

Find the concepts taking into account the meanings below.



Across

2. It aims to recognize, respect and value people's differences to contribute and realize their full potential by promoting an inclusive culture for all staff and students. *By University of Edinburg*
3. It means looking at another person's beliefs. You don't have to like those beliefs, but you must acknowledge them and try not to over impose what you think. *By Chark Marry*
6. It is a complex, medium and long-term process linked to human rights, development and respect for the environment. *By Manuelo Peirada.*

Down

1. It is ensuring individuals or groups of individuals are treated fairly and similarly and no less favorably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. *By University of Edinburg*
4. It is the conception, qualities, beliefs, and expressions that make a person. *By Josh Schewth*
5. It is a fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own. *By Math farther.*
7. It is a state in which two or more groups are living together while respecting their differences and resolving their conflicts nonviolently. *By Angela Nyawira Khaminwa.*

Crossword

Name: Gabriela Guantica Figueroa

Find the concepts related with the meanings below.

Across

1 d i v e r s i t y

2

3 r e s p e c t

4

5

6 p e a c e

7

Down

1

2

3

4

5

6

7

Crossword

Name: Mónica Tatiana Mora Parra 11E

Find the concepts related with the meanings below.

Across

1 d i v e r s i t y

2

3 r e s p e c t

4

5

6 p e a c e

7

Down

1

2

3

4

5

6

7

Crossword

Name: Angela Maria Martinec Pradya

Find the concepts related with the meanings below.

Across

1 d i v e r s i t y

2

3 e s p e c t

4

5

6 p e a c e

7

Down

1

2

3

4

5

6

7

Crossword

Name: Laura Milena Segura Perilla

Find the concepts taking into account the meanings below.

Across

1 d i v e r s i t y

2

3 r e s p e c t

4

5

6 p e a c e

7

Down

1

2

3

4

5

6

7

Crossword

Name: Laura Alejandra Gómez Ramos

Find the concepts taking into account the meanings below.

Across

1 d i v e r s i t y

2 d i v e r s i t y

3 r e s p e c t

4 d i g n i t y

5 t o l e r a n c e

6 p e a c e

7 c o n f l i c t

Down

1 d i g n i t y

2 d i v e r s i t y

3 r e s p e c t

4 d i g n i t y

5 t o l e r a n c e

6 p e a c e

7 c o n f l i c t

Crossword

Name: Valentina Ortiz Quezada

Find the concepts related with the meanings below.

Across

1 d i v e r s i t y

2 d i v e r s i t y

3 r e s p e c t

4 d i g n i t y

5 t o l e r a n c e

6 p e a c e

7 c o n f l i c t

Down

1 d i g n i t y

2 d i v e r s i t y

3 r e s p e c t

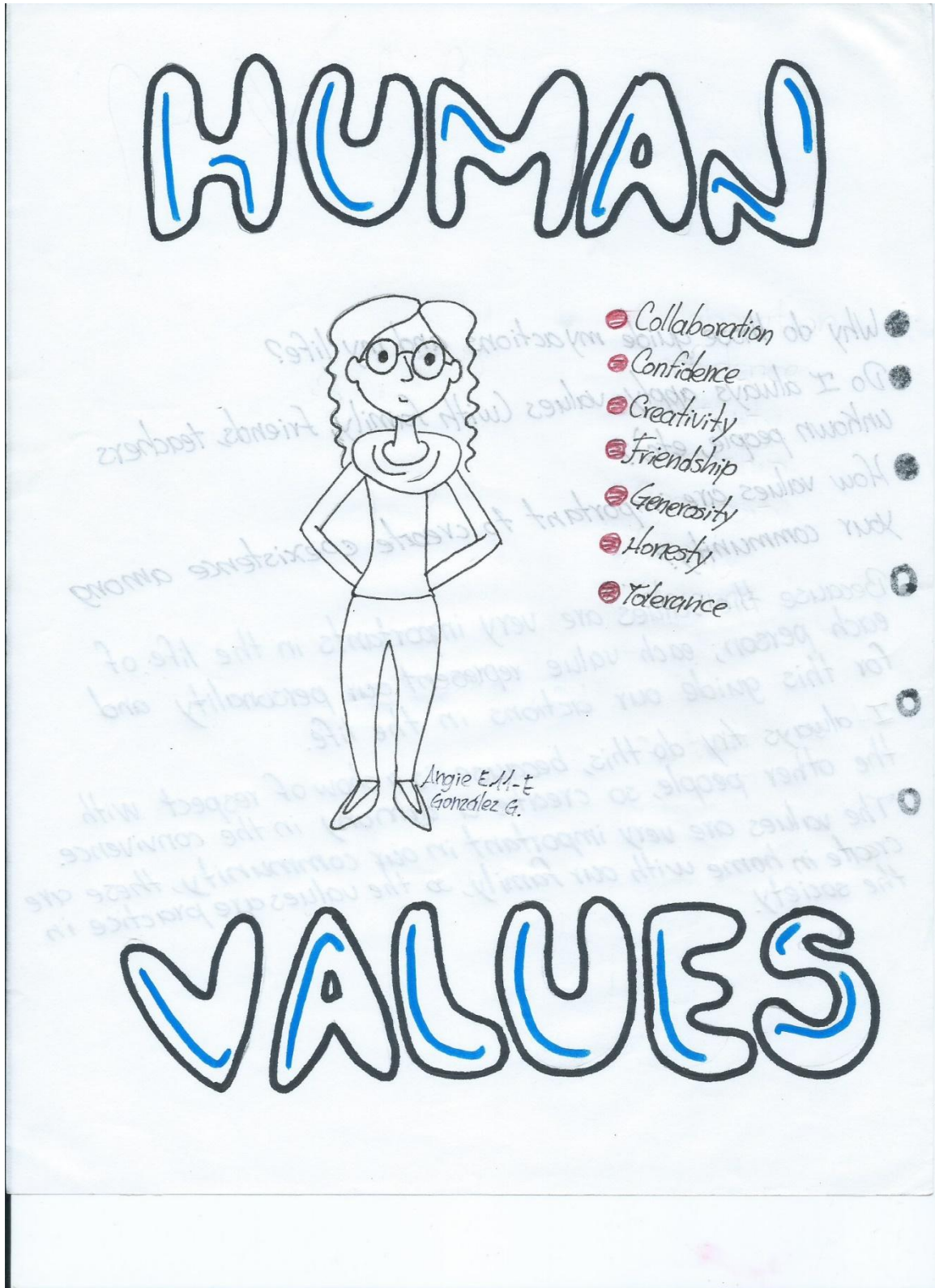
4 d i g n i t y

5 t o l e r a n c e

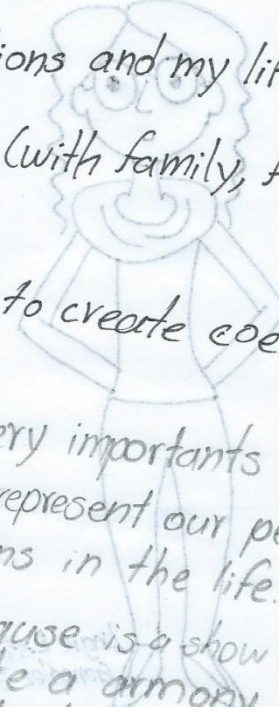
6 p e a c e

7 c o n f l i c t

Annex 2. Activity number 2



LAMUN

- 
- Why do those guide my actions and my life?
 - Do I always apply values (with family, friends, teachers, unknown people, etc)?
 - How values are important to create coexistence among your community?
 - Because the values are very important in the life of each person; each value represents our personality and for this guide our actions in the life.
 - I always try to do this, because it is a show of respect with the other people, so create a harmony in the convivence.
 - The values are very important in our community, these are create in home with our family, so the values are practice in the society.

