

CONCEPTIONS THAT GRADUATE STUDENTS OF A DEGREE IN FOREIGN
LANGUAGES HAVE ABOUT INTERCULTURALITY AFTER LIVING AN
EXPERIENCE IN A SUMMER CAMP

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ABSTRACT

The study presented here is focused on the analysis of the different conceptions of Interculturality that Foreign Language pre- service and in service teachers have after living the experience of a summer camp. It is a qualitative research with five participants including the author of the study, all of them lived an intercultural experience abroad. The data collection methods were semi-structured interviews and the narrative of the main participant.

The experiences lived in a summer camp help to shape the conception of Interculturality, it is like going deep and to realise about a lot of new things, discovering is part of the process.

The results of this study show us many similarities in terms of the experiences of the different participants, such as the way in which the experience occurs, how they handle situations and their behavior in the context studied.

The learning and teaching of intercultural competences rales, the design of intercultural spaces, and inter-cultures that foster intercultural dialogue are also themes important that are developed throughout this work.

For all this to be applicable, it is essential identify who are the subjects of interculturality, to which is abundant in its definition, its historical construction and the realities that are present in them in the present.

Keywords: interculturality, culture, conceptions, pre-service teachers, summer camps.

LITERATURE REVIEW

This project intends to analyze two important studies, which were taken into account because of their important contributions and relationship to the objective of this research about intercultural competence in the learning of a foreign language. Likewise, the chosen studies were important for the development of the research because of their relation to interculturality in a general way, taking into account the culture and everything that a person can experiment in an experience abroad.

It was very significant to be focused on the purpose of each one and the role that they have with the two categories inside the project. As a student of foreign languages, it is important to consider the interculturality inside the classroom, since it allows teachers to generate a broad perspective of the variation of culture that surrounds them and their classes. Considering this, the author hereby presents a summary of different approaches to the teaching and evaluation of intercultural competences:

1. Culture online exchange
2. Attitude exploration with Observe, State, Explain and Explore tool (OSEE)
3. Documenting transformation collectively
4. Values in proverbs
5. Artifact exploration.

The previous are aspects that assist the teacher in the building of interculturality in a foreign language classroom, and with this know how this can generate impact in the curriculum of the practicum. Therefore, This project is based on recognized theoretical frameworks on interculturality, where students are able to understand different contexts with an open mind allowing them to have a meaningful communication and relationships with target language speakers.

The importance to know and understand different contexts can help students to improve in their oral production of a foreign language.

Ballestero-Moscocio and Fontecha, (2019) focus on intercultural competence seeing it from different perspectives and how this can generate an impact in the classroom taking into account the relation between student and teacher. In this study, a hybrid design was used, in which visits and questionnaires were made to 76 students and 9 teachers, and an analysis of the official documents of the institution.

The questionnaires had different objectives with teachers and students although with the same theme, it was intended to know the opinion of secondary school teachers on what they think their students think of immigrants or other people with different religion, culture, etc., and also provide information about their own professional competence.

As for the Secondary students, it was intended to know their opinions on the immigrants and about other people with different culture or religion, their opinions will also be collected on teacher training.

The fundamental objective of this study was to develop the intercultural competence of students and teachers, in an integrated way.

In the findings, it was considered the necessity to develop a multicultural curriculum to facilitate the different collectives present in the institution, since some learners have a certain degree of acquisition of intercultural competence while showing attitudes, prejudices and stereotypes of other cultures and beliefs. As well, this is an opportunity for teachers to implement and improve the socio-educational processes.

We have observed through the collected results that, participants work aspects intercultural and care about diversity, and in addition to being aware that they are enriched with it.

Implementing the intercultural competence can be a challenge, perhaps because of the fact that many are closed in their cultural identity and fear of knowing other things that are not very common. However, it is worth mentioning that the last study in this section helps the author to introduce this competence in her own practice.

Martínez-Lirola, (2017) in his project carried in Universidad Alicante, implemented different cooperative activities that were designed to favor the acquisition of intercultural competence, thus being a contribution of how to introduce cultural aspects into an EFL classroom, based on a cooperative methodology. For data collection, a survey was conducted in order to know the student's opinion of the different cultural aspects related to intercultural competence. As a result of this study, they demonstrate the importance to introduce intercultural competence in order for the learner to reflect on their social reality and grow as a global citizen.

