RAE N° ____

TÍTULO
Video Calls Interaction between Secondary Students and Foreign Teachers: An Experience on Intercultural Awareness

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PALABRAS CLAVES

DESCRIPCIÓN
The current research project was carried out in a public school in the south of Bogotá Colombia with a group of 18 eighth graders. Initially, the teachers-researchers observed some behaviors of the students which affected the normal development of the English class. Additionally, they noticed that the pupils were afraid of participating in the English class because of their classmates’ comments and attitudes, what mainly affected the oral interaction. The teachers decided to apply an Intercultural Communicative Competence (ICC) test, in order to have a
clearer idea about the students’ Intercultural Awareness (ICA) and confirm their initial observation: there was a need to develop the students’ Intercultural Awareness in the English class.

One of the proposed objectives was: planning, developing and evaluating some Oral Interactions through video calls, a Computer Mediated Communication tool, to establish their impact on EFL students’ Intercultural Awareness. The basis of the proposal was Blended Learning (BL), in which six lesson plans based on TBL combined with video calls facilitated some oral interactions in English with foreign teachers. Through four data collection instruments it was possible to obtain some results that were analyzed, and, in that way the teachers-researchers reached the consolidation of some categories and subcategories, they came up to some conclusions, and, based on their own experience, they gave some final recommendations which could be used for further research processes on the topic.

CONTENIDO

INTRODUCCIÓN

The XXI century is marked by globalization, a phenomenon that implies big challenges for citizens; school as a scenery of formation of human beings, is necessarily involved in it. Before the arrival of computers and internet to our lives, it was more difficult to establish an intercultural communication, since the net facilitates the access to people and information all around the world. The new situation demands from both teachers and students the development of some competences to face it in a successful way. About
students, they require certain life learning skills such as: the knowledge and use of new technologies that have brought along with a change of paradigm, since new generations are constantly called to manage distinct situations and realities; the learning of other languages that facilitates access to knowledge and interaction with people around the world breaking physical and mental boundaries; and the development of ICA, a fundamental competence to promote the understanding of other’s culture and the construction of a more egalitarian society.

In general, when studying a language, four skills are developed: speaking, listening, reading and writing; but it involves not only the acquisition of a set of grammar rules, it also integrates value systems, social codes and cultural identity. That is why the teachers-researchers consider ICA a cross-cutting dimension that should be taken into account when learning a language.

The authors, as teachers-researchers, are convinced that if students know their own culture very well and they have the possibility to compare it with others; they may find more valuable what they have and who they are. Through the knowledge of another language and another culture the students could expand their knowledge of the world, the awareness of the own culture and they could strengthen their identity. They think that learning a language is not conceived without involving the cultural aspects and that is why this proposal looked for the development of Intercultural Awareness to help in the formation of tolerant, respectful and capable of living in the XXI century citizens. Additionally, it was hoped to impact the learners’ performance in English, especially their oral interaction skills, since, due to its characteristics, the chosen tool (video call) facilitates their development.
**JUSTIFICACIÓN**

Los docentes investigadores subrayan la importancia de desarrollar este tipo de proyectos en las escuelas colombianas, ya que están convencidos de que el desarrollo de los ICA tiene un impacto positivo en todas sus áreas de desarrollo: vida social, académica y futuras funciones laborales, así como en su contexto familiar y personal.

Es fundamental reconocer que si no se desarrollan proyectos de investigación en el campo de la Intercultural Awareness, los estudiantes pueden seguir teniendo las mismas necesidades en el momento de interactuar con otros, en inglés, o incluso en su lengua materna. Los estudiantes de la Escuela El Libertador de Bogotá necesitaban explorar esta faceta, ya que contribuiría a la formación de ciudadanos integrales, tolerantes, afectuosos, con una fuerte identidad, capaces de resolver problemas de manera pacífica, con capacidad de respetar a diferentes personas y culturas, y de esta manera, probablemente se convertirían en ciudadanos que contribuyan a una coexistencia armónica.

**PROBLEMA**

La necesidad de desarrollar el Intercultural Awareness en el aula de inglés.