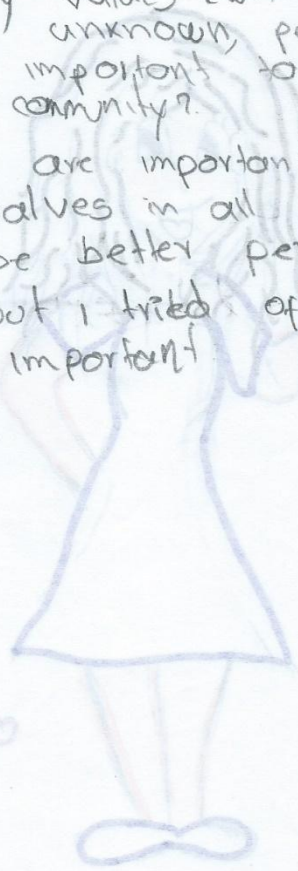
REFLEKSI



values

Geeth Johana Patino Lopez 11E

- why do those guide my actions and my life?
- Do I always apply values (with my family, friends, teachers, unknown people, etc.)
- How values are important to create coexistence your community?
- because for me are important and always I included the values in all my actions an life for be better person.
- No, not always, but i tried of apply sometime.
- The values are important



center

With others love life

Values

- Confidence
- Power
- Trust
- Tolerance
- Joy
- Adventure



————— " ——— " ——— " ——— " ——— " ——— " ——— " ——— " ——— " ——— " ——— "

1. Why do those guide my actions and my life?

Ans:// those values guide my actions that my decisions more clear and true.

2. Do I always apply values (with family, friends, teachers, unknown people, etc)?

Ans:// No, because sometimes I don't like some people.

3. How values are important to create coexistence among your community?

Ans:// because the values are great for friendships.

Natalia Junco Triana

11-03 J-T.



- honesty
- Joy
- fun
- Autonomy
- Cooperation
- Obedience
- Collaboration

- 1) Those guide my actions and my life because are very important to be better people, because its is part of every us. Those make us to be good people
- 2) Not always, those apply values with my family, friends, and Teachers, because I am not in my good days, and a not remember
- 3) Because, Those are part of life, part of to be people, and good person. Those that to be a good living together.

esta

Annex 3. Activity number 3

Name: Luisa Fernanda Nera Bustamante

Find and circle all of the words shown in the word list below.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | M | N | A | T | M | A | S | S | O | D | I | Y | C |
| E | B | S | F | B | F | S | U | W | B | G | U | P | T | W |
| R | U | D | T | K | U | Y | N | K | F | L | S | Y | Q | L |
| R | L | A | G | C | T | H | D | A | L | U | Y | H | K | S |
| O | L | M | H | H | I | N | M | D | S | N | C | B | S | T |
| C | S | N | E | B | H | O | Y | S | Y | D | P | K | F | U |
| K | H | A | U | A | S | S | H | O | L | E | W | H | G | P |
| B | I | C | M | Y | T | A | S | E | R | O | N | S | S | I |
| I | T | X | R | K | I | E | A | O | E | F | F | L | B | D |
| T | P | U | S | A | O | S | H | Y | H | S | M | U | K | B |
| C | Q | W | G | H | P | W | F | D | K | Q | F | T | N | V |
| H | R | G | D | S | O | A | G | A | B | S | W | J | Q | C |
| G | Y | K | S | W | H | U | C | C | U | A | S | H | E | S |
| P | S | M | O | T | H | E | R | F | U | C | K | E | R | N |
| U | I | L | P | L | N | F | H | B | A | W | O | H | K | W |

Rude Words

- Fuck
- Bitch
- Damn
- Motherfucker
- Asshole
- Shit
- Stupid
- Ass
- Bullshit
- Crap
- Whore
- Slut

These are the words we call **SIGHT WORDS**. They usually break the rules. We have many of them in our English language.



- Like
- Dislike
- Shut the fuck up

Name: Luisa Milena Segura Peilla 11E

Find and circle all of the words shown in the word list below.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | M | N | A | T | M | A | S | S | O | D | I | Y | C |
| E | B | S | F | B | F | S | U | W | B | G | U | P | T | W |
| R | U | D | T | K | U | Y | N | K | F | L | S | Y | Q | L |
| R | L | A | G | C | T | H | D | A | L | U | Y | H | K | S |
| O | L | M | H | H | I | N | M | D | S | N | C | B | S | T |
| C | S | N | E | B | H | O | Y | S | Y | D | P | K | F | U |
| K | H | A | U | A | S | S | H | O | L | E | W | H | G | P |
| B | I | C | M | Y | T | A | S | E | R | O | N | S | S | I |
| I | T | X | R | K | I | E | A | O | E | F | F | L | B | D |
| T | P | U | S | A | O | S | H | Y | H | S | M | U | K | B |
| C | Q | W | G | H | P | W | F | D | K | Q | F | T | N | V |
| H | R | G | D | S | O | A | G | A | B | S | W | J | Q | C |
| G | Y | K | S | W | H | U | C | C | U | A | S | H | E | S |
| P | S | M | O | T | H | E | R | F | U | C | K | E | R | N |
| U | I | L | P | L | N | F | H | B | A | W | O | H | K | W |

Rude Words

- Fuck
- Bitch
- Damn
- Motherfucker
- Asshole
- Shit
- Stupid
- Ass
- Bullshit
- Crap
- Whore
- Slut

These are the words we call **SIGHT WORDS**. They usually break the rules. We have many of them in our English language.



- Like
- Dislike
- Shut the fuck up

Name: Gabriela Guantiva Figueroa 11E

Find and circle all of the words shown in the word list below.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | M | N | A | T | M | A | S | S | O | D | I | Y | C |
| E | B | S | F | B | F | S | U | W | B | G | U | P | T | W |
| R | U | D | T | K | U | Y | N | K | F | L | S | Y | Q | L |
| R | L | A | G | C | T | H | D | A | L | U | Y | H | K | S |
| O | L | M | H | H | I | N | M | D | S | N | C | B | S | T |
| C | S | N | E | B | H | O | Y | S | Y | D | P | K | F | U |
| K | H | A | U | A | S | S | H | O | L | E | W | H | G | P |
| B | I | C | M | Y | T | A | S | E | R | O | N | S | S | I |
| I | T | X | R | K | I | E | A | O | E | F | F | T | B | D |
| T | P | U | S | A | O | S | H | Y | H | S | M | U | K | B |
| C | Q | W | G | H | P | W | F | D | K | Q | F | T | N | V |
| H | R | G | D | S | O | A | G | A | B | S | W | J | Q | C |
| G | Y | K | S | W | H | U | C | C | U | A | S | H | E | S |
| P | S | M | O | T | H | E | R | F | U | C | K | E | R | N |
| U | I | L | P | L | N | F | H | B | A | W | O | H | K | W |

Rude Words

- Fuck ✓
- Bitch ✓
- Damn ✓
- Motherfucker ✓
- Asshole ✓
- Shit ✓
- Stupid ✓
- Ass ✓
- Bullshit ✓
- Crap ✓
- Whore ✓
- Slut ✓

These are the words we call **SIGHT WORDS**. They usually break the rules. We have many of them in our English language.