In conclusion, these studies present the importance to bear in mind the intercultural competence in an EFL classroom, that helped Pre-Service teachers, not only to be aware of their reality, but also in improving in their abilities to learn and teach a foreign language. Therefore, The present research is a reflection of the importance of the intercultural competence.

It was generated an interest for learning to know other cultures and how people react and respect the differences in the society, which leads to being aware of intercultural competence, considering the ability to act and have effective communication with people from other cultures in an appropriate way. (Benett, 2015).

This research was based on the most important characteristics related to interculturality.

Likewise, the activity of systematization of experiences was taken into account, in addition, the project is intended to be of support to help the Pre-Service Teachers and Teachers in service and to generate strategies to foster positive intercultural attitudes in the classroom and raise awareness about interculturality.

STATEMENT OF THE PROBLEM

In the education field, culture plays an important role in a classroom, since it allows teachers to recreate an interest in the students for the difference and to generate a good environment inside the class based on recognition of diversity.

Today it is important to give the necessary space to culture within the educational field, to promote the essential values to succeed in life, teaching within the academic curriculum, chairs related to culture not only in the region where you are but also to know cultures from other countries, it should be noted that the cultural scope is broad.

From an educational point of view, culture can be understood as the totality of the beliefs learned, the tools and traditions shared by a human group in order to give continuity,

order and meaning to their lives; reflecting upon the experiences and accumulated results of these. (García & Pulido, 1992).

These two authors make a direct reference to how a collective interprets reality in which it operates, they see it as the result of learning, acquired through the human process of socialization; with a dynamic character that gives meaning and importance to the reality to which it adapts, in permanent evolution, allowing social groups to face problems in their lives. In fact, migratory flows have changed the human landscape, so it is necessary to reflect on interculturality in today's society (Priegue & Leiva, 2012).

You can see how the educational system has changed over the years, nowadays, important space has been given to culture within the educational field, even at a social level, many country projects have created laws that protect that of indigenous peoples of a region, in addition to giving an important place to cultural spaces.

Interculturality in education has an inclusive character, based on respect for and appreciation of cultural diversity; It is essential to achieve a comprehensive education, it seeks to eradicate elements that hinder the coexistence between cultures such as: Discrimination, exclusion, racism.

This type of culture-based education alludes to a reformist trend in educational practice that tries to respond to the diversity of today's societies.

An intercultural approach to language teaching sets, as one of its fundamental objectives, to promote the harmonious development of the student's personality and their sense of identity in response to the enriching experience of encountering otherness in the fields of language and culture.

From home we are living an intercultural experience since every day we talk to our families and tell each other how was the day, we all share with different people every day and additionally, people can realize the situations that other countries are experiencing, problems, solutions, we go out and we have an endless number of different people, with different cultures, that is why we must realize the importance of interculturality and how to take advantage of all this to make a better world or at least our lives, how to help ourselves be more tolerant and accept the differences.

The Moeller study (2014) found the following:

teacher should be flexible in their classroom and students, preparing them to reflect to other ideas and perceptions before to study the different cultures that exist. This experience to have a self-awareness and an identity transformation will be possible when students have the opportunity to know and recognize when the adventure begins.(p. 4)

Teachers are called to recreate a meaningful environment, keeping in mind first the learning of diversity and the different cultures that exist, in order to implement and have a cultural immersion within the class, encouraging students to continue on the journey of interculturality.

Currently, there is a big cultural diversity, which has allowed society to see the world with a different perspective, having the opportunity to meet other thoughts and cultures as well as to reflect on the great differences that exist around the world. Cultural diversity is

the term given to a range of societies or peoples, with different origins, religions and traditions, all living in a specific region. Cultural dissimilarities between people may include their language, beliefs, traditions and arts.

To illustrate that, one of the common ways to understand a culture is to live an in-situ experience because this allows me to meet others in their solitude where we show ourselves as we really are.

When our students are in this context of immersion, they become members of society and therefore in what the CEFR calls, "social agents" (23), who act, cooperate and negotiate in that language to achieve their goals. objectives. This type of activities that put them in direct contact with the language, society and native speakers are essential for this task.

(Sedano, n. d)

An in situ experience allows me to discover another culture and to know a lot of things that you can only realize about it living the experience in that place.

A clear example for in situ experiences are immersions.

An immersion is when you are living a completely experience going deep into all the characteristics and beliefs you can get or realize from that practice.

One of the options to live an immersion experience are summer camps.

