

PROMOTING CRITICAL INTERCULTURALITY IN AN ENGLISH CLASSROOM
WITH STUDENTS FROM 6TH GRADE AT A PUBLIC INSTITUTION

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ABSTRACT

This qualitative research project aims at showing the importance of critical interculturality in relation to how it can be promoted in an EFL classroom. For that reason, this project lays out how critical interculturality serves to link the learning of a culture, as a way to increase the capacity for intercultural communication in students, joining the curriculum from the institution, with how critical interculturality can be a tool for helping the understanding of countries and consequently of their language. The research continues with the results obtained through three instruments that were student artifacts, an interview and teacher journals of each implementation that at the end, we divide into four categories which explain the knowledge and the misunderstanding that students had about culture and interculturality, the point of view that students have about other cultures and the attitudes, disposition or receptivity that the students show towards the issues in question. This shows that critical interculturality can be a bridge between the teaching of a language and the cultural reflections EFL students can engage in about cultures that are different from theirs. Finally, the research concludes with some ideas and suggestions on how Critical Interculturality can be used as a tool for English teaching as well as the challenges that still remain to be resolved.

Key words: Critical Interculturality, English Language Teaching, Culture, Interculturality, EFL.

LITERATURE REVIEW

Today, due to the importance of foreign languages and interculturality in all areas, like physical, political, social, or educational, the exchange of cultures is evident and likewise, we have all learned and adapted to these forms. From the perspective of education, the importance of learning from an intercultural perspective is be exposed, in order to understand teaching and learning through students' perspectives. According to the above, there are several studies that contributed positively and critically to our project; these studies correspond to critical interculturality, this being the field of our project, we intend to understand different perspectives of foreign language teaching through interculturality, also nationally and internationally to know what has been done. In addition to establishing a critical position about the study, starting from previous studies.

A first study was conducted by Hazaea (2020) with students in the preparatory year at a Saudi university. The research narrates the effectiveness of critical discourse analysis as a teaching and learning strategy to increase critical intercultural awareness among English-as-a-foreign-language students. This document presents a collective exploratory case study in which a qualitative action research design was used. The teacher-researcher equipped the participants with tools from critical discourse analysis for analyzing intercultural texts. After that, they were asked to work on an assignment by reading a text about a dinner invitation and then writing creatively on that topic. The study data was collected from these reflective writings in the participants' portfolios. This research was carried out based on critical language awareness, which is not widely practiced in Saudi English as Foreign Language (EFL) classes. Teaching materials, teaching practices, and students' lack of intercultural skills need to keep a balance between linguistic competence and intercultural competence. Through the research, it was possible to find different conclusions. It was found that the

participants demonstrated a balanced intercultural awareness associated with the discourse of food diversity. They also effectively appreciated cultures of the self and others and demonstrated appropriate intercultural knowledge.

The second study was conducted by Gómez (2018), this research study attempted to enhance a group of EFL learners' Intercultural Communicative Competence (ICC) through international news, authentic materials that portrayed deep cultural content, ideologies, and beliefs that differ from one country to another. Including news in the EFL context can enhance learners' ICC development at a critical level. That study was conducted in four Colombian universities, which had different degrees and lifestyles, but shared a common goal to study English. The context was a conversation club where participants came prepared with the reading of the news and in the conversation club emerged topics of deep culture to debate. Through the analysis of different news, they started to understand and discuss cultural ideologies, values, and beliefs. This research claims that encouraging learners to become intercultural through controversial topics of deep culture and through the incorporation of real-world events reported in the news should be a more common practice in EFL education. Moreover, he believes that learning a language does not only mean to learn the linguistic system, but to act as intercultural speakers that understand, deal with, and resist, if necessary, cultural boundaries in a world that is still a long way from really being an intercultural and a more inclusive globalized space.

The third study is a general perception in Colombia, it is conducted by Nuñez (2020) this research proposal aims at unveiling the ontological, epistemological, and power criteria rooted in critical interculturality as a decolonial alternative, and inspired by the decolonial turn, to orient the development of other contextualized materials from the voices of Colombian teachers, authors and experts. This study pretends to inquire into the coloniality

present in EFL textbooks, which continue being used as the core resource for language learning and teaching in Colombia. To unveil the ontological, epistemological, and power criteria, grounded on critical interculturality as a decolonial alternative, to orient the development of the EFL textbook with the aim of overcoming. Through the 50 studies reviewed in this project on English as a foreign language textbooks, latent tensions, criticisms, and trends in the national and international context were evidenced (Núñez-Pardo, 2018a). Thus, the multiplicity of sociocultural realities in local contexts, such as the teaching of a foreign language through books, are distorted or misrepresented.

The fourth study was conducted by Granados (2016) carried out at the Santo Tomás de Aquino University in Bogotá. It elaborates a theoretical reflection on critical interculturality as a tool that needs to be explored in initial training programs for language teachers as a means to counteract the growing emphasis on the instrumental nature of the field, caused by a limited view of the meaning of professional development. The objective of this article is to present a theoretical reflection on this restructuring of teacher training programs based on the notion of critical interculturality proposed by Walsh (2010) and linked to the decolonial option suggested by Kumaravadivelu (2014). The text addressed the theoretical developments of the decolonial turn, discussed the notion of critical interculturality and presented a reflection on the links between critical interculturality, decolonial pedagogy, and a vision of teacher training as personal development. The text concludes by explaining the potential of critical interculturality as a point of intersection of transgressive pedagogies, whose main characteristic is to recognize and make subjectivities visible.

The fifth project by Bonilla & Cruz (2014) was based on the experience of five English teachers in rural areas of Colombia. Questionnaires and interviews were used to see

how these teachers understand their professional practice considering the different contexts of the workplace in which they were. Among the findings, we note that these teachers have to mediate between local and global tensions and also deal with coincidences and sociocultural imbalances in their work. It is expected that this work raises awareness of the critical sociocultural factors involved in the teaching of English in rural settings and of the complexity of its intercultural dimension. In this article, first, the main theoretical principles of the study were briefly discussed. The conceptualization of how sociocultural factors intervene in the teaching of English as a second language. Second, they explained how the exploration was carried out with a group of randomly selected rural teachers from different parts of the country. Finally, they discussed the findings that mainly show that there are critical socio-cultural elements that help not only the rural teachers' practice of English as a foreign language but also their professional role. Findings indicate that rural English teachers in Colombia face challenges that teaching policies have been overlooked.

The last one was conducted by Gómez (2015) which was related to a class of the language program at a public University in Bogotá. It studied how EFL pre-service teachers addressed complicated topics of deep culture rather than studying usual congratulatory topics of surface culture. Besides, they were discussed through the reading of authentic literary short stories of the U.S.A in order to build pre-service teachers' critical intercultural communicative competence for understanding the environment of the classroom. Nevertheless, participants developed critical thinking and intercultural awareness when they read and spoke about controversial topics such as loss of cultural identity. The study asserts that critical intercultural competence can be achieved through controversial issues of culture that challenge students to react critically to deeply ingrained cultural constructions. It also

indicates that deep culture should be a relevant didactic content in the professional preparation of teachers in the training of English as a foreign language.

In conclusion according to the studies about interculturality critical in the EFL classroom, it is possible to evidence that all of them concluded that a critical intercultural approach in the foreign language classroom is of great relevance because it allows the student to have a positive vision of the intercultural difference as something enriching for their training as individuals. Likewise, teachers are transmitters and receivers of knowledge from the students, helping to establish critical factors that allow the integration of students to better the learning process. Notwithstanding the amount of studies related with the interculturality in the classroom, it was possible to evidence according to various populations, there is none in contexts like high schools; almost all studies were developed in an environment like universities. Our project was developed in a high school and we expect to do a critical reflection about learning a foreign language in an interculturality classroom. The literature review helped us to comprehend various perspectives on how critical interculturality is seen in the process of learning being a reference for developing our project and how our project contributes to this growing field.

STATEMENT OF THE PROBLEM

The following research consisted of Critical Interculturality in the classroom from the perspective of teaching and learning a foreign language. Edge (1992) mentions, it is known that interculturality has always existed but over time it has been suppressed and is not incorporated into classrooms, this author points out that there are two different levels in which teaching can be a growing professional experience. According to Walsh (2009) Since the 90s, interculturality has become a hot topic. It is present in public policies and in educational and constitutional reforms and is an important axis both in the national-institutional sphere and in the inter / transnational sphere. Although it can be argued that this attention is the effect and result of the struggles of the ancestral social-political movements and their demands for recognition, rights, and social transformation, it can also be seen, at the same time, from another perspective: the one that links to global designs of the power, capital, and the market.

With the aim of promoting critical thinking and looking at the background involved in the implementation of culture in the teaching of a foreign language, understanding interculturality from all possible points of view, we seek to incorporate new paths that help not only understand the interculturality of a new language but also to generate meaningful teaching that goes beyond the superficial, Walsh (2010) mentions Critical interculturality is contact and exchange between cultures, that is, between different people, practices, knowledge, values and cultural traditions, which could occur under conditions of equality or inequality. therefore, it is necessary to prepare students interculturality to be part of a global society. According to Hazaea (2020), critical interculturality could be used as a vehicle for a better understanding and acceptance of others in opposition to oneself. Besides that English

as a foreign language (EFL) teachers should never neglect the value of local and global cultures in EFL education and should strive to enhance students' intercultural awareness.

With the purpose of adopting a more critical and realistic approach to the analysis of other cultures in the foreign language, this work tries to promote the Critical Intercultural communicative competence of a group of students of EFL through authentic materials with deep cultural content, ideologies, and beliefs, that differs from one territory to another. Consequently, there is a need to recognize that culture cannot be learned from an only superficial view, understanding by superficial culture or visible culture those resources that are easily observed and commonly representative of a territory, naming celebrations, tourist sites, geographic, national symbols, gastronomy and famous people according to Gómez (2014), accepting that it is constantly fixed, shaped and positive the teaching of only about the festivals of different places. Therefore, the teachers have the possibility to look and think about the effective materials to improve the critical ICC. Gómez (2018) mentions that although influential authors almost 20 years ago asserted the value of promoting the ICC in the teaching of English as a foreign language, more research is needed today to ensure that our teaching practices in Latin America not only place emphasis on the analysis of grammar rules. and communicative, also on intercultural communication.