Like
 Dislike
 Shut the fuck up

Name: Katherine Morano

Find and circle all of the words shown in the word list below.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | M | N | A | T | M | A | S | S | O | D | I | Y | C |
| E | B | S | F | B | F | S | U | W | B | G | U | P | T | W |
| R | U | D | T | K | U | Y | N | K | F | L | S | Y | Q | L |
| R | L | A | G | C | T | H | D | A | L | U | Y | H | K | S |
| O | L | M | H | H | I | N | M | D | S | N | C | B | S | T |
| C | S | N | E | B | H | O | Y | S | Y | D | P | K | F | U |
| K | H | A | U | A | S | S | H | O | L | E | W | H | G | P |
| B | I | C | M | Y | T | A | S | E | R | O | N | S | S | I |
| I | T | X | R | K | I | E | A | O | E | F | F | T | B | D |
| T | P | U | S | A | O | S | H | Y | H | S | M | U | K | B |
| C | Q | W | G | H | P | W | F | D | K | Q | F | T | N | V |
| H | R | G | D | S | O | A | G | A | B | S | W | J | Q | C |
| G | Y | K | S | W | H | U | C | C | U | A | S | H | E | S |
| P | S | M | O | T | H | E | R | F | U | C | K | E | R | N |
| U | I | L | P | L | N | F | H | B | A | W | O | H | K | W |

Rude Words

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- Slut

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Like
 Dislike
 Shut the fuck up

Name: Loirena Sanabria

Find and circle all of the words shown in the word list below.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | M | N | A | T | M | A | S | S | O | D | I | Y | C |
| E | B | S | F | B | F | S | U | W | B | G | U | P | T | W |
| R | U | D | T | K | U | Y | N | K | F | L | S | Y | Q | L |
| R | L | A | G | C | T | H | D | A | L | U | Y | H | K | S |
| O | L | M | H | H | I | N | M | D | S | N | C | B | S | T |
| C | S | N | E | B | H | O | Y | S | Y | D | P | K | F | U |
| K | H | A | U | A | S | S | H | O | L | E | W | H | G | P |
| B | I | C | M | Y | T | A | S | E | R | O | N | S | S | I |
| I | T | X | R | K | I | E | A | O | E | F | F | T | B | D |
| T | P | U | S | A | O | S | H | Y | H | S | M | U | K | B |
| C | Q | W | G | H | P | W | F | D | K | Q | F | T | N | V |
| H | R | G | D | S | O | A | G | A | B | S | W | J | Q | C |
| G | Y | K | S | W | H | U | C | C | U | A | S | H | E | S |
| P | S | M | O | T | H | E | R | F | U | C | K | E | R | N |
| U | I | L | P | L | N | F | H | B | A | W | O | H | K | W |

Rude Words

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- Crap ✓
- Whore ✓
- Slut

These are the words we call **SIGHT WORDS**. They usually break the rules. We have many of them in our English language.



- Like
- Dislike
- Shut the fuck up

Name: Natalia Junco Triana

Find and circle all of the words shown in the word list below.

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | M | N | A | T | M | A | S | S | O | D | I | Y | C |
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| R | U | D | T | K | U | Y | N | K | F | L | S | Y | Q | L |
| R | L | A | G | C | T | H | D | A | L | U | Y | H | K | S |
| O | L | M | H | H | I | N | M | D | S | N | C | B | S | T |
| C | S | N | E | B | H | O | Y | S | Y | D | P | K | F | U |
| K | H | A | U | A | S | S | H | O | L | E | W | H | G | P |
| B | I | C | M | Y | T | A | S | E | R | O | N | S | S | I |
| I | T | X | R | K | I | E | A | O | E | F | F | T | B | D |
| T | P | U | S | A | O | S | H | Y | H | S | M | U | K | B |
| C | Q | W | G | H | P | W | F | D | K | Q | F | T | N | V |
| H | R | G | D | S | O | A | G | A | B | S | W | J | Q | C |
| G | Y | K | S | W | H | U | C | C | U | A | S | H | E | S |
| P | S | M | O | T | H | E | R | F | U | C | K | E | R | N |
| U | I | L | P | L | N | F | H | B | A | W | O | H | K | W |

Rude Words

- Fuck
- Bitch
- ~~Damn~~
- Motherfucker
- Asshole
- Shit
- Stupid
- Ass
- Bullshit
- ~~Crap~~
- Whore
- Slut

These are the words we call **SIGHT WORDS**. They usually break the rules. We have many of them in our English language.



- Like
- Dislike
- Shut the fuck up

Name: Angie Elizabeth Gonzales

Find and circle all of the words shown in the word list below.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | M | N | A | T | M | A | S | S | O | D | I | Y | C |
| E | B | S | F | B | F | S | U | W | B | G | U | P | T | W |
| R | U | D | T | K | U | Y | N | K | F | L | S | Y | Q | L |
| R | L | A | G | C | T | H | D | A | L | U | Y | H | K | S |
| O | L | M | H | H | I | N | M | D | S | N | C | B | S | T |
| C | S | N | E | B | H | O | Y | S | Y | D | P | K | F | U |
| K | H | A | U | A | S | S | H | O | L | E | W | H | G | P |
| B | I | C | M | Y | T | A | S | E | R | O | N | S | S | I |
| I | T | X | R | K | I | E | A | O | E | F | F | T | B | D |
| T | P | U | S | A | O | S | H | Y | H | S | M | U | K | B |
| C | Q | W | G | H | P | W | F | D | K | Q | F | T | N | V |
| H | R | G | D | S | O | A | G | A | B | S | W | J | Q | C |
| G | Y | K | S | W | H | U | C | C | U | A | S | H | E | S |
| P | S | M | O | T | H | E | R | F | U | C | K | E | R | N |
| U | I | L | P | L | N | F | H | B | A | W | O | H | K | W |

Rude Words

- ~~Fuck~~
- ~~Bitch~~
- ~~Damn~~
- ~~Motherfucker~~
- ~~Asshole~~
- ~~Shit~~
- ~~Stupid~~
- ~~Ass~~
- ~~Bullshit~~
- ~~Crap~~
- ~~Whore~~
- ~~Slut~~

These are the words we call **SIGHT WORDS**. They usually break the rules. We have many of them in our English language.



Like
 Dislike
 Shut the fuck up

Name: Nicol Daniela Pera Bermudez


Find and circle all of the words shown in the word list below.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | P | M | N | A | T | M | A | S | S | O | D | I | Y | C |
| E | B | S | F | B | F | S | U | W | B | G | U | P | T | W |
| R | U | D | T | K | U | Y | N | K | F | L | S | Y | Q | L |
| R | L | A | G | C | T | H | D | A | L | U | Y | H | K | S |
| O | L | M | H | H | I | N | M | D | S | N | C | B | S | T |
| C | S | N | E | B | H | O | Y | S | Y | D | P | K | F | U |
| K | H | A | U | A | S | S | H | O | L | E | W | H | G | P |
| B | I | C | M | Y | T | A | S | E | R | O | N | S | S | I |
| I | T | X | R | K | I | E | A | O | E | F | F | T | B | D |
| T | P | U | S | A | O | S | H | Y | H | S | M | U | K | B |
| C | Q | W | G | H | P | W | F | D | K | Q | F | T | N | V |
| H | R | G | D | S | O | A | G | A | B | S | W | J | Q | C |
| G | Y | K | S | W | H | U | C | C | U | A | S | H | E | S |
| P | S | M | O | T | H | E | R | F | U | C | K | E | R | N |
| U | I | L | P | L | N | F | H | B | A | W | O | H | K | W |

Rude Words

- ~~Fuck~~
- ~~Bitch~~
- ~~Damn~~
- ~~Motherfucker~~
- ~~Asshole~~
- ~~Shit~~
- ~~Stupid~~
- ~~Ass~~
- ~~Bullshit~~
- ~~Crap~~
- ~~Whore~~
- ~~Slut~~

These are the words we call **SIGHT WORDS**. They usually break the rules. We have many of them in our English language.



Like
 Dislike
 Shut the fuck up

Annex 4. Activity number 4

Paula Andrea Morales Cubillos
Valentina Ortiz Quezada
Valentina Sánchez Mejía.

11E
1102 J.T

- What is violence?

The violence is the acts, which affect the other people, the acts could be emotional, verbal, physical. This can destroy all types of relationship.

- What makes people violent?

They hurt with their actions.

- Why does violence generally happen?

The complicated troubles socials or personal, maybe it can be to want some power and those people are intolerable.

- Has your life ever been affected by violence?