A summer camp is a supervised program for children or teenagers conducted during the summer months in some countries, every year summer camps receive a bunch of staff from every part of the world. For that it is easy to have the opportunity to live an intercultural exchange, you can travel and enjoy an immersion experience in a summer camp working depending on your abilities.

For foreign language teachers an in situ experience abroad allows them to learn a lot of useful tools they can implement in the classes and how to live an intercultural experience inside the classroom. It is very important to have a big background and for learning several strategies to face different situations with the students.

In the school environment, the teacher daily coexists with a great bunch of different points of view and visions of the world, in which an intercultural growth is reflected at the same pace.

This research emerged from my personal experience, where I had to face with distinct challenges and look for different solutions, so I learned a lot of different, important and useful tools to carry out in the classes.

As a student of foreign language degree I had the opportunity to live this experience with a couple of classmates more because of the possibility that *Universidad Catolica de Oriente* give us as a good component of interculturality.

After this experience I wanted to know all the learnings, conceptions and everything we learned about interculturality.

Already knowing this, the object of this research is about the conceptions that undergraduate students of a degree in foreign languages have about interculturality after living an experience abroad.

The purpose was to analyze why diversity is significant to develop some skills to share with different cultures regarding the experience in a summer camp taking into account the concept of interculturality.

RESEARCH QUESTION

What are the conceptions of Interculturality that graduate students of foreign languages have after an experience in a summer camp?

JUSTIFICATION

The importance of interculturality in the field of foreign language teaching is very broad, which is why it must be fostered and much more, understand it in depth and there is nothing better than living an experience abroad to do it where you face a context that allows you to experience interculturality from the real, experiential level. This study is useful for both teachers and students who want to inquire more about this concept and who want to realize how an experience in a summer camp helps to shape the concept of interculturality.

Another benefit that I contributed based on this investigation is to help people in this field, I mean people that want to travel and to live an intercultural experience, here they can find a lot of useful strategies to face different situations in this context and realise how this works.

OBJECTIVES

General objective

To explore the conceptions of Interculturality that graduate students of foreign languages have after an experience in a summer camp.

Specific objectives

1. To identify initial Foreign Language graduate students' beliefs before the experience with summer camps about interculturality.
2. To explore different Foreign Language graduate students' experiences from summer camps which contributed to shape their conceptions of interculturality.
3. To describe the contributions that summer camps gave to the Foreign Language graduate students to strengthen their intercultural competence.

This project was based on the importance of interculturality, the conceptions that Pre-Service Teachers have about it and how these conceptions are transformed when living an experience abroad.

Before living an intercultural experience, you have an idea of the definition of interculturality, it is extremely important to know the definition of this word since it will give you an idea of what you are going to live and how to do it.

It is incredible how this experience changes the perception in many areas, after living this adventure abroad, you have new ideas and thoughts, now you go hand in hand

with this concept, you understand that it is not only about culture but also about respect and learn to coordinate and dialogue.

Taking the previous information into consideration, it can be said that speaking a foreign language opens many doors, not only for students but also for teachers. The opportunity to open new horizons and to know new cultures allows our vision in language to be more open and easy to acquire.

CONCEPTUAL REFERENCES

Keeping in mind the objective of this study, that is to analyze why diversity is significant to develop some skills to share with different cultures regarding the experience in a summer camp taking into account the concept of interculturality, the following concepts will be defined;

Interculturality

Interculturality is one of the key concepts in contemporary educational area. This statement can be proved not only by its actual presence in schools, but in those forums where relevant educational topics are defined and discussed, namely specialized publications and scientific meetings.

The relevance of this concept is due to a number of reasons. Although this list is by no means exhaustive, we could mention that, first, its relevance is due to the presence in the classroom of children who stimulate a reconsideration of the cultural variable (García

Castaño, Pulido Moyano & Montes del Castillo, 1999, p. 47). Second, as a consequence of that, interculturality is one of the forms of "attention to diversity", one of the fundamental concepts in Spanish educational law (Díaz Rosas, 2001, pp. 95-98). Third, interculturality is part of a wider debate around globalization, its impact on society and on interpersonal relations in a world of increasing mobility.

Respect, dialogue, mutual listening, consultation and synergy are very important concepts to take into account to solve problems in an intercultural context.

Interculturality is not only concerned with the interaction that occurs, for example, between a Chinese and a Bolivian, but also that between a man and a woman, a child and an old man, a rich and a poor, a Marxist and a liberal etc.