The interculturality has been a problematic in the institutions, according to the Ministerio de Educación, through social inclusion, an educational model is thought in which the main characteristic is the human being and life. In this way, rights can be promoted and greater opportunities are available. Unfortunately, this is not implemented in the classrooms, for that reason, the main problem of our research work is to understand why the norms are

not met in the classrooms referring to interculturality, where the students and also all educational personnel feel accepted and supported by their intercultural difference.

Teachers have often ignored the inclusion of culture in the EFL classroom, and if they include it, they mainly direct it to the study of surface culture (Atkinson, 1999, Byram, 1997, 2000, Gómez Rodríguez, 2013). Students need to develop their culture and share it like a legacy. Sometimes it is really important and if a classroom does not allow it, they feel reprimed. Therefore, to achieve a successful intercultural education it is necessary to find out if English teachers as a foreign language are sufficiently equipped with the knowledge and skills necessary to instruct their students as cultural mediators.

Taking into account the great importance of interculturality in classrooms and as mentioned before, this research study developed in the municipality of Rionegro with students between 9 and 16 years old. The main idea is to be able to know the perspective of the classroom with the help of students and teachers, the institution has around 250 students, 15 teachers. For this reason, we give rise to our research question which helped and allowed a good development of the project at the time of implementation in the classroom.

RESEARCH QUESTION

How can critical interculturality be promoted in an English classroom with students from 6th grade at the IE Ana Gómez de Sierra?

JUSTIFICATION

In the learning process, it is essential to treat both social and educational, and even more the interculturality in the classroom which allows students to share new experiences.

Learning and teaching Critical interculturality foster students' spirit of autonomy; Besides that, the experiences create a good development in skills according to previous knowledge, that is, putting into practice what is only known theoretically. According to the previous analysis studies in the literature review, we were able to reach a better understanding of interculturality, thus through different readings we understood that the Interculturality in EFL classes has been almost forgotten, it is necessary that interculturality be used as a connector between language and context.

Starting from the author Alvarez (2009) The Critical intercultural approach constitutes a relevant element in the foreign language classroom since it allows students not only to reflect from themselves and from their own identity but also to have a positive vision of difference as something enriching for their training as an individual. In this teaching field it is fundamental because as we advance in learning, previous knowledge is strengthened, through critical interculturality we can share perspectives through our experience. The importance of critical interculturality being an aid in the process of teaching and learning in the institution, since it could improve this process and prepare students and professionals who can be part of a globalized world, where cultural and language exchange is constant

Therefore we think that the Critical Intercultural in the classrooms allow students to seize opportunities that diversity offers and learn how to interact in a global, diverse and challenging world, also we take into account that by promoting the entire educational community is immersed in the process, both teachers and students, administrators and student representatives. Students are expected to obtain critical thinking regarding interculturality in the teaching of English, which allowed fluency and language skills development while sharing their knowledge, taking into account that cultures or variations that are determined at the moment of learning in an EFL context. Besides, the institution helps create a significant

impact in students because they are able to understand others and learn through interculturality. In this way, the institution is not only be a place for language learning but also a place of connection between cultures and mutual learning between them. According to Walsh (2010) Critical Interculturality creates a big knowledge between people, in this case the field of foreign languages for sharing knowledge through questioning; this study seeks to generate thoughts about critical interculturality in the English learning process and also, we hope to strengthen the institution.

Finally, in our case that we are future EFL teachers, Granados (2016) affirms that initial teacher training programs and the implementation of critical interculturality include the recognition of teachers based on experiences in the academic field and the recognition of a permanent project of teacher identity that may be different for each individual. It is really interesting that point because as teachers, we want to share experiences with students, strengthening their own knowledge, thus creating a positive place where critical interculturality is promoted in the classroom, in order to understand and share their knowledge through different perspectives, for example, a student who has traveled to Europe can share their experiences, there is a cultural exchange but also colleagues who do not, can share their experience because it is typical of the culture. . From there, a critical environment is created for students of interaction, going beyond just a word, such as its origin, its formation or structure.

To conclude, promoting Critical interculturality in the EFL classroom is our goal, that is why we planned based on the context of the institution. First of all. we developed different activities of identification, following the implementation and finally we expected to have a lot of tools for developing an analysis.

OBJECTIVES

General Objective

To promote Critical Interculturality through deep culture analysis in an English classroom with students from 6th grade at the IE Ana Gómez de Sierra.

Specific Objectives

- To create a didactic sequence for implementing critical interculturality in the English classes.
- To identify how students perceive the critical interculturality in the English classroom.
- To determine the contributions and challenges of the implementation of critical interculturality didactic sequence in the EFL classroom.

CONCEPTUAL REFERENCES

For a better understanding, in this project we are based on several concepts that allow us to know generally how Critical Interculturality has been approached in English classes and how it has been understood in the world. The following concepts allowed us a good development of our research from different author perspectives: Culture and culture, interculturality, critical interculturality, EFL (English as a foreign language) and didactic sequence.

The above-mentioned concepts help us understand the research what we need for developing, as a first the meaning of culture and how interculturality is achieved and therefore Critical Interculturality, in order to know how to apply it to the English as a foreign language class and promotes critical intercultural thinking in students.

Culture

To begin with, several authors over time have given their definition of what Culture is, according to Miquel (2004) saying that culture is the set of information, beliefs and knowledge, objects and positions of those objects, categorization methods, presuppositions, knowledge and occupations, socially guided that converge in any communicative action and that make it correctly or deliberately inappropriate.

Previously, Miquel and Sans (1992) had differentiated between Culture, culture and *kultura*. With Culture in capital letters they refer to the classic definition of formal culture. That which refers to what is usually part of the fine arts, literature, music, cinema, etc. Culture with a lowercase letter or "plain culture", as the authors call it, refers to everything agreed upon, not commented upon, however, that all people of the same language and culture share and provide by implication. Which is usually understood by practices and traditions of a territory or a culture. The *kultura* with "k" refers to the culture that must be known to understand certain contexts and act accordingly. Taking into account these definitions, we were guided by the definition of culture with a lowercase, since this definition refers to all the explicit and implicit aspects of a certain culture, that is, the explicit aspects such as festivals, typical foods, important dates, imposing places, ect. and I implicitly everything that only people who share culture understand a situation, expression, attitude, etc. What is not said but the people of that culture understand. Taking into account the concept of culture that

we chose as a result, we obtained that the relationship between culture and other experiences create an interaction of moments and spaces, it was possible to show the connection of this with the following term.

Interculturality

Hence, the role that interculturality played in our research is crucial, for understanding better our investigation, the term interculturality is defined according to some authors. According to Comboni et al. (2013) the concept of interculturality expresses from different points, positions and situations that facilitate the possibilities of construction, development and results.

Another author who defines interculturality is Gomez (2015) who expresses that it is the exchange in which people of different origins interact with each other in a multicultural site and can be influenced by other groups, but their own characteristics, traditions and identity remain different. According to UNESCO (2005) Interculturality refers to the presence and equitable interaction of different cultures and the possibility of generating shared cultural expressions, through dialogue and mutual respect. Interculturality involves the application of a series of principles in addition to continuing a succession of steps to achieve the purpose of interaction such as dialogue and understanding which leads us to generate a more critical thinking about a culture different to other people's doing it from a more critical way. That term is really important for our project, it is going to allow us to understand each student according to their context. Interculturality is the way that we can perceive other people respecting their actions and thinking so create a sharing community and can know about.

Critical Interculturality

The term critical interculturality over the years has been defined and tried to be included in the educational and social sphere. For this reason, we are based on the definitions of Walsh (2010) on critical interculturality since her definitions and contributions are made in a way that covers every aspect necessary for the understanding of this. Another interesting definition from Walsh' perspective is according to Granados (2016) mentions that Critical interculturality seeks to recognize other ways of being, thinking, living, learning and knowing, combating inequality in social relations in a way that defends and transforms institutional structures.

The critical interculturality according to Walsh (2010) it is what is understood as a process, project and strategy where one tries to build radically different relationships of knowing, being, power and life itself. In the educational field, critical interculturality is a pedagogical instrument, which constantly questions the different ways of being, living and knowing, and seeks the development and construction of understandings and conditions that not only articulate and mark differences of dialogue within a framework of legitimacy, dignity, equity, equality and respect. Nuñez (2018) in this way, she said that critical interculturality constitutes a decolonizing pedagogical choice that has a multiple objective: first, to inform the development of a book written in desirable contextualized English; second, to allow the formation of people with pre-eminent thinking capacities; third, to promote the development of people's social conscience; and fourth, offer the possibility of recognizing other voices and statements independently. Of equal importance, it is really essential to promote the construction of other ways of thinking, being, learning, teaching, dreaming and living that cross borders, as we want to focus on ways of being, living and knowing as Walsh says. So that from different definitions, we could understand critical

interculturality as a process that seeks to build relationships that cross borders and constantly recognize the different ways of being, thinking, living, learning and knowing in a dignified, equitable, and respectful way.

Critical Intercultural Approach

To understand this approach to teaching, it is necessary to combine the following concepts. First of all, we found that critical approach is defined by Flammia and Sadri (2011) as the importance of studying the context where communication happens. In addition, Intercultural approach is the understanding of individuals from different cultures that share and develop strong interactions with each other, through the exchange of ideas and values, and show mutual respect and understanding. It is interesting because if we read those definitions carry out together and both complement each other. Having those concepts in a separate way helps us to understand the big concept. This concept is developed by Agudelo (2007) Critical Intercultural Approach is the union of teachers and students in the construction and recomposition of knowledge and cultural identity, recognizing the learning process as a path towards social transformation. The critical intercultural approach is the training of language teachers with a path that opens a dialogical place for reciprocal knowledge between different languages, cultures and ways of reasoning.

The author mentions six fundamental principles in this teaching approach which are:

- Language and culture belong together: it refers to the critical analysis of some of the ways in which language and culture mold each other, and the practical ways in which language and culture relate to each other.