Yes, in our society (school, family, etc) this is part of it, but we don't have a direct contact with it, because the violence has been more active in the country.

- How can you contribute to reduce violence process in your family, school or community?

Supporting the process peace and making/building an atmosphere with love, tolerance, etc.

Norma

What is violence?

R: The violence is a group of actions that hurt other people, this can be physical or verbal. It can cause damage and even some people may die.

2) What makes people violent?

A violent person can be influenced by the society and can act according to its raising process. The acting form of the person and its way to solve problems is totally wrong and aggressive.

3) Why does violence generally happens?

Differences between people and the intolerance presented by them.

4) Has your life ever been affected by violence?

Yes, by familiar problems, intolerance, disrespect, economical differences and lack of convivence.

5) How can you contribute to reduce violent process in your family, school or community?

We can contribute by being tolerant, respectful, kind and recognize the fact that each person is different and it has to be accepted.

Gabriel Guantiva / Mónica Mora / Laura Segura 11E

Angie Castañeda, Elizabeth Gonzalez, Katherine Moreno
Laura Navarro ME.

21/10/2016.

- What is violence? ⇐

The violence is the physical, psychological and verbal abuse of one or more persons for different opinions about specific topic of social importance (political, religion, discrimination, ideologies, etc.)

- What makes people violent? ⇐

- Disagreement from different opinions
- for a bad administering of cities resources.
- for bullying
- a familiar conflicts
- mental problems

3) Why does violence generally happen? ⇐

- intolerance
- Because the people think all can solve with war
- corruption
- nonconformity

4) Has your life ever been affected by violence? ⇐

- familiar violence
- bullying

5) How can you contribute to reduce violence in your family, school or community? ⇐

- be a patient person, pacific and rational. solve the problems with the dialogue

PROXARIE

- What is violence? ~~Violence is the abuse of some~~
Violence is the act that make people hurt and feel susceptible to others, this is shown in situations like the war, murder, poverty, and others.
- What makes people violent?
The history and ~~the~~ injustices of the world. Also the different ways of think.
- Why does violence generally happen?
The circumstances and injustices that make the people shows all of your disagree.
- Has your life ever been affected by violence?
Theft, the violence on the tragic.

Castillo Lopez Lorena - Figueredo Coral Paula.

Norma

Annex 5. Activity number 5

HOROSCOPE COMPATIBILITY

♈ Aries Zodiac Sign Compatibility

High astrological affinity: Aries-Gemini, Aries-Leo, Aries-Sagittarius, Aries-Aquarius

Good compatibility: Aries-Aries, Aries-Libra

Fairly compatible: Aries-Taurus, Aries-Virgo, Aries-Scorpio, Aries-Pisces

Low compatibility: Aries-Cancer, Aries-Capricorn

♉ Taurus Zodiac Sign Compatibility

High astrological affinity: Taurus-Cancer, Taurus-Virgo, Taurus-Capricorn, Taurus-Pisces

Good compatibility: Taurus-Taurus, Taurus-Scorpio

Fairly compatible: Taurus-Aries, Taurus-Gemini, Taurus-Libra, Taurus-Sagittarius

Low compatibility: Taurus-Leo, Taurus-Aquarius

♊ Gemini Zodiac Sign Compatibility

High astrological affinity: Gemini-Aries, Gemini-Leo, Gemini-Libra, Gemini-Aquarius

Good compatibility: Gemini-Gemini, Gemini-Sagittarius

Fairly compatible: Gemini-Taurus, Gemini-Cancer, Gemini-Scorpio, Gemini-Capricorn

♋ Libra Zodiac Sign Compatibility

High astrological affinity: Libra-Gemini, Libra-Leo, Libra-Sagittarius, Libra-Aquarius

Good compatibility: Libra-Aries, Libra-Libra

Fairly compatible: Libra-Taurus, Libra-Virgo, Libra-Scorpio, Libra-Pisces

Low compatibility: Libra-Cancer, Libra-Capricorn

♏ Scorpio Zodiac Sign Compatibility

High astrological affinity: Scorpio-Cancer, Scorpio-Virgo, Scorpio-Capricorn, Scorpio-Pisces

Good compatibility: Scorpio-Taurus, Scorpio-Scorpio

Fairly compatible: Scorpio-Aries, Scorpio-Gemini, Scorpio-Libra, Scorpio-Sagittarius

Low compatibility: Scorpio-Leo, Scorpio-Aquarius

♐ Sagittarius Zodiac Sign Compatibility

High astrological affinity: Sagittarius-Aries, Sagittarius-Leo, Sagittarius-Libra, Sagittarius-Aquarius

Good compatibility: Sagittarius-Gemini, Sagittarius-Sagittarius

Fairly compatible: Sagittarius-Taurus, Sagittarius-Cancer, Sagittarius-Scorpio, Sagittarius-Capricorn

Low compatibility: Sagittarius-Virgo, Sagittarius-Pisces

Low compatibility: Gemini-Virgo, Gemini-Pisces

♋ Cancer Zodiac Sign Compatibility

High astrological affinity: Cancer-Taurus, Cancer-Virgo, Cancer-Scorpio, Cancer-Pisces

Good compatibility: Cancer-Cancer, Cancer-Capricorn

Fairly compatible: Cancer-Gemini, Cancer-Leo, Cancer-Sagittarius, Cancer-Aquarius

Low compatibility: Cancer-Aries, Cancer-Libra

♌ Leo Zodiac Sign Compatibility

High astrological affinity: Leo-Aries, Leo-Gemini, Leo-Libra, Leo-Sagittarius

Good compatibility: Leo-Leo, Leo-Aquarius

Fairly compatible: Leo-Cancer, Leo-Virgo, Leo-Capricorn, Leo-Pisces

Low compatibility: Leo-Taurus, Leo-Scorpio

♍ Virgo Zodiac Sign Compatibility

High astrological affinity: Virgo-Taurus, Virgo-Cancer, Virgo-Scorpio, Virgo-Capricorn

Good compatibility: Virgo-Virgo, Virgo-Pisces

Fairly compatible: Virgo-Aries, Virgo-Leo, Virgo-Libra, Virgo-Aquarius

Low compatibility: Virgo-Gemini, Virgo-Sagittarius

♎ Capricorn Zodiac Sign Compatibility

High astrological affinity: Capricorn-Taurus, Capricorn-Virgo, Capricorn-Scorpio, Capricorn-Pisces

Good compatibility: Capricorn-Cancer, Capricorn-Capricorn

Fairly compatible: Capricorn-Gemini, Capricorn-Leo, Capricorn-Sagittarius, Capricorn-Aquarius

Low compatibility: Capricorn-Aries, Capricorn-Libra

♏ Aquarius Zodiac Sign Compatibility

High astrological affinity: Aquarius-Aries, Aquarius-Gemini, Aquarius-Libra, Aquarius-Sagittarius

Good compatibility: Aquarius-Leo, Aquarius-Aquarius

Fairly compatible: Aquarius-Cancer, Aquarius-Virgo, Aquarius-Capricorn, Aquarius-Pisces

Low compatibility: Aquarius-Taurus, Aquarius-Scorpio

♐ Pisces Zodiac Sign Compatibility

High astrological affinity: Pisces-Taurus, Pisces-Cancer, Pisces-Scorpio, Pisces-Capricorn

Good compatibility: Pisces-Virgo, Pisces-Pisces

Fairly compatible: Pisces-Aries, Pisces-Leo, Pisces-Libra, Pisces-Aquarius

Low compatibility: Pisces-Gemini, Pisces-Sagittarius

CAPRICORN

wtfzodiacsigns.com

DEC. 22 - JAN. 19

Love to bust. Nice. Sassy. Intelligent. Sexy. Grouchy at times and annoying to some. Lazy and love to take it easy. But when they find a job or something they like to do they put their all into it.