**OBJETIVO GENERAL**

Establecer el impacto de las llamadas de video de interacción oral con profesores extranjeros en el desarrollo del Intercultural Awareness de estudiantes secundarios, en una escuela en Bogotá.

**OBJETIVOS ESPECÍFICOS**

- Establecer el estado actual de los estudiantes de séptimo grado en el Intercultural Awareness.
- Analizar la literatura científica sobre los temas.
- Diseñar, implementar y evaluar la propuesta para ofrecer una solución a la necesidad establecida.
The project was based on three theoretical constructs: Intercultural Awareness (ICA) in EFL, Oral Interaction in EFL learning process, and, Computer Mediated Communication (CMC) in EFL. The first is a competence in which people become conscious of the importance of the cultural aspect when learning a language but also when establishing an interaction with people from diverse cultures. It includes the ability to know and understand certain differences and similarities between the own culture and else’s.

The second, Oral Interaction, could be considered as a process that includes not just a transaction of information but it goes beyond, it refers to the possibility that, as human beings, we have of sharing ideas with others. It encloses other elements besides words such as: non-verbal signals, gestures, body language, fillers, pauses, hesitations, intonation, that have an essential function at the moment of establishing a communicative action. An excellent alternative that teachers have today is the use of Information and Communications Technology (ICT) which offers several advantages in order to develop more creative and meaningful classes for the pupils, it is strongly related to the third construct which is Computer Mediated Communication (CMC). It includes all the ways of communication through or with the help of a computer. Nowadays, the web offers innumerable possibilities of being in contact with information and people, a situation that was impossible or very difficult years ago; for instance, learners can establish a communicative practice with a variety of interlocutors around the world.
MARCO LEGAL

- Ley General de Educación (1994)
- Programa Nacional de inglés: Colombia Very Well (2014)
- Currículo para la excelencia académica y la formación integral 40x40 (2014)
- Derechos Básicos de Aprendizaje y Currículo sugerido de inglés (2016)

METODOLOGÍA

It corresponded to a Qualitative Research which followed the steps of an Action Research under an Interpretive Paradigm.

RESULTADOS

After analyzing the gathered data, it was possible to identify three emerging categories taking as a point of departure the research question:

The first category referred to the positive impact of the video call interaction on the students’ reinterpretation of the reality. It was mainly observed through: the surpassing of some prejudices and stereotypes about the foreign cultures, and, the elaboration of more refined judgements about different people, countries or cultures.

The second category corresponded to the internalization of some cultural features, and, their possible influence on interaction. It was evidenced in the students’ recognition of the own culture. One of the key elements for reaching that internalization was what the authors have called “sharing opinions”, it made reference to every moment in which the students and teachers-researchers had the opportunity to reflect about the video call sessions and the implementation in general, that reflection widely contributed to the development of the students’ ICA.
The third category highlighted the students’ control of uncertainties for enhancing their oral interaction, in which the planning phase was relevant. Some students achieved some spontaneous oral productions.

CONCLUSIONES

• It was possible to observe a positive impact on the development of the students’ Intercultural Awareness.

• The development of the pupils’ ICA contributed to the enhancement of their oral interaction skills.

• The researchers reached a deep analysis and appropriation of the scientific literature.

• A proposal based on Blended Learning (BL) Approach, in which TBLL and video calls were combined, contributed to the established need, showing a path for developing students’ ICA in the English class.

• As action research, this project let the teachers-researchers reflect and make some particular actions on the way, what contributed to the achievement of better results and a richer experience for them and for the learners.

RECOMENDACIONES

It would be really interesting to go beyond the cognitive dimension of the Intercultural Communicative Competence represented by the ICA, to work on the attitudinal and behavioral dimensions and see deeper impacts of this kind of interventions.

It was observed that when the groups are small, the students participate more and their behavior and attitude is really positive for the implementation.
BIBLIOGRAFÍA


CAMPO DE INVESTIGACIÓN EDUCATIVO: Pedagogía, Didáctica, Metodología