- Intercultural education / Critical pedagogy: It seeks to create a transformation with the personal and professional interaction with the cultural diversity and education where pedagogical experiences are created to express ideas and give tools to confront realities.
- Reasoning from different points of view: It is the way our thoughts move to another language and see things in new and different ways and how language teachers have a responsibility to help students consider different worldviews so that a dialogue can be established between different realities and knowledge.
- Value and respect for other views / Conflict is a space for dialogue: It refers that communication is the most important thing, as a result from different perspectives and thoughts, respecting all points of view. It is not seen as a problem but as a sharing of cultures.
- Constant intercultural dialogue between the local and the “other”: It refers to the fact that true intercultural dialogue is created by establishing both the interest in knowing the other and the will to respect and critically understand other worldviews.
- Social transformation: It is the collaborative way in which students carry out their work during the preparation and implementation of the project, demonstrating a social transformation.

Didactic Sequence

According to Soler et al (2013) a didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production. The activities that are carried out in a didactic sequence, according to Schnewly and Bain's (1994, p. 89) makes the students aware of their difficulties and helps

the teacher understand the linguistic or structural aspects that need to be worked on throughout the workshops. Pérez and Gardey (2016) affirm that this term refers to the set of educational activities that, linked together, allow an object of study to be approached in different ways, and has the purpose of ordering and guiding the teaching process promoted by an educator.

That concept was one of the most important since it was a clear and appropriate route in the development of our investigation.

English as a Foreign Language (EFL)

Various teachers from different parts of the world present an interesting book in relation of that, Broughton et al. (1980) affirm that the underlying principles of foreign language teaching can provide teachers a wide range of EFL situations and a basic level of competence that can be a springboard for their subsequent professional development. It was really entrancing for us because with that point of view we can understand our role as teachers, and it can be evidence that experiences help to improve learning growth. On the other hand, Gunderson (2009) proposes EFL as the non-native use of the language by students is limited as it is not necessary in their context.

For this reason, English classes become favorable places for the interaction of people with different cultures, since learning a new language involves learning customs, places, dates, people, etc. in relation to a new culture. That is why critical interculturality becomes a fundamental part of the teaching of English since it seeks to generate relationships with people of different cultures in a respectful way, recognizing differences through language learning. That term has a big relation with our project, specifically talking of English because

we want to promote the critical interculturality in the English classes and it is going to allow an approach in another language while analyzing and sharing experiences.

For concluding this section of the work, it helped us understand how all the concepts are related with Critical Interculturality and how is important knowing and understanding each of them, because in terms of implementation, it is necessary to explain to the students what is going to be done and, knowing each concept, it could be explained in a way that is understandable for both students and teachers, who were a constant support in the construction and development of the project. By understanding those concepts, we were able to have the basis for the development of our didactic sequence. The didactic sequence was an important to for our research, with that, we could organize per week the different activities according to institutional plans.

METHODOLOGY

In order to carry out this research, it was necessary to establish the way in which the application and information collection would be carried out. It was necessary to select what type of research it was, what type of paradigm, the data collection instruments and the participants. In the next part of our investigation, we are going to share with you what we did in this process with each procedure. First, we decided to use the qualitative approach, second the critical theory paradigm, third the case studies method with the different instruments and the last part the selection of the participants.

With our investigation plan in mind, we want to be more specific about the main objective of this plan. Accordingly, we want to promote critical interculturality in an English classroom. We based our research on the qualitative approach because according to Merriam

& Tisdell (2016) Qualitative research is focused on discovery, insight, and understanding from the perspectives of those being studied offers the greatest promise of making a difference in people's lives. (Merriam & Tisdell, 2016)

Qualitative research is a necessary tool in our project since it allows us to know and capture the different perspectives that the participants of this research have in relation to the subject discussed, so, in this case in our project we are going to promote and then analyze results, for that reason it is important in the project because we had a comprehension of each phenomena that took place in each of activities worked.

We chose that approach because we want to our research project to be in relation with the students, teachers and educational community according to the different experiences at the time to implement the didactic sequence (activities) in the classroom with the topic Critical Interculturality, and the impact that it has in the educational environment. It focuses on the classroom experiences.

The critical theory paradigm is one of the ways for our research to bring us a lot of tools that allow us to develop the research project, especially because Critical theory is based on the "Liberation, emancipation to criticize and identify the potential for change" and it is necessary to understand the lived experience of people in context, since it examines social conditions.

According to that, we think that the critical part is the principal item in our project and this paradigm makes us reflect in a more individual perspective. We based on in the following definitions that support our paradigm as the aim of critical educational research is not merely to explain or understand society but to change it (Patton, 2002). Likewise, the research carried out according to the critical paradigm aims to analyze social transformations and offer answers to the problems derived from them, with concrete actions that involve the

community in question. Its ultimate purpose is to radically transform reality, improving the level of people immersed in that reality. (Ramirez, 2011).

With the help of the critical paradigm, it is possible to have a general view of the process in order to reach a new vision and understanding of the concepts in our proposal and try to solve the principal question that consists in promoting critical interculturality. In addition, this paradigm allowed us to change the world, especially for the students. They are going to change their perspectives according to English class.

The method proposes different ways for carrying out the research project and what we should do in the process, for that reason we choose case studies. Through the case studies, we could describe all of the activities developed in the classroom, we did exploratory research according to the Critical interculturality, because promoting it in the classes would be something new for the students so we want to see what happens and how the students take it.

It was really interesting the definition of those authors, they brought us the tool that we needed to define this part, and we want to do it with elements that help us for developing this project. As fined by Baxter and Jack (2008) a qualitative case study is a research methodology that helps in exploration of a phenomenon within some particular context through various data sources, and it undertakes the exploration through a variety of lenses in order to reveal multiple facets of the phenomenon. In case study, a real-time phenomenon is explored within its naturally occurring context, with the consideration that context creates a difference (Kaarbo & Beasley, 1999).

We chose this case study because through it we could develop and intervene in each of the topics raised in the institution, and with this our main idea was to promote in the students, with the case study we could be part of all the activities. In order to conclude,

through the results presented in each activity carried out, the advances and improvements that could be achieved and perceived in the classroom.

Instruments

Due to this pandemic, it was necessary to consider the possibility of conducting virtual research, with the possibility of being present, since students cannot go to the schools with a lot of people. For us the most important thing is health and how students feel and take care of themselves in this moment of pandemic. For that reason, we choose interviews, student artifacts and teacher journals as instruments since they can help us in the process either in person or virtually. The stage of the project where we implemented the instruments is in the second part of the project, the implementation was carried out in a rural public institution with students of 6 grade, 2 hours on Wednesday for a month, also it's important mention that students are divided in two groups (A and B), then 1 week we work with group A and the other with the group B.

We think that through interviews, we can create an interactive connection between students and researchers, because it is a good way to obtain information and each student can share a few or large amounts of information in less time, also they can express their ideas feeling comfortable. According to Gillham (2000) an interview is a conversation, usually between two people, the interviewer and the interviewee, with the purpose of giving a particular benefit in the study.

Gillham (2000) mentions that the research interview is to obtain information and understanding of issues relevant to the general aims and specific questions of a research project. This interview type allows us to obtain precise information according to the activities

that we are going to do, for that reason we choose student artifacts and focal groups, depending on that we can develop our project through didactic sequence. In addition, the interview was structured for that reason we have the necessary material for developing correctly.

With the help of student artifacts, we were able to understand the construction or production that we get from each student, we could put in practice and observe the critical interculturality in the classroom. According to Ormrod (2005) helps teachers interpret student work, in order to have a better approach to what has been learned.

Through it we can form a diary with different experiences that we recollect in the research process.

Ho & Richards (1993) affirm that teacher journal writing is an opportunity for teachers to use the process of writing to describe and explore their own teaching practices. We think that with this technique we could obtain a clear and concise description of the activities that were carried out in the classroom. This helped us to keep track of the class and the reflections students made and spontaneous information that students gave in the process.

Participants

The participants were students from 6th grade of Institución Ana Gómez de Sierra sede Maria Camila Rendón, which is located in the municipality of Rionegro, Antioquia. Participants were girls and boys between 9 and 15 years old. We chose that population because we were in the practice part of our career, and according to that we have more access in this institution, also it is a project that involves a critical part and it is necessary to do with students that understand and can socialize different points of views.

The participants were selected based on the place of the practices, the assigned grade and the age of the students to be adequately informed about the research, understand the information, and have a power of freedom of choice that allows them to decide whether to participate or decline. (Arifin, 2018). The sampling method that we have decided was the statistical sampling method, because according to Westfall (2008) called stratified sampling is used when representatives from each subgroup within the population need to be represented in the sample. The first step in stratified sampling is to divide the population into subgroups (strata) based on mutually exclusive criteria.

Because of the practice setting, a purposeful sample selection is in accordance with the research. Coyne (1997) argued that selective or purposeful sampling refers to the calculated decision to sample a specific locale according to a preconceived but reasonable initial set of dimensions (such as time, space, identity or power) which are worked out in advance for a study.

Ethical Considerations

For developing our research project, it is necessary to have some ethical considerations because our sample selection is young people, to be more exact, they are minors. We used informed consents with voluntary participation and anonymity. In ethical considerations the researcher develops an informed consent form for the participants to sign before participating in the research. Another issue about confidentiality is that some participants may not want to have their identities remain confidential. To provide access to study participants at research sites. Both the researcher and the participants should benefit from the research. (Creswell, 2017).

Creswell's definition is appropriate with our research, taking into account that the participants are teenagers we did an invitation for people who want to participate. There was not manipulation of the information, it is only a study report and it was taken into account as the students expressed it.

We consider that many of our participants are teenagers we used informed consent, voluntary participation, and anonymity. Regarding anonymity Wiles et al. (2006) tell us that "to assure someone of confidentiality means that what has been discussed will not be repeated, or at least, not without permission, anonymizing individuals and/or places in the dissemination of the study to protect their identity" this means that each information that the participant entrusts to us, in a prior agreement, not to reveal specific information about them such as names, ages or places, must be fulfilled. Taking into account the collection of data that we had is only used for the research; there is no manipulation of the information, it is only a study report as the students expressed it.

To conclude, the implementation of our research was based on a collection of experiences by the students, the main idea was that through the didactic sequence the students can understand and express the critical interculturality evidenced in the classroom, through different activities that we carry out in the classroom, thus, through a deep analysis of culture, promoting that capacity in students.

DATA ANALYSIS

Data analysis is the process of collecting, modeling, and analyzing data to extract insights that support decision-making. There are several methods and techniques to perform analysis depending on the industry and the aim of the analysis.