Proud, understanding and sweet.

Irresistible. Loves being in long relationships. Great talker. Always gets what he or she wants. Cool. Loves to win against other signs especially Gemini's in sports. Likes to cook but would rather go out to eat at good restaurants. Extremely fun. Loves to joke. Smart.



AQUARIUS

wtfzodiacsigns.com

JAN. 20 - FEB. 18

Trustworthy. Attractive. Great kisser. One of a kind, loves being in long-term relationships. Can be clumsy at times but tries hard. Will take on any project. Proud of themselves in whatever they do. Messy and unorganized. Procrastinators. Great lovers, when they're not sleeping. Extreme thinkers. Loves their pets usually more than their family. Can be VERY irritating to others when they try to explain or tell a story. Unpredictable. Will exceed your expectations. Not a Fighter but will Knock your lights out.



PISCES

wtfzodiacsigns.com

FEB. 19 - MARCH 20

Caring and kind. Smart. Very organized. High appeal to opposite sex. Likes to have the last word. Good to find, but hard to keep.

Passionate, wonderful lovers. Fun to be around. Too trusting at times and gets hurt easily. Very caring. They always try to do the right thing and sometimes gets the short end of the stick. They sometimes get used by others and get hurt because of their trusting.

Extremely weird but in a good way. Good sense of humor! Thoughtful. Loves to joke.

Very popular. Silly, fun and sweet.



Good friend to other but needs to be choosy on who they allow their friends to be.

ARIES

wtfzodiacsigns.com

MARCH 21 - APRIL 19

Outgoing. Lovable. Spontaneous. Not one to mess with. Funny, Excellent kisser extremely adorable. Loves relationships, and family is very important to an aries. Aries are known for being generous and giving. Addictive. Loud. Always has the need to be 'Right'. Aries will argue to prove their point for hours and hours.

Aries are some of the most wonderful people in the world.



TAURUS

wtfzodiacsigns.com

APRIL 20 - MAY 20

Aggressive. Loves being in long relationships. Likes to give a good fight. Fight for what they want. Can be annoying at times, but for the love of attention. Extremely outgoing. Loves to help people in times of need. Good kisser.

Good personality. Stubborn. A caring person. They can be self centered and if they want something they will do anything to get it. They love to sleep and can be lazy. One of a kind. Not one to mess with.

Are the most attractive people on earth!



GEMINI

wtfzodiacsigns.com

MAY 21 - JUNE 20

Nice. Love is one of a kind. Great listeners. Very Good at confusing people, Lover not a fighter, but will still knock you out.

Geminis will not take any crap from anyone. Geminis like to tell people what they should do and get offended easily. They are great at losing things and are forgetful. Geminis can be very sarcastic and childish at times and are very nosey. Trustworthy. Always happy. Very Loud.

Talkative. Outgoing. Very forgiving.

Loves to make out. Has a beautiful smile. Generous. Strong. The most irresistible



CANCER

wtfzodiacsigns.com

JUNE 21 - JULY 22

Most Amazing Kisser. Very high appeal.

A Cancer's Love is one of a kind. Very romantic. Most caring person you will ever meet in your life. Entirely creative person, most are artists and insane, respectfully speaking. They perfected sex and do it often. Extremely random. An ultimate freak. Extremely funny and is usually the life of the party. Most Cancers will take you under their wing and into their hearts where you will remain forever. Cancers make love with a passion beyond compare. Spontaneous. Not a fighter,

but will kick your ass good if it comes down to it. Someone you should hold on to!



LEO

wtfzodiacsigns.com

JULY 23 - AUGUST 22

Great talker. Attractive and passionate.

Laid back. Usually happy but when unhappy tend to be grouchy and childish. A Leo's problem becomes everyone's problem. Most Leos are very predictable and tend to be monotonous. Knows how to have fun, is really good at almost anything. Great kisser. Very predictable.

Outgoing. Down to earth. Addictive. Attractive. Loud. Loves being in long relationships. Talkative. Not one to mess with. Rare to find.

Good when found.



VIRGO

wtfzodiacsigns.com

AUGUST 23 - SEPT. 22

Dominant in relationships. Someone loves them right now. Always wants the last word. Caring. Smart. Loud. Loyal. Easy to talk to. Everything you ever wanted.

Easy to please. A pushover. Loves to gamble and take chances. Needs to have the last say in everything. They think they know everything and usually do.

Respectful to others but you will quickly lose their respect if you do something untrustworthy towards them and never

regain respect. They do not forgive and never forget.

The one and only.



LIBRA

wtfzodiacsigns.com

SEPT. 23 - OCTOBER 22

Nice to everyone they meet. Their love is one of a kind. Silly, funny and sweet. Have own unique appeal. Most caring person you will ever meet! However, not the kind of person you want to mess with, you might end up crying. Libras can cause as much havoc as they can prevent.

Faithful friends to the end. Can hold a grudge for years. Libras are someone you want on your side. Usually great at sports and are extreme sports fanatics. Very creative.

A hopeless romantic.



SCORPIO

wtfzodiacsigns.com

OCTOBER 23 - NOV. 21

EXTREMELY adorable. Loves to joke. Very Good sense of humor. Will try almost anything once. Loves to be pampered. Energetic. Predictable. GREAT kisser. Always get what they want.. Attractive. Loves being in long relationships. Talkative. Loves to party but at times to the extreme. Loves the smell and feel of money and is good at making it but just as good at spending it! Very protective over loved ones. HARD workers. Can be a good friend but if is disrespected by a friend, the friendship will end. Romantic. Caring.



SAGITTARIUS

wtfzodiacsigns.com

NOV. 22 - DEC. 21

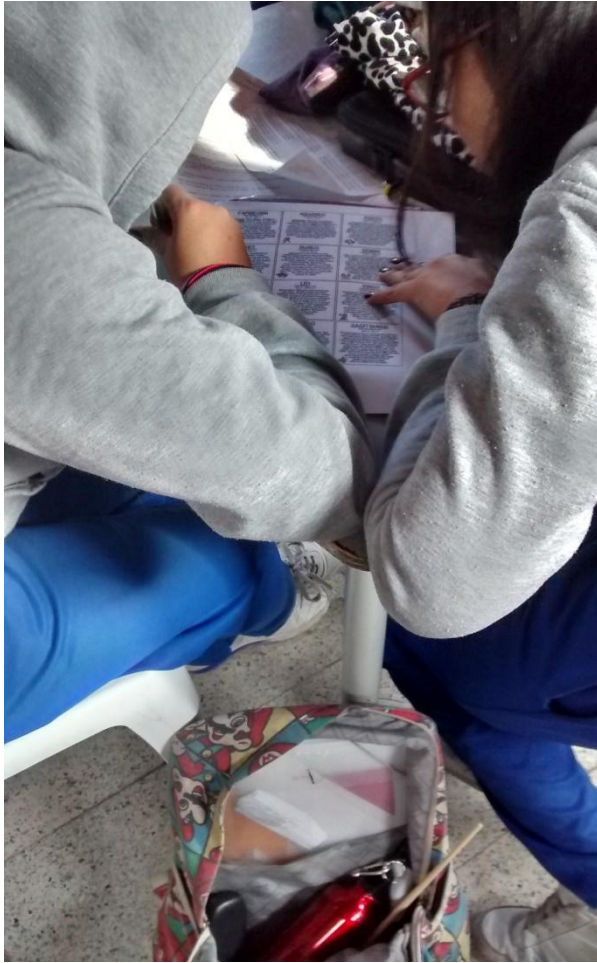
So much love to give. A loner most of the time. Loses patience easily and will not take crap. If in a bad mood stay far away. Gets offended easily and remembers the offense forever.

Loves deeply but at times will not show it, feels it is a sign of weakness. Has many fears but will not show it. Very private person. Defends loved ones with all their abilities. Can be childish often. Not one to mess with. Very pretty. Very romantic. Nice to everyone they meet. Their Love is one of a kind. Silly, fun and sweet. Have own unique appeal.