Of course, interculturality is subject to variables such as: diversity, definition of the concept of culture, communicative obstacles such as language, integrative State policies, social hierarchies, inclusive or excluding economic systems.

According to the sociologist and anthropologist Tomás R. Austin Millán: "Interculturality refers to the communicative interaction that occurs between two or more human groups of different cultures.

Culture

Culture refers to the set of material and spiritual goods of a social group transmitted from generation to generation in order to guide individual and collective practices. It

includes language, processes, ways of life, customs, traditions, habits, values, patterns, tools and knowledge.

Conceptions

Speaking of conception refers to one or more ideas that are formed in the mind of an individual. What allows us to identify how a person conceives something, and in this way takes it to their daily practice, in our case, interculturality.

In this same order of ideas, there will be a tour of different authors about the concept of conceptions. In the words of Porlán, Rivero García & Martín del Pozo (1997), when referring to conceptions, from an epistemological perspective, pose it as: the set of ideas and ways of acting that teachers have, which are more or less directly related with the knowledge of the school and with its process of construction and facilitation, these ideas may be of a more epistemological, philosophical, strict, psychological, didactic-curricular, or experiential methodological level, or it may be expressed tacitly or explicitly (p. 161). Seen in this way, educators' conceptions are related to their levels of training, their specific knowledge, or their beliefs. In this way, in the teaching exercise, or in the practices in the classroom, the approaches, or mental structures of the teacher are reflected, who shows us how, from her world view, she carries out her teaching exercise. The conceptions become a tool that makes it possible to know the way of thinking of the teachers, and like these cognitive schemes or paradigms, they make them act in their pedagogical activities in this way.

Summer Camp

A summer camp or sleepaway camp is a supervised program for children or teenagers conducted during the summer months in some countries. Children and adolescents who attend summer camp are known as *campers*. Summer school is usually a required academic curriculum for a student to make up work not accomplished during the academic year, whereas summer camps can include academic work, but is not a requirement for graduation.

The traditional view of a summer camp as a woody place with hiking, canoeing, and campfires is changing, with greater acceptance of newer types of summer camps that offer a wide variety of specialized activities. For example, there are camps for the performing arts, music, magic, computer programming, language learning, mathematics, children with special needs, and weight loss.

Pre-Service Teacher

Pre-Service Teacher is defined by Ripski, (2011), we can talk and investigate several individual teacher characteristics. In Pre-Service Teaching (in depth) we can find a lot of different ways to more fully understand everything related to the field of education. The effectiveness in the classroom is going to depend on a good development in the practicum which is called; experience. It is significant to focus on the importance of the training period, theory or practical hours, it is when you are going to face many challenges and to get experience. Pre-Service Teaching is about investigate, experiences,

data collection and evaluation. It is your first confrontation with education, from there you will get everything you would like to implement and you will know how to do it.

Given these points, The present study stimulated the academic bodies to plan the teacher education programme in a more effective way.

METHODOLOGY

In this section, I presented my stance towards the project, the setting, and data collection procedures. Therefore, The intention of this study was to show the importance to work the intercultural competence in a foreign language classroom taking into account experiences abroad. The purpose of this research was to analyze the different conceptions of Interculturality that pre- services and in service teachers have after living the experience of a summer camp. Taking this into account, the study was a Qualitative study of the explorative kind, Narrative Inquiry will be also used as research approach.

Qualitative research is a type of social science research that collects and works with non-numerical data and seeks to interpret the meaning of these data that help to understand social life through the study of specific populations or places.

Qualitative research is primarily concerned understanding human beings' experiences in a humanistic, interpretive approach. Jackson et al. (2007)

The systematization of experiences is an exercise in the construction of critical knowledge that is carried out through the observation and linking of the context; this focuses on generating a social and meaningful practice, taking into account what is being lived and what has been built through what has been previously researched; with the purpose of understanding and generating changes in the lived context. In other words, according to Jara (2018) “la sistematización de experiencias permite ligar la reflexión que emerge de lo que vivimos con otras aproximaciones teóricas, para poder comprender, más allá de la pura descripción o inmediatez, de lo que estamos viviendo¹” (p.55).

Likewise, the experiences abroad and the one as a Pre-Service Teacher, were an important base in the project; narrating the journeys of the researcher, taking into account the intercultural experience in a summer camp.

On the other hand, the author of the study used the following data collection instruments: narrative and interviews.