According to LeCompte and Schensul (2010), research data analysis is a process used by researchers for reducing data to a story and interpreting it to derive insights. The data analysis process helps in reducing a large chunk of data into smaller fragments, which makes sense. Also they mentioned that qualitative data analysis presents everything through words as summarizing all the collected information.

In addition, in qualitative research the aim is to search for the richest possible data. It is to recognize that the ideas and presence of the researcher is influential in what the data looks and the way in which it is interpreted. The basic aim of the qualitative research is to get to the bottom of what is going in all aspects.

Merriam & Tisdell (2016) mention that there exist some strategies to analyze the data and some of them we are going to follow in our research project:

1. Force yourself to make choices that diminish analysis. Focus the information so it does not get lost; we need to discipline ourselves not to follow everything or it could end up with too much data.
2. Force yourself to make choices about the type of analysis you want to do. Be clear about the purpose of the research to get a complete description.
3. Develop analytical questions. It helps to focus on the issues to have a good data collection, before the whole process it is essential to do a review.
4. Write multiple comments from observers along the research. The initiative is to encourage critical thinking about what you see and record.

5. Use visual devices. Trying to visualize what you are learning about the phenomenon can bring clarity to your study.
6. Start studying literature while you are researching. The literature review has already been selected, and judging by all the studies, it is possible to draw up a research plan with its help.

After doing the above, we start the coding process understanding that Coding is nothing more than assigning some sort of shorthand designation to various aspects of your data so that you can easily retrieve specific pieces of the data. (Merriam & Tisdell, 2016). Designations can be words, letters, numbers, phrases, colors, or combinations of these. Most of the time, a code is a word or short phrase that symbolically assigns a prominent attribute to a piece of visual or language-based data.

Data analysis in qualitative research is divided into methods, in our case in this research project we are going to apply the content Analysis is generally used to analyze the responses of the interviewees, in the same way, it is used to analyze documented information in the form of texts, media or even physical elements. LeCompte (2012), mentions that it can be used to analyze the documented information from text, images, and sometimes from the physical items. It depends on the research questions to predict when and where to use this method.

In conclusion, this part focused on how this research would be approached and what was necessary to carry it out, in the same way, on how the findings would be understood and how we would achieve a good understanding by the participants on the central theme. The methodology was a guide in the moment of implementation, it was a step for doing the activities, for example we started with interviews; that part helped us to formulate the questions for when we start to develop them. For that reason, in our project, it is important

to bear in mind that the methodology provided us with the tools to carry out this work. It led us to obtain the data clearly and know how to analyze them, in the same way it helped us to orient ourselves in the ways in which we could approach and put into practice the theoretical part of our research.

RESULTS AND DISCUSSION

During this process of implementation in the municipality of Rionegro at the Institución Educativa Ana Gómez de Sierra, sede Maria Camila Rendón, we could create a space where students did activities in terms of promoting the critical interculturality in the classroom. Students had a lot of perspectives and expectations in all activities. The biggest challenge for us was that students enjoyed this process; for that reason, all of the activities were created taking into account our population, their context and backgrounds. For creating these activities we took into account the students' age and the possibility that students enjoy and learn about different topics. After the implementation, in order to understand how Critical Interculturality can be promoted in a language classroom, we determined four categories: first, students' imaginaries about culture and interculturality. Second, superficial knowledge about interculturality and culture. Third, cultural and interculturality attitudes and the last one, students' critical intercultural points of view. These categories are explained below for a good understanding.

Students' Imaginaries about Culture and Interculturality

This category is called Students' imaginaries about culture and interculturality. It was based on previous knowledge; it refers to students' thoughts about culture and interculturality

before the implementation we carried out. Students demonstrated some previous knowledge like *imaginaries* of what they thought these concepts and practices were. We could observe and understand different perspectives from students during all activities. This category was divided into two subcategories; culture and interculturality, they helped us to understand and know students' perspectives or notions regarding these two concepts that are the basis of our research.

Culture

When we started with our project, the first approach that we had with students was the interview. The interview was about some questions to students to know what they knew before we started with our implementation. First of all, we wanted to know about students' ideas about what culture means. Rayuela mentioned that “*con cultura tal vez podría hablar con las personas y compartir los gustos sería una forma de relacionarnos*” (Interview, Sept 30th 2021). Through the different activities carried out in order to collect from them the information or ideas that they had about the culture, we noticed how the participants had preconceived ideas or thoughts that they have acquired through the media about the cultures of other countries and how they generated ideas, perceptions or beliefs about places that they have never visited or had only heard about them. About the term *culture*, Rayuela said “*Las formas de comer y de vestirse, ambos buscan pertenecer a un grupo en específico*” (Interview, Sept 30th 2021). Their thoughts demonstrated that students identify the importance of sharing aspects in common, like a typical food or ways of dressing with a specific element for creating self-identifications with a group in order to participate in the

same culture. Their views were similar to Miquel (2004) culture is a big word and includes everything, it is the set of information, beliefs and knowledge, objects and positions.

In addition, we could appreciate that students recognized the differences with other countries or cultures and as El Kangas said “*Las diferencias es entre lo que ellos creen*” (Interview, Sept 30th 2021). In this part, the student was talking about culture and each student had different perspectives. They manifested that people who belonged to different communities had beliefs and these were reflected depending on the places. Additionally, like San said “*tener las costumbres que tiene mi familia*” (Interview, Sept 30th 2021) Students could feel identified with what they believe in or what their families believe in and how it could influence students’ lives when they are growing. Moreover, a student said “*quiero ser veterinario porque todos en mi familia han trabajado con animales*” (Teachers’ journals, November 9th, 2021), the student claimed that it was a costume in his family because all grew up in that context, he feels that he has to continue with that because of his family tradition. Gómez (2018) mentions that culture can be transmitted. Aspects such as: holidays, touristic places, and typical food. Learners recognized that they learned about controversial cultural traditions and complicated beliefs of deep culture that are popular and socially accepted in certain contexts. They expressed that there were aspects that they did not know about and found them difficult to understand and appreciate.

In order to catch students’ attention, we worked on food and how it can generate critical intercultural spaces for reflection. The connection with food and how they could connect cultures nationally and internationally helped us to guide students to know not only about our differences but also about what makes us similar. Students could draw some conclusions like the following ones: “*El ajiaco se parece al sancocho, solo que se hacen*

diferentes dependiendo el lugar” They also commented *“la bandeja paisa es diferente en la Guajira porque tratan de hacer lo mismo pero con otros productos”* (Teachers journals, November 9th, 2021). Those types of commentaries referred to typical food in specific places in Colombia that students could recognize, something similar to Miquel and Sans (1992) mentioned that the culture refers to all the explicit and implicit aspects of a certain culture, that is, the explicit aspects such as festivals, typical foods, and important dates. It was evidenced when students presented their thoughts regarding food across the country.

It was evidenced that students need to reinforce the word and the concept of cultures. Students had an idea but they did not know how to express it; because we noticed that students understood the terms and they tried to follow the activities but in certain cases, the idea was a little lost. In this part, some students had an isolated idea more from a practical view about cultures. For example, they mentioned some interesting facts about indigenous communities and other countries' costumes. (Teachers' journal, November 9th, 2021) Consequently, we noticed that the relationship between these words and culture was not yet conceptualized but was related to what students could perceive or view with their experiences.

Interculturality

According to Gomez (2015) we can understand interculturality is the interaction of different cultures that share cultural expressions but their tradition and identity remain. As for example participant Valentina mentioned *“Yo sé por ejemplo Grecia”* (Interview, Sept 30th 2021), she was talking about different cultures and in her mind, the student could identify some cultures and recognize one of them. Besides that, Danita mentioned that *“hay*

diferentes culturas, tipos, por ejemplo, de hablar, en EE. UU se habla inglés” (Interview, Sept 30th 2021). We understood all perspectives and how students brought with them a set of ideas that led to awareness from cultural customs to ways of seeing the world according to what students believed in and taught us. Comboni et al. (2013) mentioned, the concept of interculturality expresses different points, positions and situations that facilitate the possibilities of construction.

Additionally, students expressed some countries they understood interculturality like to know about other places. Some students mentioned that there exist a lot of variations around the world, like participant Angel mentions that *“Yo creo que la cultura son una cosa y relacionarse uno con otro es otra cosa es hacer amigos conocer más personas y eso...sin olvidar quienes somos”* (Interview, Sept 30th 2021). Similar to Gómez (2018) when he says that some participants may lose their culture when they move to another country. It is important that as people our essence, costumes or traditions do not disappear. We support this idea because it is possible to evidence that the participant saw that action as wrong. It is crucial to know about everything in the world to interact with it without changing who we are.

In an activity, the researchers shared with students and presented food from Thailand (See appendix C) so that they could give opinions or commentaries about the country and show them the cultural appropriation that we have in our country. The main objective in this activity was that students could understand the variation between countries or regions to find some aspects in common and understand that the diversity existing in the world can be understood from what we share and not from our differences. The typical food activity was engaging for students, we noticed positive attitudes and commentaries from students that said: *“Wow, sabe mejor que el normal”, “Me parece que es muy parecido”* (Teachers

journals, November 9th, 2021). They expressed reflective opinions about the food that we presented, known as rice with coconut milk from Thailand. Additionally, after this activity, the researchers asked the students if they found this similarity was interesting and what they could infer and learn from the different countries that were addressed during the class. Students learned and discovered important aspects of the cultures and how they can generate spaces of encounter. Through those expressions we recognized some similarities with Hazaea's (2020) words, mentioning, students' cultural discourses of the self were identified in relation to those of others, because when the students saw the food, they noticed some similarities with what we have in Colombia.

Concluding this part, we noticed that students need to have more intercultural knowledge and exposure. Students had an idea but they did not know how to express it. We noticed that some students made commentaries about other countries but they were not sure about what they were saying.

This first category catches our attention in terms of perspectives, we could notice that students have a lot of imagination and assumptions about other countries and also about Colombia. These conceptions are probably stereotyping or misconceptions they had listened to or seen in the media.

Superficial Knowledge about Interculturality and Culture

During this process in the second week of implementation, we could obtain a lot of material that students did in that week. For that reason, we called our second category: superficial knowledge about interculturality and culture. We understood that this category

was important as it shows the knowledge that students had about their own culture or other cultures.