Most caring person you will ever meet!

Amazing in bed! Not the kind of person you want to mess with you might end up crying.







Annex 6. Activity number 6

They are beautiful, and speaking spanish. They learning me
to say hello in spanish. Its hola. The spanish is ^{taught} very hard,
also the germany have 10 vocals. I like the city
Ottawa, Guadalupe and Martina to bring to hard place
Laura Gil

Hi, I'm Valentina. I'm 16 years old. I like ^{to} playing basketball and ^{to} listen to music. I live
with my father James, my mother Sandra and my grandma Maria. I'm from Bogota, a big city in
Colombia. Nicol and Geraldine are my friends. Nicol is 16 and Geraldine is 16. They are
from Bogota.

Hi, I'm Valentina Sanchez, I'm 16 years old. I like to listen to music, draw
^{and} read books. sometimes I like ^{to} learn english but I dislike ^{to} learn french.
^{Also} I dislike the cheese I live with my mother Janneth and my
father Bernardo. I'm from Bogota, a big city in Colombia (its the capital)
Evelyn and Camila are my friends, they're 17 years old, they're from
Bogota, Colombia, and we study together.
Valentina Sanchez Mejia 11-E

Hi, I'm Camila. I'm 18 years old. I like to listen to music, ^{to} doing sports and ^{to} sing
but I dislike the kids, I live with my father Wilson and my sister, so fice
I'm from Bogota a capital of Colombia. Angela and Nancy are my friends.
Angela is 16 and Nancy 17. They are from Bogota.

Hi, I'm Natalie. I'm 17 years old. I like to listen ^{to} music, read and learn new things but I dislike
^{to} talk with another ^{people} about me. I live with my father Carlos, my mother Marie and my
sister Diane. I'm from Bogota, the capital of Colombia. Riad and Hanane are my friends.
they are 20 and 19 years old. They aren't from Colombia, they are from Palestine.

Hi. I'm Lorena. I'm 17 years old. I like to listen to music but I dislike to listen regueton music. I live with my father Jorge, my mom Yaneth and my siblings David and Luna. I'm from Bogotá, a big city in Colombia. Paula is my friend since 2010 and we are good friends.

Hi! I'm Paula. I'm 17 years old. I like to listening to music, stay with my friends and sleep, I hate false person. I live with my brother, mother, father, grandmother and my cat. I'm from Bogotá, the capital of Colombia.

Hi! I'm Juan. I'm 16 years old. I like to play with my cat but I dislike to wake up early. I live with my father Alberto, my mother Jacqueline and my sister Andrea. I'm from Bogotá, capital of Colombia. Leidy, Angie, Laura and Paula are my friends. Leidy, Angie and Laura are 16 years old and Paula is 17 years old.

Hi! I'm Laura. I'm 16 years old. I like to play the violin. I don't like to wake up early. I live with my mom. I'm from Bogotá, the capital of Colombia.

Hi! I'm Gabriela. I'm 17 years old. I like to reading, writing, singing but I dislike dancing. I live with my father Fredy, my mother Steila and my brother Cristian. I'm from Bogotá, a big city in Colombia. Bogotá is the capital of Colombia. Laura, Luisa and Mónica are my friends, they are 16 years old and they are from Bogotá.

Hi, I'm Alejandra. I'm 17 years old. I like the reggae music, coffee, dogs, and nature. I live with my father Alex, my mother Marleny, my sister Nonesy and my dog Maiky. I'm from Bogotá, the capital of Colombia. Laura and Ana are my friends, Laura is 17 years old and Ana is 15 years old. They are from Cali Colombia.

Laura Alejandra Gomez 11-E.

Hi, I'm Luisa. I'm 16 years old. I like listening to music but I dislike to do homeworks. I like watching tv shows, I like reading and I like to play volleyball. I live with my mother, grandma, my two sisters, my uncle and my aunt. I'm from Bogotá, the capital city of Colombia. Laura Gabriela and Mariana are my friends and they are from Bogotá too.

Hi, I'm Laura Milena. I'm 16 years old. I like reading, listening to music, watching TV shows and movies but I dislike to do homeworks. I live with my father Luis Guillermo, my mother Lilia and my brothers Felipe and Lucho. I'm from Bogotá, the capital city of Colombia. I spend a lot of time with my friends Gabriela, Mónica and Luisa. We all live in Bogotá.

Hi, I'm Paula. I'm 16 years old. I like sleeping, eating desserts, the dogs and painting. I hate to do physical exercise! I live with my father Edgar, my mother Nelsy, my sister Lina and my puppies, Clara and Nino. I'm from Bogotá, the capital of Colombia. Lorena and Evelyn are my friends, they are 17 years old and they are from Bogotá.

Paula Andrea Figueroa 11-E

When I'm with my friends, we play in the xbox; because we love it. I'm very happy staying in Canada, but I would go to Mexico with Guadalupe, because she has told me that is a beautiful site and its food is very delicious. I wait going there... some day.

your information?

hope #

Angie Elizabeth González G. 11-

Hello. I'm Angela. I'm 16 years old. I like to reading books, and to listen to music. I live with my father yesid, my mother Martha, my brother Miguel and my sisters Mariana and Jessica. I'm from Bogota, a big city in Colombia. Bogota is the capital of Colombia, Valentina, Paula, Camila and Natalie are my friends. Valentina is 16, Camila is 18, Paula is 16 and Natalie is 17. They are from Colombia.

Hi! I'm Sara. I'm 17 years old. I like to watch movies, dance but I dislike watch Tv. I live with my mother Olga. I'm from Bogota. Gabriela, Michel and Valentina are my friends. Gabriela is 16, Michelle 16 and Valentina 16. They aren't from Tunja; they are from Bogota.

Sara Patiño 11E

Hi. I'm Diana. I'm 16 years old. I like to study Japanese and listen rock music but I dislike to sing. I live with my father Carlos, my grandmother Nohora and my grandfather Arturo. I'm from bogota. Rafaela and Santiago are my friends. Rafaela is 18 and Santiago is 17. They are from Bogota.

Diana Marcela Ariza Roncancio 1101 E

Katherine Maria Roncancio 11-E

Hi, I'm Katherine. I'm 16 years old. I like to read books. I dislike the egocentric people. I live with my mother Rosalva, my father Manuel and my brothers Juan and Kevin. I'm from Bogota. The capital of Colombia. It's a beautiful place. Isabella is my best friend. Isabella is 15 years old. She isn't from Bogota; she's from to napino. She will stay in my graduation in Bogota.

Annex 7. Activity number 7

Peace is:

The world is a complicated place. There are so many cultures that make a lot of multicultural differences. Peace is the art of respecting the other, no matter how they think or act. We all have the right to be different and have independent opinions and nobody can attack us for that.

Laura Milena Jeyra Perilla 11E,

The peace is very important because each person can help to do the peace.

When there are problems, the people should be very smart and the fundamental element for the solution of the problems is talk.

The people need understand that the peace start with yourself.

Gabriela Guantiva Figueroa 11E

for me, war is so bad, because this action is caused discrimination, violence and deaths. but for the other side, peace is synonymous of happiness, the peace is the key to achieve a society more just, more friendly and more equality.

I support the text because it describes the war in perfect words and the peace as a form to live.

Katherine Moreno Cárdenas
Groupe.

Nino Sierra Paula Valentina
1105.

The kids are the future of the world and their innocent mind thinks in a different way, maybe we think this is normal, but for the kids this is awful and they want to make us to think that this have to stop.

I think that if the kids are considered the principal objective to stop the war, the process will be more easy because if they are the future, we are going to take care about that and we will try to make a better place for them.

"Many kids live through an awful war, their family ends up very poor"

Also we need to think in their families because they have a complicated situation and they need a reconstruction of their lifes.