The narrative is a literary genre that encompasses the novel and all kinds of stories. These writings, generally in prose, collect a series of facts, explained by a narrator, that happen to one or more characters who are the ones who perform the actions. The author may or may not be directly involved in the work.

¹ the systematization of experiences allows linking the reflection that emerges from what we live with other theoretical approaches, in order to understand, beyond the pure description or immediacy, of what we are living.

An interview is an exchange of ideas or opinions through a conversation that takes place between two or more people. All the people present in an interview discuss a specific issue.

These elements required the reader to effectively understand the different activities carried out, helped to understand the elements that allow identifying interculturality within the context. Likewise, it was considered the anonymity and confidentiality of the participants important, which preserved their names and identity in the data collection, analysis and in the report of the research results; this, as an important factor to protect against possible damage of the participants (Fleming & Zegwaard, 2018).

Criteria for Participants' Selection and Ethical Considerations

The participants are graduate students of the degree in foreign language who already lived an intercultural experience in a summer camp , the students belong to *Universidad Catolica de Oriente*.

In addition, I have lived the same process of these participants; so we could also share our own lived experiences during that process, besides that for that reason, we have good access to the context and hence we will obtain more meaningful results.

As a matter of Ethical considerations, I took an already designed consent form in which I asked for permission and informed our participants that I kept the information confidentially. Moreover, talking about the Data treatment, I didn't change any information given by the participants and I created a respectful and confidence environment with them, which allowed us to achieve a good job.

So, in order to consider some ethical issues, it is essential to highlight as I mentioned before that the access to the information used in this study was under legal parameters. Therefore, the participants' names as well as the data revealed, were utilized confidentially and exclusively for academic purposes. Finally, there is not economic benefit for the researcher or participants and the research does not threaten students' learning process and identity.

RESULTS AND DISCUSSION

In this section, the information gathered, organized and coded will be written by describing what was found after implementing each one of the instruments. The main aspects taken into consideration in this report were related to the influence of living an experience in a summer camp to shape the concept of interculturality.

The results obtained from the participants have many similarities between them, there are many categories that allow us to realize the main and most inclusive factors in an experience abroad, one of them is a successful experience, which covers many more categories such as motivation and personal growth, all the participants agreed on this, being able to interact with other people and adapt allows them to have much more self-confidence and an environment of wanting to discover more and more and continue experiencing different experiences, led them to seek similar events and have a positive impact on life in general.

The findings for these categories will be described deeply in the following paragraphs.

Interculturality

According to the results found in the data collection instruments, the concept of interculturality is shaped in many ways by living an intercultural experience, based on this study, which is an experience in a summer camp, this fact of shaping the concept occurs much more since you are sharing with people from all over the world, sharing the smallest thing and everything is different, from the food to the way of speaking, everyone speaks in English but with different accents, without a doubt the concept of interculturality is full of challenges and discoveries.

Culture

Culture is the basis and foundation of who we are. This exists in us from the moment we are born and is the moral and intellectual contribution of our parents at first and of our environment later.

The peoples of the world, since its foundation, have been developing their culture, which is reflected in their ways of life, social organization, philosophy and spirituality; ethical and legal regulations; art, science and technology; economy and commerce, education; historical memory, language and literature among others.

The set of these disciplines and experiences form the cultural identity of identities and provides them with the necessary instruments for their development in the context of that context.

One of the ways in which peoples energize their culture and maintain their identity is through knowledge and practice of their own values.

Culture is everything that exists in the world, and that has been produced by the mind and the human hand. For example, parties, food, political systems, the way of thinking and so on.

Conceptions

Idea, opinion or way of understanding a certain thing, conception is the idea that we have of what we see around according to what we have lived related to the thing we are thinking or referring about.

In this case, experience has the power to shape a conception, moments, changes and events that make the concept of interculturality ever broader and not only that, but also that we understand it better every time we face a different situation in a certain context.

Summer Camp

Summer camp is a place to learn about other cultures, being in such a place means facing changes every day and getting used to the difference. Adaptation is a key point, we cannot talk about a summer camp without talking about the concept of interculturality, if the people want to know what level of tolerance they have, attending a camp and living there would be a very good way of knowing, respect is very important, taking ownership of your own culture and wanting to show it, at the same time you will be discovering others, it is an exchange of learning and, as it was said before, of discoveries since they are constant.