Superficial knowledge is everything that students know about the surface of a culture, such as traditions, music, food, etc. Angelly' and Rayuela's teams mentioned "*Egipto es muy interesante, hay una riqueza cultural, como el panteón y debe existir varias culturas*" (Students artifacts, October 2nd, 2021). Gómez (2015) assures that it is also important to refer to the interaction between language production and cultural teaching in English as a foreign language class, as students have developed their communication linguistic abilities in parallel with fostered their intercultural awareness. We considered this aspect as vital to plan our classes by connecting it with the linguistic objectives of the class. We saw how the students used the target language properly during the activities. Students were divided into groups and talked about different countries. Therefore; English was the main language and, in this way, it was possible to promote learning of the language with what they already knew about other cultures.

Other intercultural knowledge was evidenced when San mentioned "*también en india ni comen animales porque son sagrados y nosotros comemos carne los cerdos y así y en india no*" (Interview, Sept 30th 2021). We evidenced how the students recognized cultural differences through the meals and talked about what they had learned about other cultures that they remembered at that time. This process of intercultural recognition was also reflected in the study by Gómez (2018) where he says that students were able to compare cultural values and behaviors among other cultures and the students were able to recognize other cultures and accept their cultural beliefs or behaviors.

For instance, El Kangas mentioned something really interesting "*los indígenas, solo creen por ejemplo en la parca que es la muerte, la tierra, el cielo, la luz, hay otras culturas*

que también lo hacen.” (Interview, Sept 30th 2021). In this part, we can see how the students were able to identify things in common with other cultures as shown in Hazaea (2020). In this study, participants also managed to recognize the differences and similarities with other cultures, along with the little intercultural knowledge that the students showed, their little cultural knowledge about what culture is. However, they knew that different cultures exist related to what Gómez (2018) said that the students recognized significant findings, instead of simply learning of surface cultures such as holidays, tourist places, and typical food, the learners recognized that they learned about cultural traditions that promote critical interculturality in the English classroom.

Besides, there was some recognition about our own cultural aspects. San mentioned “*acá en Colombia*” (Interview, Sept 30th 2021), answering the question of if he knew where he knew that cultures existed. In the same way, Ariana L.B.S tells us that for her culture is “*Razas o cosas así, varias cosas típicas de lugares*” (Interview, Sept 30th 2021) and that is related to what is mentioned by El Kangas “*Amazonas o en la guajira, las demás culturas si están por ahí regados en grupos*” (Interview, Sept 30th 2021) we could see that several students had knowledge of the existence of cultures, although it was a superficial knowledge but everything was related.

Continuing with the above, Rayuela said that culture is composed of “*Como las tradiciones de un pueblo o cosas así. Yo creo mmm como religión, a mí siempre me han acostumbrado a que soy paisa.*” (Interview, Sept 30th 2021) We could also observe that the participants were able to notice cultural aspects that are not seen at a glance. Gomez (2015) said that students need to be prepared to not only learn language forms, communicative functions, and visible topics of culture, but invisible or deep aspects of culture. This is reflected in the words of El Kangas where he said that cultures involve “*el aprendizaje sobre*

las otras personas, aprender sobre diferentes culturas y lo que ellos hacen" (Interview, Sept 30th 2021). Besides, they also managed to recognize the superficial topics as mentioned by Ma-Jin Boo when talking about the aspects present in a culture "*El idioma, comida mucho, la forma de vestir"* (Interview, Sept 30th 2021), which in the same way are intercultural knowledge that students already know.

To conclude, we can see that all the students already had a knowledge of their own culture or of others that they had heard speak, and through the use of English they tried to express the superficial knowledge that they had.

Students' Critical Intercultural Points of View

This category is called students' critical intercultural points of view because students had the first approach to critical interculturality in their speech. At first, we noticed that students were confused with the definition of action being critical. However, we could realize the moments in which they could do it. Some students expressed their ideas about being critical, as a person who speaks and acts bad to other people like 'to judge someone.' In order to clarify this aspect, we gave them the context and also, we told them examples.

On another hand, we noticed that there were students who reflected upon this term by saying it was related to their opinion about a certain topic. We think that students did not pay attention to us in terms of the technical definitions or examples related to being critical. At the beginning, we gave students some tools but we also understood the complexity of the word; for this reason, the need arises to explain the critical components that we found in our research. Granados (2016) mentions that Critical interculturality seeks to recognize other

ways of being, thinking, living, learning and knowing, combating inequality in social relations.

Some students mentioned clear ideas about what it means to be critical and how they could become more conscious about their realities, as participant Angel says *“que está cuestionando a otra persona por la respuesta que ella está dando entrando otra respuesta de acuerdo a su conocimiento que se tiene”* (Interview, Sept 30th 2021).

As the implementation progresses and with the activities that were carried out, we noticed that more hints of critical intercultural thinking emerged, as demonstrated by Danita *“Uno tiene que aprender otros, por ejemplo, yo estoy aprendiendo el inglés, eh... hay muchas culturas que aprender, muchas hay también muchas, muchas, mucha gente que ver, mucho... hay que conocer el mundo”* (Interview, Sept 30th 2021) and as El Kangas said *“Primero hay que estudiar la cultura, sino cómo se comunica, estudiar el lenguaje, lo que ellos hablan y ya como... hablar y conocerlos para que podamos ser amigos”* (Interview, Sept 30th 2021) Gómez (2015) mentions these opinions provide participants’ evidence development of critical intercultural competence communication.

In addition to the above, in an activity where the participants had to answer writing questions about why they believed related to the way of dressing between men and women as well as the way of dressing around the world (See Appendix C). One of the participants gave an opinión, Rayuela wrote *“Porque la humanidad ha ido evolucionando y ya no importa lo que se ponga un hombre o una mujer.”* (Student artifacts, Sept 30th 2021) We saw how their critical part arose from a question and led them to go beyond what was asked of them, similar to what Gómez (2015) found in his research where the participants spoke critically about them, listened to others opinions, and wrote critical responses.

In relation to the critical-intercultural part, the questions about the way of dressing gave room to the cultural thought that the participants had been acquiring as the implementation was carried out. We see this reflected in the answer that participant Ma-Jin Boo gave when he said *“Porque cada uno tiene estilos y gustos distintos. Porque cada uno tiene costumbres y culturas distintas”* (student artifacts, October 2021) this reflects how a common theme and proper guidance could lead students to think critically from their own perspectives. As Gómez (2015) stated that when critical and controversial ideas were brought to the conversation, these examples reveal participants’ critical opinions.

Students’ Cultural and Intercultural Attitudes

The fourth category is called culture and interculturality attitudes. We thought in this category like the disposition, engagement, body language and thoughts that students obtained during the implementation process and how they were changing their views about our culture and cultures around the world. This category came out through a collection of comments, ideas and actions that students did during the weeks.

Attitudes refer to ways and manners that students acted according to the activities or presentations that the teachers-researchers proposed, in that part we noticed how students took a critical position towards social situations the world is living in. For instance, Chilindrina commented *“Porque anteriormente pensaban que si el hombre se viste de rosa era un enfermo y ahora se está normalizando”* (Students artifacts, October 2021.) In this activity they expressed different points of view about a determinate situation, in this case students gave opinions about some ways of wearing clothes based on genders and cultural costumes. We could realize what Hazaea (2020) said in the research when the participants

demonstrated increased awareness embedded in some situations. Besides, the participants gained the ability to communicate successfully.

Students showed engagement and they actively participated during the sessions, taking a critical point of view. Their disposition was open to dialogue and reception of each other's ideas. El Kangas commented "*Porque son los gustos de uno*" (Students artifacts, October, 2021). They took turns to participate, Ma-jin boo said "*Porque cada uno tiene estilos y gustos distintos, porque cada uno tiene costumbres y culturas distintas*" (Students artifacts, October, 2021) Students expressed things in a respectful way, from their real views and according to their lives beliefs that they believe was correct. They also listened to their partners and promoted constructive and effective discussions in class. We could evidence converse thoughts to what Gómez (2018) expressed. He said that learners did not know about certain topics and found it difficult to understand and appreciate situations. In our experience, students shared positive attitudes and thoughts when approaching a specific topic, in this case, about what clothes men and women wear.

In conclusion these categories helped us to comprehend what students understood in relation to how cultures can help them to improve their English level and understanding the cultures, what they can take up that serve for a better intercultural interaction where the language plays a main role in communication with people from other countries or regions or cities. Therefore, to understand the different perspectives that students had about cultures and how they were able to apply an adequate methodology that helps to promote in an English classroom with the purpose of upgrading the English language level of the students. With these categories we could do a discussion for understanding the students' thought about the implementation, and also as researchers and teachers in the classroom had tools for supporting this project considering the students and it was possible to evidence the critical

intercultural part of students in each activity. Through the discussion we noticed an advance in the students talking about the critical intercultural part (see the appendix D) in the activity with countries, students could demonstrate knowledge about some countries because they knew.

CONCLUSIONS

From different perspectives, this research project provides a lot of tools to understand how critical interculturality can be promoted in the classroom and how students can actively participate in this process. As we have evidenced in the discussion of the results, some students had different opinions when we were intervening, many opinions also changed when we were doing deeper socialization. For that reason, in different parts of the implementation, students made opinions that helped us to create a discussion between both students and researchers.

In addition, we observed a lot of advances in the students considering their English level in skills like: vocabulary, grammar and speaking. Students demonstrated a good implementation of language in some activities where they participated. Besides that, students were engaged in every activity proposed and also, they always had expectations for something different.

We had a really good experience in all aspects, we learned about teachers and administrators some tools to control the class and new strategies for teaching but the most important thing, we learned from our students new perspectives about the world, about what teaching strategies have more influence in their learning process. The experience as teachers was a complement for our future because we had our first approach in a classroom in this

way. Further, the most important thing we learned was to promote critical interculturality as a tool for teaching, combining the topics or the elements that students needed in the class. In many aspects, students were full of expectations because the activities were different and went beyond the traditional classes. Teaching considering the critical interculturality was challenging because we did not know how to start. Thus, we took the theories, principles that we had and we converted them into practical ways. As teachers this research brought us activities where it is possible to link the curriculum to activities that can promote critical interculturality. As researchers, we think that this ability is necessary for the life because everything in life is a culture, a tradition or a custom and that the students know and analyze how and why in a country, people built their own cultures, their importance and what is behind them.