Paula Morales 11-02

"Education is the hope
Future struggles need to cope."
Phrases like this, that's going to make change the mentality of the people but all depends of the unity and the love that everyone put for herself and for the others.

Valentina Sánchez Mejía 11-E

The peace is something important that anything can't buy, but is necessary that all people practice it.

The peace not can't touch but we can feel it.
Is an act between us.

Algodra Gómez

Paula Andrea Figueredo

The peace is something that you can't touch, something that you should share with each other and when you can live in peace you feel complete because you can enjoy every moment with everyone.

Annex 8. Activity number 8

- 1) When was president Nelson Mandela?
- 2) will be good do of you: enemy a friend?
- 3) All need to forgive the people to be happy?
- 4) what do you do for with the peace?
- 5) the peace are equality?

Sanabria Lorena
Patiño Lizeth
Gil Laura
Junco Natalia

11E

Answer:

Cruz Paula
Pardo Laura
Gonzalez Angie Elizabeth
Vera Johana Valentina

Answers:

- ① A world in where, it's respect the values the others persons and also the nature. With this can making a peace society.
- ② We should forgive to our enemies, but we will never could be friends again.
- ③ No, because the happiness don't depend the other people, each human make your own happiness. But, we can forgive to the people without forget.
- ④ Everything is in the respect and tolerance to the other people.

- 1- How each one can develop a world perspective?
- 2- How to construct peace in our lives?
- 3- How we teach to children a peaceful culture?
- 4- What kind of things we need do to be equal?
- 5- Like a student, how we can develop the peace?

Solutions

- 1) a world that have so much respect.
- 2) respect person, work together for a better world.
- 3) with the study.
- 4) we need to be tolerant, respect and give ~~some~~ love.
- 5) give examples for the more little.

- * What is the sense of war?
 - * Why we have to build a social unity?
 - * Who is the main character of the peace?
 - * What is the function of the history memory in the built of the peace?
 - * How many time we should to spend in the peace process?
- ↳
- 1. Is the politic, economic and social power.
 - 2. because we need have a better world for the next generations.

4. To remember the things we can't do.

3. The main character are= love, equal and the unity.

5. The necessity time.

Zaira Castillo Lopez
Paula Figueredo Caral
Alejandra Gimenez Ramos
Socor Espino Perez
Sara Rahms Adon
Valentina Nino Stella

1. How we make the presence of justice in our cotidian life?
2. How we should help to the peace in the world?
3. What is the meaning of peace in our environment?
4. If is sign. the peace's treatment. What sense could have to following social problems that we have?
5. How affected the peace's process in our lifes?

1. struggling for find the just equal
2. First, we have to start with us and then with the others. Building a social unity
3. The end of the war
4. None, this problems only affect us more... The solution is ignore them and start to avoid do them.
5. The peace process can make disturbs in the society.

• Do you think the peace will be real?

• For you? (What is the peace?)

• What isn't a form of peace?

• What do you do for help the peace process?

• Are you agree with the peace process?

★ yeah, bc the guberment is fighting for that and the people are waiting for that

★ for us peace is something to fight for with respect for the others.

★ Violence.

★ Being agree and support it.

★ yes, we are agree.



Annex 9. Activity number 9

| Greetings | |
|---------------------------------------|------------------|
| Formal | Informal |
| Good Morning/Afternoon/Evening/Night. | Hi / Hey! |
| Hello. | What's new? |
| How are you? | How are things? |
| How do you do? | What's up! |
| Nice to meet you. | What's going on? |



| Farewells | |
|-----------------------------|---------------------|
| Formal | Informal |
| Good bye. | Bye/Bye – Bye! |
| It has been a pleasure. | I have to go, bye! |
| I wish you have a nice day. | See you later/soon! |
| Take good care of you. | Later! |
| Thank you for your time. | Have a nice day! |





You are a good person, you are very intelligent and optmist.

You are intelligent and ~~is~~ person ~~responsible~~

you are sweet, intelligent, kind a excellent person.

You are a good person. :)

You're very smart and pretty ☺ You have a good personality.

You're a nice and kind girl. :D

you're kind and responsible

I like your voice, you're a good singer ☺.

- your voice is so amazing, you're a good person.

You're very beautiful, nice and intelligent 226 7170

you are nice!

you are intelligent and cute

You are so smart and responsible. You are great! ☺

Hi BFF! ☺ You know I love u really much and I'm really thankful for having such amazing person like in my life.

love u bae ☺

Hi!! I love u so much, Gaby you're a really good person, you are smart, friendly, excellent and love spending time with you!

Hi Gabriela! You are a very smart person! I like your personality ☺

Gabriella! you're a very smart, creative and kind person!

Hi, Gaby you are a nice girl and so intelligent. bye.

HI! You are a really nice girl

Pathone Moreno Cardeenas

You are very funny and smart!

You are funny.

You are palenquero

You're really funny and great! In trust I love you!

You're totally funny and amazing! You're really funny, kind and friendly!

I don't know you but you look like a really good person!

You are a very good person and funny!

You're funny and kind person!

You are so so so but so so funny

You are really happy!

You are very funny!

You are a nice and good person

You are very funny and intelligent!

You are really funny, friendly, nice, intelligent

I love your hair and you are too funny!

You have a beautiful personality, I love your laugh!

You're a intelligent and funny person

You're very very funny and

extroverted

You are very very very funny.

I like your personality. Good vibes!

Laura Maria Segura Peña

You are so intelligent, I love your personality. You are so special for me!

You are so smart! I really love you personally, because you are so funny
(ATT: Check class too) xo xo

You are very nice person, who makes me laugh!

You are intelligent and so laugh too.

You are responsible, good friend, and personable,

You are the best, I love so much you are very nice and the best friend in the world!

You are a great person and a good friend, I love your personality!

Love you!

You are a person very nice and very intelligent

You are intelligent, funny, nice, kind!

You are too intelligent!

You are very smart!

You're so intelligent!

You're serious, intelligent and responsible

You are funny and intelligent.

You're a great person.

You are very intelligent!

You are cute

You are so smart, wonderful, I love you so much!

Diana Marcela Ariza Roneancio

you are funny.

you are interesting person, smart and cute

You are very funny and wonderful

- I think you're really interesting and smart. You have a lot of dreams and I hope you fulfill them all. ☺

- Hi! you're really cute and nice. You're very funny! ☺

- You are a good person.

- You're kind person!

- You are nice.

- I don't know you, but I can said that you are a smart person

- you are very "kawaii" XD I love you, you are a good friend ☺

- You are a nice person

You are a great person

- Ohana! you are intelligent, sweet, and nice

You are a good person Diana. =3

Hi! you're so handsome a you're a beautiful personality.

you're an intelligent and kind girl.

you're funny and intelligent

You are kind ☺

I love u so much, you're a great friend and great person

If you will be a cupcake, I'd definitely eat you.

Natalia Junco Triana

You're a great friend, I'm feel happy and good with you, but you should think more in the people. ☺

- You're really cute and a nice girl. ☺
- You are kind! ☺

- You are a nice person
- You are nice person!

I don't know you but i can say that you are a good person
you are a nice girl

You are friendly

You are a good person

You are a great person

you are easy, funny, kind, nice you're the best every

You are a nice person.

You're cute and you have a good personality

You're a great girl. :D

you're very sweet

I like your hair, you're beautiful.

Omigod, you're a great person, so funny and so amazing

You are very kind and intelligent

you are very funny, intelligent, and nice!



I love you
so much
you're funny, very
sweet, love when
you bite me.
you're my love.
Nataq.

Hi, my Valentina Espitia Perez

Your personality is nice
You are very intelligent, honest and responsible.

You are intelligent, a good person, I love you friend!

You are intelligent and a great person

You are a really great person, I love when you laugh.

You're smart, very kind and you have a beautiful smile!