Pre-Service Teacher

In the teaching of foreign languages it is very important to investigate the concept of interculturality, people who show interest in learning a foreign language, will most certainly also show it in knowing their culture and many others, a foreign language teacher, either a pre-service teacher or in service should promote this, the interest in the

interaction of cultures since culture is a fundamental factor in the language learning process.

Conclusions

In an intercultural experience, many moments and exchanges of culture are lived, you meet many people and therefore you learn everything related to their culture, how they live, what they eat, what they like, you live an immersion and without realizing it, also adopt the habits of others.

All these experiences help you to shape the concept of interculturality, you leave things behind and add new ones to it, you understand that you were not so wrong when referring to interculturality you were talking about exchange of cultures and sharing with people from other countries, but after living an experience abroad you realize that this term goes further, you can live an intercultural experience at any time, even with people from your own culture, if you are sharing with people who think differently from you, behave differently from you, live differently from you, you are living an intercultural experience.

To live a positive intercultural experience you must understand and keep in mind that tolerance is a key point, you cannot pretend to know other cultures wanting to change them and a person can not change yours with just an opinion.

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APPENDIXES

APPENDIX 1. CONSENT FORM



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CONCEPTIONS THAT GRADUATE STUDENTS OF A DEGREE IN FOREIGN LANGUAGES HAVE ABOUT INTERCULTURALITY AFTER LIVING AN EXPERIENCE IN A SUMMER CAMP

Consent form for participants

The following research is conducted by a student of degree in foreign languages. The goal of this study is to analyze why diversity is significant to develop some skills to share with different cultures regarding the experience in a summer camp taking into account the concept of interculturality.

If you agree to participate in this study, you will be asked to answer some questions during an interview. This will take approximately fifteen minutes maximum of your time. What you say during the interview will be recorded so the researcher can transcribe the ideas that you have expressed during the interview.

The participation in this research is strictly voluntary. The information that will be gathered, it will be confidential and it will not be used for any other purpose but that of the research itself. Your answers will be coded numerically, therefore, making your answers anonymous. Once the interviews are transcribed, the recordings will be destroyed.

If you have any doubts about the project, you may ask questions at any time during your participation in the project. Likewise, you can leave the project at any time without any type of consequence. If any of the questions during the interview are uncomfortable, you have the right to let the researcher aware of this or you can refuse to answer the question.

I sincerely appreciate your help with this project.

In the participant's voice:

I am aware that the information I may provide during the research is strictly confidential and will not be used for any other purpose without my authorization. I have been informed that I may ask questions about the project at any time and that I may leave the project if I desire without any type of repercussion. If I have any questions about my participation during this project, I may contact the coordinator of the research.

Entiendo que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Para esto, puedo contactar a la estudiante Valentina Cuartas.

Name of the participant

Date

Signature of the participant

Taken from Fundación Universitaria Luis Amigó

Semillero en estudios culturales

Edited by María Valentina Cuartas Castañeda

APPENDIX 2. NARRATIVE

Narrative	
Description	Event Analysis

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APPENDIX 3. INTERVIEW QUESTIONS

CONCEPTIONS THAT GRADUATE STUDENTS OF A DEGREE IN FOREIGN LANGUAGES HAVE ABOUT INTERCULTURALITY AFTER LIVING AN EXPERIENCE IN A SUMMER CAMP

This interview is addressed to four graduate students from the Degree in Foreign Languages program of La Universidad Católica de Oriente who participated in International summer camps.

The purpose of this interview is to know the different conceptions that the previously mentioned students have about interculturality and how it has changed after the summer camps experiences.

1. What do you consider the term Interculturality is?

¿Qué considera usted que es el término interculturalidad?

2. How did you understand Interculturality before your experience in summer camps?

¿Cómo entendías la interculturalidad antes de tu experiencia en los campamentos de verano?

3. What were the most outstanding experiences in the summer camps which led you to shape your conception of Interculturality?

¿Cuáles fueron las experiencias más significativas en los campamentos de verano que te llevaron a moldear tu concepción de la interculturalidad?

4. How was your process regarding the challenges in your intercultural immersion experience?

¿Cómo fue su proceso con respecto a los retos en su experiencia de inmersión intercultural?

5. What were the biggest contributions you found from the summer camps experiences to strengthen the view you have of intercultural experiences?

¿Cuáles fueron las mayores contribuciones que encontró en las experiencias de los campamentos de verano para fortalecer la visión que tiene de las experiencias interculturales?