Nevertheless, one of the biggest challenges in this research was the pandemic and how the institutions handled the situation. In this case, the established protocols had to be respected in the institution. Therefore, it had half of the students at school and half of the students at home. This made the activities develop slower than planned and also decreased the number of activities that we wanted to implement. Consequently, time was an obstacle for all the implementations, because in some cases the time was not enough for the implementation.

For teachers and researchers interested in this field, we have some recommendations for further research and applications. First, it is possible that these or similar activities can be adapted for all levels of English, because in this case the students who we worked with had an A1+ in English. We thought that the implementations could take more time and it may also be possible to work with students who have a good level of English, that could make the classes and activities develop in a way that includes more the use of the L2.

To conclude, we consider that our project impacts a lot in the educational fields as we adapt the curriculum to critical ways of perceiving the world, with the same purpose, that the students could learn. Through activities that promoted critical interculturality, students could experience a new form to learn where they practiced the language while exploring about aspects of the surface and deep culture from their own countries and others. At the same time, they were engaged and making use of English to foster their L2 competence.

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APPENDIXES

Appendix A

Invitación Docente

La Universidad Católica de Oriente lo invita a ser parte de un proyecto de investigación que pretende promover la Interculturalidad Crítica en el aula de enseñanza del idioma Inglés, este estudio lo desarrollarán los estudiantes Valentina Marín y Ángel Castilla con la asesoría de la docente Nathalia Robles.

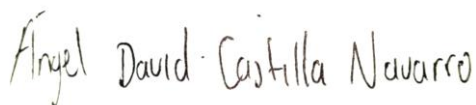
Este documento ofrece la información necesaria para que usted como participante comprenda lo importante que es para nosotros su opinión y el propósito como tal de nuestra investigación.

La idea principal de nuestro estudio es promover la interculturalidad crítica de los estudiantes de la Institución Educativa Ana Gómez de Sierra, SEDE Maria Camila Rendón, específicamente en un aula de inglés. Este estudio consistirá en conocer ciertos factores que pueden influir en la formación del alumno al relacionarse con una cultura diferente.

La investigación será custodiada y monitoreada, con el consentimiento de cada participante, la información será utilizada con fines netamente investigativos con el fin de mejorar nuestra investigación, de ninguna manera se utilizará la información sin consentimiento, teniendo en cuenta que todos son informados, debieron haber leído y comprendido claramente todos los puntos del mismo.

La docente como apoyo fundamental en este proceso, tiene total derecho a ser parte, desarrollar, intervenir, sugerir y apoyar dicha investigación, por tal motivo esperamos su participación en las etapas que se considere.

Las personas que deseen participar en esta investigación conservan todos sus derechos, serán tratadas con respeto, podrán rechazar la investigación o no contestar algunas preguntas si no quieren o si se sienten incómodas, no se verán obligadas a continuar; la involucración en el proyecto no es remunerable.



Ángel David Castilla Navarro



Valentina Marín Estrada

Nathalia Andrea Robles Ortiz
Asesora trabajo de grado

Consentimiento Informado

Rionegro Antioquia,

La facultad de Educación junto al programa Licenciatura en Lenguas Extranjeras los invitamos a ser parte del proyecto “Interculturalidad Crítica” que consiste en promover y explorar perspectivas de los estudiantes sobre la interculturalidad crítica en una clase de Inglés.

Yo _____ identificado con número de cédula _____ autorizo a mi hijo/a _____ a pertenecer al proyecto de investigación relacionado anteriormente, dirigido por los estudiantes Valentina Marín y Ángel Castilla con la asesoría de docente Nathalia Robles.

Este documento le ofrece la información necesaria para que su hijo como participante y usted como su representante legal comprenda lo importante que es para nosotros su opinión, el propósito de nuestra investigación y así obtener el consentimiento informado de las personas que estarán ingresando a participar del estudio del programa. Al ingresar al programa, se le pedirá que complete una serie de preguntas, con el fin de dar su opinión sobre algunas situaciones específicas. Al final tendrás una copia de tus resultados en las intervenciones.

La idea principal de nuestro estudio es promover la interculturalidad crítica de los estudiantes de la Institución Educativa Ana Gómez de Sierra, sede Maria Camila Rendón, específicamente en un aula de inglés. Este estudio consistirá en conocer ciertos factores que pueden influir en la formación del docente y del alumno al relacionarse con una cultura diferente.

La investigación será custodiada y monitoreada, con el consentimiento del participante, la información será utilizada con fines netamente investigativos con el fin de mejorar nuestra investigación, de ninguna manera se utilizará la entrevista o cuestionario sin su consentimiento. Las personas que deseen participar en esta investigación conservan todos sus derechos, serán tratadas con respeto, podrán rechazar la investigación o no contestar algunas preguntas si no quieren o si se sienten incómodas, **NO** se verán obligadas a continuar; la involucración en el proyecto no es remunerable tanto monetariamente como en la adquisición de notas. Además los estudiantes tienen la opción de elegir un seudónimo; un seudónimo es un nombre utilizado, que sustituye al nombre auténtico. Es importante ya que se utiliza para proteger la privacidad y como motivación para que sus respuestas queden bajo un cierto anonimato.

Si valida este documento como material de investigación, por favor firmar.

Padre de familia

Estudiante

Seudónimo del estudiante _____

Ángel David Castilla Navarro
Ángel David Castilla Navarro

Valentina Marín Estrada
Valentina Marín Estrada

Autorización

Agosto 11 del 2021



Cordial saludo,
 Señor Jaime Alberto Giraldo Espinal
 Coordinador académico Sede Maria Camila Rendón

La facultad de Educación junto al programa Licenciatura en Lenguas Extranjeras, socializa parte del proyecto “Interculturalidad Crítica” que consiste en promover y explorar perspectivas de los estudiantes sobre la interculturalidad crítica en una clase de Inglés. El proyecto anteriormente mencionado es dirigido por los estudiantes Valentina Marín y Ángel Castilla con la asesoría de la docente Nathalia Robles.

Solicitamos muy comedidamente que el nombre de la institución “IE Ana Gómez de Sierra, sede Maria Camila Rendón” sea publicado en nuestro proyecto de grado, sólo con fines académicos para futuras investigaciones, y que de esta manera pueda servir de ayuda y soporte para futuros docentes así como lo ha sido para nosotros.

Además, este documento le ofrece la información necesaria del proyecto, compartiendo que la idea principal de nuestro estudio es promover la interculturalidad crítica de los estudiantes de la Institución, este estudio consistirá en conocer ciertos factores que pueden influir en la formación del alumno al relacionarse con una cultura diferente en las clases de inglés.

Le agradecemos a la institución Educativa por el apoyo tan incondicional, ha sido y será muy gratificante formar parte de este maravilloso proceso de la enseñanza y el aprendizaje.

Con lo anteriormente mencionado, se autoriza la publicación del nombre de la Institución educativa.

 Nombre completo: _____

C.c. _____

Cargo: _____

Appendix B

Interview Questions

Objetivo general: Identificar y entender cómo los estudiantes perciben la interculturalidad crítica en el desarrollo de las entrevistas

Introductory questions

- ¿Cómo está?
- ¿Cómo le ha ido en esta semana?
- ¿Cuántos años tiene?
- ¿Dónde naciste?
- ¿Qué cosas nuevas has hecho?
- ¿Qué le gusta de la clase?

De acuerdo a esto último introducimos el tema de la cultura

1. ¿Qué entiendo por cultura?
2. ¿Sabes a qué cultura perteneces?
3. ¿Qué otras culturas conoces o has escuchado hablar?
 - a. ¿Qué diferencias encontraste?
 - b. ¿Qué similitudes?
4. ¿Crees que las diferencias afectan el modo de relacionarnos con personas de otras culturas?
 - a. ¿Por qué?
5. ¿Crees que es importante conocer las diferencias culturales?
6. ¿Cómo puedo relacionarme con personas de otras culturas?
7. ¿Qué entiendo por ser crítico?
 - a. ¿Cómo hago para ser crítico?
8. ¿Qué actividades desarrollan mi parte crítica?
9. ¿Qué temas me hacen pensar críticamente?
 - a. ¿Qué acciones?
10. ¿Crees que hay diferencias culturales?

- a. ¿Con quien/es?
- b. ¿Dónde?
- c. ¿Cuáles?

Appendix C

Students Artifacts

- Activity 1


1. Why do girls wear determinate clothes?
2. Why is the pink color only worn by women but now it is normal that men wear it too.?
3. Why do you think that boys wear jeans?
4. Why do you think we dress in a way?
5. Why are there differences in the ways of dressing in the countries?




- Activity 2

1. Reflection about the importance of the professions and occupations in the world
2. Comparison between two occupations and two professions
3. What do your think are the most important professions depending on the country
 - USA
 - Colombia
 - Germany
 - Japan
 - India
 - South Africa

Appendix D

Didactic Sequence

Week	Topic	Activity	Description	Resources
Week 1 16th September	Topic: Lets to know our body Language focus: Body parts	Ss are going to recognize every part of body	All students practice the vocabulary given in the class, the main purpose is Ss can identify what part is. Also we want to implement the Critical Interculturality in a specific topic, for example why girls wear determinate clothes or why do you think that the boys wear jeans? (afganistán)	Demonstration boy and girl 
Week 2 23th September	Topic: I am a teacher, what do you want to be? Language focus: Professions	Ss can express the different professions that exist and they can choose one	Ss are going to do a presentation when they express what professions they admire, then they are going to express what do you want to be? And to conclude we are going to ask why they think about profession and why are they	We need vocabulary but in this case Ss are going to work with a clues

			important in a society ? (profesiones más comunes en otros países)	
Week 3 30th September	Topic: I go to the grocery and I choose things that I like Language focus: Likes and dislikes	Ss will learn how express likes and dislikes	The main idea in this section is students can more autonomous with their knowledge so we are going to put in practice all the vocabulary worked for expression what things do you like, for example a ss like to play soccer, we are going to do a group of soccer when all of students that like soccer could share their experiences	Grammar topic, Teacher's explanation 
Week 4 07th Octubre	Topic: how many/much? Language focus: Foods	Ss will learn the name of some of some countable and uncountable foods	Ss will differentiate some typical dishes from different countries in order to learn	Teacher's presentation, photocopies. 