You're a great person! :D

you're very intelligent, and Funny
you're funny and responsible

- You're intelligent and good person.

- You're honest

- you are nice!

- you are intelligent and funny

You are very intelligent and I love your laughing :D... although there are things that don't so good.

Susan! You're an amazing person and a really nice and cute girl! Hope you get to make all your dreams come true.

Eye :D (hahaha)

- Hi, is me XD; Susan, I love you personally, you're so cute and funny! :D

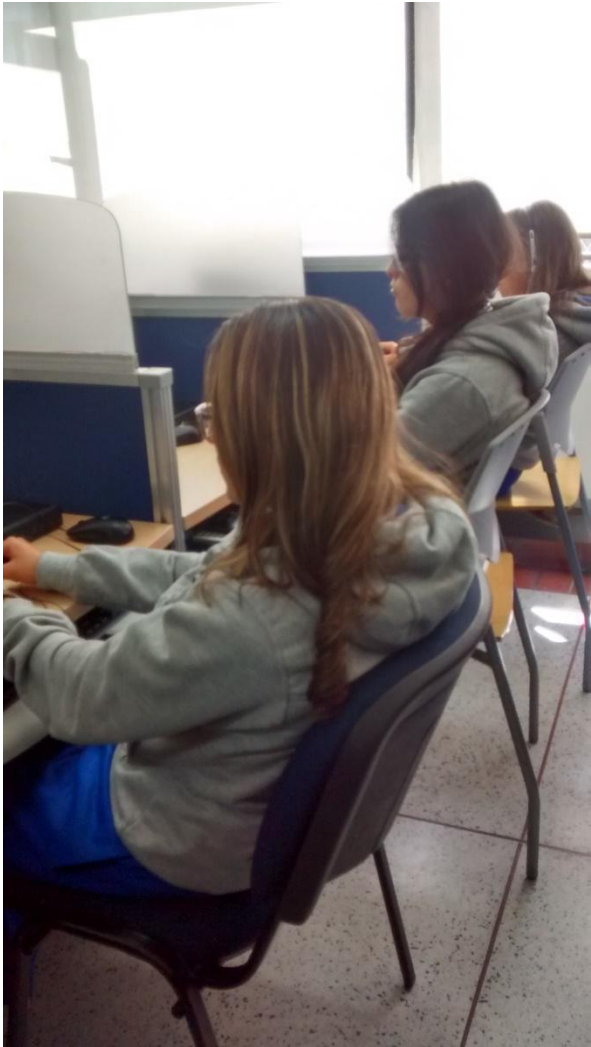
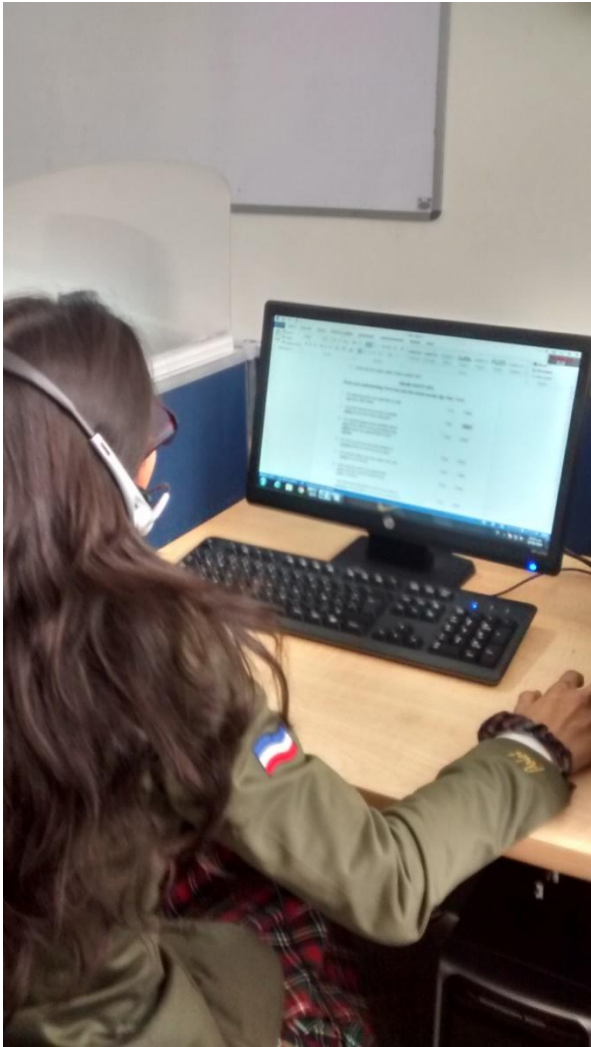
- Hi Sus! I want to say you that I love you and you are a very smart and nice girl. Never change :D :D :D
Susan! I love you so much, you're a very smart, kind and funny person!

Hi, I Hate you forever, Bye I love you.





Annex 10. Diagnostic evidences related to the language





Annex 11. Diagnostic evidences related to the intercultural component





Annex 12. Field Diary (Some data)

| DIARIO-DESCRIPCIÓN | COMENTARIOS |
|---|---|
| <p>In the warming up I gave students some poems where everyone wrote in a flashcard what understood about the poem and students said if they like it or not and why. Then, I gave to the students some pieces of paper about how to express likes and dislikes (in the different ways: I likes, I'm keen on..., I love, I loathe, I abhor, etc.), and I requested them to write about food, music, movies and clothes.</p> <p>Later, students identified what things they had in common sharing their own information by groups. Then, I gave them some phrases by Martin Luther King, Nelson Mandela, John F. Kennedy, Albert Einstein, Hafsat Abiola and Mahatma Gandhi about peace, in this way students identified some people that talked about peace and importance of it. They discussed their perception about those phrases in groups and then they wrote some questions generated by those phrases and concepts viewed, then I interchanged questions in groups and they resolved the questions their classmates realized. At the end, I asked them how they felt about the class.</p> | <p>They were a little distracted because they were realizing a homework to another class. However. They worked and realized all of the activities proposed.</p> <p>I really liked what they said me about the class: "It is different because some of practitioners just put activities and they stated to play in the cellphones, but you really are dedicate with us", "It is good because teachers just arrive and start to write on the board and that's it."</p> |

| DIARIO-DESCRIPCIÓN | COMENTARIOS |
|--|---|
| <p>The warming up was about identify some riddles (like a competence) by groups, in which students had to guess the correct answer to the riddle and the group with most of point was the winner. Then, I gave to students a crossword with new concepts about peace and coexistence to solve it individually. When students finished I asked them to correct the crossword among them by pairs. Later, I organized the group by zodiac sign, in which I found a lot of signs Virgos, Capricorns, Aquarius, etc., students read features about their own sign. Then, teacher gave to those groups a sheet with high, medium and low compatibility among zodiac signs. Students chose a leader of the group to share to whole group features found about their own sign. Finally, they had to create a graphic organizer about themselves, their identity in different environments in their life, but it was a homework because it was not time enough to finish it.</p> | <p>I really liked how students felt because they enjoyed the activities. Those were interesting for them and I could achieve that they worked together with other classmates, due to I found micro-societies segmentation in the first classes.</p> |

| DIARIO-DESCRIPCIÓN | COMENTARIOS |
|---|--|
| <p>I developed a formal diagnostic with the students at Antonio Nariño University. First, I asked to students about their student's identification to access to the university, however some of them forgot the identification. I arrived with students to the university and I show them the emergency routes, then we went to CERLEC room and we started the diagnostic. Students start with listening test, then they follow with reading and speaking test. Time was not enough to develop the writing test, so the next class I will implement it.</p> | <p>I felt a little sad because I hope to find all the students to apply my diagnostic, because was a very big problem to have the permission to access to the university. Although, I think I worked very good with students that were present in that moment because they were so responsible and they participated in an active way in my class.</p> |