			<p>what is countable and what is not. we'll use the ingredients of the different typical dishes. This, in order for the Ss to recognize what differences there are between them when choosing something they like, such as food, and lead them to think if that affects how I treat another or not?</p>	
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Appendix E

Week 1

Class # _1_

Student-teacher: Valentina Marín Estrada and Ángel Castilla		Institution: IE Ana Gómez de Sierra, sede Maria Camila Rendon		Grade: 6to
Date: September 15		Time: 50 + 50 minutes		N° of students: 35
Topic: Let's know our body		Language focus: Body parts with present tense		Skills: Listening, writing, reading and speaking
Objective: At the end of the lesson ss are able to recognize each part of their body.				
Critical Interculturality objective: Ss could express different perspectives according to the ways to wear clothes in different cultures around the world. (indígenas)				
Homework/further work: Each activity that we have done in class, they have to upload in an application (classroom)				
Time	¹Stage	Aim	Procedures	Resources
15 minutes	Warm up	Ss practice general vocabulary	With the help of wheels, ss are going to choose a color and they are going to guess one word that they know of body parts; for example in the orange color there is the letter "E", ss are going to guess words that begin with E	https://spinthewheel.app/wheel-of-colors Orange: E Deep orange: M Red: A Pink: F Purple: H Deep purple: B Indigo: L Blue: N Light blue: E Cyan: M Teal: A Green: F Light green: H Lime: B Yellow: L Amber: N

¹ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listening) / grammar practice / assessment

20 minutes	Vocabulary	Introduce the vocabulary body parts	<p>Ss are going to identify the parts with the help of the characters Pedro and Lucia</p>  <p>Teachers are going to show the character of each part, the main idea is Ss can perceive what part is exactly. And also we are going to introduce clothes</p>	<p>Presentation with clothes</p> <p>https://docs.google.com/presentation/d/1P_FmpGjAHBtioCX8XiCqBl29hConkpMjqrL7KM2UP0/edit?usp=sharing</p>								
15 minutes	Grammar	Ss could implement the grammar form with the vocabulary	<p>Ss will learn how to express parts of the body, in a present form (have or has), it expresses possession.</p> <p>Monster university match draws have produced activity before.</p> <ul style="list-style-type: none"> - The ss would join the description given with the image that they think corresponds, on the physical description of the monsters - And the other activity will be, draw the monster with the descriptions that will be given <p>After Actividad de identificación 2 expresiones en inglés para la discusión I agree and I disagree Continuar con la discusión</p> <table border="1" data-bbox="760 1402 1284 1629"> <thead> <tr> <th>Pronoun</th> <th>Conjugation</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Have</td> </tr> <tr> <td>He She It</td> <td>Has</td> </tr> <tr> <td>You We They</td> <td>Have</td> </tr> </tbody> </table>	Pronoun	Conjugation	I	Have	He She It	Has	You We They	Have	<p>https://www.the-saurus.com/e/grammar/has-vs-have/#:~:text=While%20the%20verb%20to%20have,he%2C%20she%2C%20and%20it.</p> <p>e.g.</p> 
Pronoun	Conjugation											
I	Have											
He She It	Has											
You We They	Have											
50 minutes	Practice explication	Ss understand how they use have and has for expressing possessions and also Ss	<ul style="list-style-type: none"> - Teacher is going to do an exercise on the board, complete the phrases - Maria ___ two e___ - I ___ an _____ - Pedro has _____ 	<p>Markers, paper</p> <p>https://docs.google.com/document/d/1LmF7qMt9oerHoE2GJO-</p>								

	put in practice that they worked in class	- You ____ ten _____ - - And then ss are going to do an activity related with the topic -	PpXbLCHdQnr MiikKOz_xCxn 4/edit?usp=shari ng
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Class # _2_

Student-teacher: Valentina Marín Estrada and Ángel Castilla		Institution: IE Ana Gómez de Sierra, sede Maria Camila Rendon		Grade: 6to
Date: September 16		Time: 50 + 50 minutes		N° of students: 35
Topic: Let's know our body		Language focus: Body parts with present tense		Skills: Listening, writing, reading and speaking
Objective: At the end of the lesson ss are able to recognize each part of their body.				
Critical Interculturality objective: Ss could express different perspectives according to the ways to wear clothes in different cultures around the world. (indígenas)				
Homework/further work: Each activity that we have done in class, they have to upload in an application (classroom)				
Time	²Stage	Aim	Procedures	Resources
5 minutes	Warm up	Ss listen to a song for relaxing	Ss are going to listen to a song that allows them to have a place for relaxing and they are going to be prepared for the class	Speakers, computer
20 minutes	Thinking	Ss share information that they think that is true	Ss are going to do an activity about people, the idea is they could identify some actions or activities that they believe that person will do, they are going to describe the person only seeing a picture of them.	https://docs.google.com/document/d/1LlapHvzehoNqHlhcg5D4YMZAXYvtbdL4310QkPtg0B/edit?usp=sharing Real information
10 minutes	Choose	Ss are going to choose	Teacher will do a separation on the board, agree and disagree for the next phase of the class	https://docs.google.com/presentation/d/1MDxLOZJYEiRqCnQ


² Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listening) / grammar practice / assessment

				w_x3Cf9f8iZTJZVTrMzksIgrGkxw/edit?usp=sharing
35 minutes	Implementation	Ss through determinate situations are going to think and reflect	In groups ss are going to discuss about different topics <ul style="list-style-type: none"> - Why do girls wear determinate clothes? - Why is the pink color only worn by women but now it is normal that men wear it too.? - Why do you think that boys wear jeans? - Why do you think we dress in a way? - Why are there differences in the ways of dressing in the countries? 	Questions will be in the board and also the translations
20 minutes	Reflection	Ss will give a conclusion	In this part ss are going to share all the information that they shared after in their groups. Also we are going to reunite the information given for ss.	Chart with all ideas

Week 2

Class # 3

Student-teacher: Valentina Marín Estrada and Ángel Castilla	Institution: IE Ana Gómez de Sierra, sede Maria Camila Rendon	Grade: 6to
Date: September 23	Time: 50 minutes + 50 minutes -10 minutes of break	N° of students: 35
Topic: Let's know our body	Language focus: Body parts and present tense with clothes	Skills: Listening, writing, reading and speaking
Objective: By the end of the class, students will be able to identify and express what body part they have		
Anticipated problems & extra activities:		
Homework/further work: Each activity that we have done in class, they have to upload in an application (classroom)		

Time	³ Stage	Aim	Procedures	Resources
15 minutes	Warm up	Ss are going to do different things	Teacher is “Simon”, we are going to play Simon' says. Simon say show me two fingers Simon say bring me a boy Simon say bring me a girl Simon say tell me what is face	
30 minutes	Practice	Ss practice through their imagination	Ss are going to create a character following the special characteristics given in the presentation. For example, draw a monster with four eyes, red hair, two mouths...	https://docs.google.com/presentation/d/1MDxLOZJYEiRqCnQw_x3Cf9f8iZTJZVTrMzksIgrGkxw/edit?usp=sharing
30 minutes	Practice	Ss practice according to the real life	Ss are going to suppose who the person is and they are going to write why they think it. For example in this picture  I think that she is a wife, she has 15 children, she has a long hair	https://docs.google.com/presentation/d/1MDxLOZJYEiRqCnQw_x3Cf9f8iZTJZVTrMzksIgrGkxw/edit?usp=sharing
15 minutes	Reflection	Reflection about implementation in the week	The activities are going to be guided by teachers and the main purpose is to listen to students, their opinions.	

³ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

Class # _ 4 _

Student-teacher: Valentina Marín Estrada and Ángel Castilla		Institution: IE Ana Gómez de Sierra, sede Maria Camila Rendon		Grade: 6to
Date: September 24		Time: 50 minutes + 50 minutes		N° of students: 35
Topic: I am a teacher and you		Language focus: Occupations		Skills: Listening, writing, reading and speaking
Objective: By the end of the class, students will be able to identify different occupations in theirs lives				
Anticipated problems & extra activities:				
Homework/further work: Each activity that we have done in class, they have to upload in an application (classroom)				
Time	⁴Stage	Aim	Procedures	Resources
15 minutes	warm up	Ss dramatize different professions	As an initial activity, the ss will play charades, which consists of acting according to the profession that is shown to them on a piece of paper and the others will have to guess. This will be done in groups.	https://lingokids.com/es/ingles-para-ninos/profesiones
10 minutes	vocabulario	Ss learn professions vocabulary	Teacher explain the topic and give the ss the vocabulary	
20 minutes	Grammar	Ss could implement the grammar form with the vocabulary	Ss will know how to express what you want to be and what are the different jobs? (I work - I want to be)	Teacher's explanation in a presentation https://docs.google.com/presentation/d/1SEiQXeUA4RIGST0Gr5OPCfTKAgblRFoHOnMHM1_QI/edit?usp=sharing

⁴ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

35 minutes	Activities	Ss will carry out an activity related to the topic	- Ss will try to write and draw the job that they want to have in the future	
10 minutes	Reflection	reflection on questions	The ss together with the teachers, will make a small reflection based on the answers given by the ss and they will look at what perspectives they had before and after the activities	

Week 3

Class # 5

Student-teacher: Valentina Marín Estrada And Ángel Castilla		Institution: IE Ana Gómez de Sierra, sede Maria Camila Rendon		Grade: 6to
Date: October 20		Time: 50 minutes + 50 minutes		N° of students: 35
Topic: Bandeja paisa is my favorite food		Language focus: Food		Skills: Listening, writing, reading and speaking
Objective: By the end of the class students will be able to identify different types of food				
Anticipated problems & extra activities:				
Homework/further work: Each activity that we have done in class, they have to upload in an application (classroom)				
Time	⁵Stage	Aim	Procedures	Resources
20 minutes	Activity	Students will have an approach to the topic related to something that they like.	Ss are going to do an activity in relation to food. Students are going to choose a brand food logo they feel identified with and explain why. Teacher is going to hand out tags, then have students write their names and draw	https://docs.google.com/document/d/1dWE1CopbatPI-bvEmHjIUF-CQ2JUyg3s

⁵ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

			food brands they love. Then everyone shared why they chose their brand.	AEPiUm5ltcZs/edit?usp=sharing
20 minutes	Vocabulary	Students are going to recognize the vocabulary	With a video beam teacher is going to present the vocabulary, teacher says the word and ss repeat and then in the second presentation ss are going to guess the food.	https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-food-set-1.pdf https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-food-set-2.pdf
15 minutes	Brainstorming	Students are going to say that they think	Students are going to say possible forms to say specific meals or foods. Food for breakfast, lunch, dinner. For example ss think how to say “huevos revueltos” Qué creen que comen los chinos Desmitificar cosas respecto a comida	
25 minutes	Grammar lesson	Ss are going to learn how to say that something like or don't	Teacher is going to explain with examples how we say that we like a meal or food? Interaction with ss Do you like bananas? What is your favorite food? I don't like vetch	
20 minutes			Typical dishes and their ingredients	https://docs.google.com/presentation/d/1_8DwZ3utOYLqfz6WRXD_F3aJm76C3y7S/edit?usp=sharing&ouid=101

				0558560739 56046015&rt pof=true&sd =true
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Class # 6

Student-teacher: Valentina Marín Estrada And Ángel Castilla		Institution: IE Ana Gómez de Sierra, sede Maria Camila Rendon		Grade: 6to
Date: October 21		Time: 50 minutes + 50 minutes		N° of students: 35
Topic: I like potatoes chips		Language focus: Food		Skills: Listening, writing, reading and speaking
Objective: By the end of the class students will be able to express food that they like				
Anticipated problems & extra activities:				
Homework/further work: Each activity that we have done in class, they have to upload in an application (classroom)				
Time	6Stage	Aim	Procedures	Resources
15 minute s	Warm up “I like onions”	Ss with their body express likes	Teacher is going to say a phrase when all the students are sitting in a chair, and the teacher is going to say “I like pizza” . Students who like it stand up.	
50 minute s	Presentation	Ss present the country	Students are going to present their country in groups of 4 people, they are going to tell us important things about the country and by the end ss are going to share and present a typical food telling the ingredients	
20 minute s	Ss perspectives	Ss tell their perceptions	Ss are going to share what they think about the country, about the food. Teacher intervention with important aspects about the country clothes, religion	
15 minute s	Homework and reflection	Ss practice at home the expressions	Ss are going to tell us What things do your mom like to do?, what things does your mom dislike doing?	


⁶ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

Week 4

Class # 7

Student-teacher: Valentina Marín Estrada And Ángel Castilla		Institution: IE Ana Gómez de Sierra, sede Maria Camila Rendon		Grade: 6to
Date: October 27		Time: 50 minutes + 50 minutes -10 minutes		N° of students: 35
Topic: She likes to ride a bike		Language focus: Likes and dislikes		Skills: Listening, writing, reading and speaking
Objective: By the end of the class students will be express actions that they like				
Anticipated problems & extra activities:				
Homework/further work: Each activity that we have done in class, they have to upload in an application (classroom)				
Time	⁷Stage	Aim	Procedures	Resources
5 minute s	Warm up “song”	Ss prepare for the class	Ss are going to listen to a song “Lost on you”	https://www.youtube.com/watch?v=wDjeBNv6ip0&list=RDwDjeBNv6ip0&start_radio=1
20 minute s	Vocabulary	Ss learn vocabulary for express action	Ss learn new vocabulary through pictures in real life situations.	https://docs.google.com/presentation/d/1pa4V7Ybbr4eJP2_wGvaS37EgpQyZ4YHBcPwX_oqvwk/edit?usp=sharing
				

⁷ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listing) / grammar practice / assessment

				
25 minute s	Grammar	Ss identify the uses	Students are going to learn how to say that I like something. Teacher is going to write on the board key words "like, don't like, doesn't like, likes" And also ss are going to Identify when they could use	
30 minute s	Activity	Ss do an activity	Teacher is going to write an activity on the board, ss are going to write a letter for a friend where they express activities that they like and also don't like.	
10 minute s	Reflection	Ss perspectives	Ss are going to say some activities for learning next classes	

Class # 8

Student-teacher: Valentina Marín Estrada And Ángel Castilla	Institution: IE Ana Gómez de Sierra, sede Maria Camila Rendon	Grade: 6to
Date: October 28	Time: 50 minutes + 50 minutes -10 minutes	N° of students: 35
Topic: I like the scrambled eggs in the morning	Language focus: Like and dislike with food	Skills: Listening, writing, reading and speaking
Objective: By the end of the class the students will be able to express different types of food		
Anticipated problems & extra activities:		
Homework/further work: Each activity that we have done in class, they have to upload in an application (classroom)		

Time	⁸Stage	Aim	Procedures	Resources
15 minutes	Warm up	Activation game	Ss are going to throw out a ball in the target shooting and they are going to compete for points. 10 points, 20 points, 30 points, 40 points, 50 points and 100 points The questions are about the vocabulary worked before.	https://docs.google.com/presentation/d/1cyyZdyMoKcZYaAyAFgE0pcy95Ch9B5W9SuJU9nmxr0/edit?usp=sharing
40 minutes	Practice	Students are going to practice through an intercultural view	Teacher is going to explain the activity, first: ss are going to be in groups of 6 people and will have a piece of paper with a country and a description. The main idea is ss could present the country in a stand done in chalks, the creativity is the most important thing, then all of us are going to pass for each stand and listen to the students. Question: What do you think about your country?	https://docs.google.com/document/d/1Y8xbgV4TpAl3si4N6DsYMj4SI3YGKhatS8WECrSR8/edit?usp=sharing
10 minutes	Reflection about the activity	Ss share a reflection	Ss are going to do a reflection according to what they learned during this class	

⁸ Warm-up / lead-in / vocabulary presentation / skills (pre-listening, listening, post-listening) / grammar practice / assessment

Appendix F

Teachers' Journals

As it was the first week of implementation, the students seemed a bit confused about what we were going to do. But they were receptive and eager to collaborate with the implementations that were going to be carried out. That week they were taught about the parts of the body, we noticed that there was a scarce vocabulary, and a not very accurate pronunciation, therefore, we gave them a simple vocabulary review about the parts of the body and we did some activities. The activity was:

1. A roulette that contained colors, which contained a letter with which the students had to begin the word of the part of the body that they knew in English, in this way the vocabulary was reviewed. The students were very participative, responding correctly to the request for a part of the body in English.
2. match different clothes with what they thought if it was for the man or the woman, and the students notice some differences that they never had seen.

In this week we know the students and also the different context that they have, we finished our first week of implementation with a lot of expectations with our students. Besides that we noticed that some students were excited because we arrived doing activities for learning, each day we did a different activity and for that reason ss were expected.

During this week, we really enjoyed this week because all of the students were very curious and participated, we did a lot of activities and our main objective was promoting the motivation for the future in the students, we also noticed that students had a lot of expectation with a profession and also some students think that it isn't necessary;

They were waiting for new things because last week we started with the implementation and also the students didn't know anything, this week they were excited for the activities.

The most important activity that we did in the implementation was students had to do a presentation where they tell us “What do you want to be?” and also with recycled and reused materials represent the profession or occupation.

In this part some commentaries catch our attention for example, I want to be a veterinary because I feel that I should continue with the tradition, my family whole life has worked with animals, other one was I want to be a doctor because they have patience and I want it.

We thought a lot of things about those types of commentaries because the world has a big influence in our decision, it could be in an indirect way. Besides that It caught our attention that students didn't choose professions or occupations like a mother, a housekeeper or a farmer. Those are really important and maybe if they had a more important place in society it would probably be the most chosen.

This last week of implementation we did some activities where students could do physical activities like draw with chalks. students were really excited because the activity was really nice, they could share with their partners doing something different. In addition students expressed some commentaries in the presentation that catches our attention like a *“el ajiaco se parece al sancocho, solo que se hacen diferentes dependiendo el lugar”*, *“la bandeja paisa es diferente en la guajira porque tratan de hacer lo mismo pero no pueden”*. Those types of commentaries

In addition we did an interesting activity where students shared a representative food about a country and we as a teacher presented *“arroz con leche de coco”* representing a country,

the students did commentaries like a *“Wow, sabe mejor que el normal” “me parece que es muy parecido”*

Final day of the implementation, there are some commentaries about students according to the activities done in the classes.

Students said that the methodology was really different because they learn in an easy way, they express in this part that those types of activities change the world vision because they could express ideas and points of view also, they recognize that English is an important tool for the life, also they mentioned *“Ángel y Valentina aprendieron de nosotros en cuanto a saber cómo somos ustedes tuvieron mucha paciencia”*.

Appendix G

Autorización firmada

Agosto 11 del 2021



Cordial saludo,
Señor Jaime Alberto Giraldo Espinal
Coordinador académico Sede María Camila Rendón

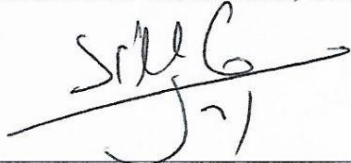
La facultad de Educación junto al programa Licenciatura en Lenguas Extranjeras, socializa parte del proyecto “Interculturalidad Crítica” que consiste en promover y explorar perspectivas de los estudiantes sobre la interculturalidad crítica en una clase de Inglés. El proyecto anteriormente mencionado es dirigido por los estudiantes Valentina Marín y Ángel Castilla con la asesoría de la docente Nathalia Robles.

Solicitamos muy comedidamente que el nombre de la institución “IE Ana Gómez de Sierra, sede María Camila Rendón” sea publicado en nuestro proyecto de grado, sólo con fines académicos para futuras investigaciones, y que de esta manera pueda servir de ayuda y soporte para futuros docentes así como lo ha sido para nosotros.

Además, este documento le ofrece la información necesaria del proyecto, compartiendo que la idea principal de nuestro estudio es promover la interculturalidad crítica de los estudiantes de la Institución, este estudio consistirá en conocer ciertos factores que pueden influir en la formación del alumno al relacionarse con una cultura diferente en las clases de inglés.

Le agradecemos a la institución Educativa por el apoyo tan incondicional, ha sido y será muy gratificante formar parte de este maravilloso proceso de la enseñanza y el aprendizaje.

Con lo anteriormente mencionado, se autoriza la publicación del nombre de la Institución educativa.


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