Neiva, __24 de mayo de 2022__

Señores

CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN

UNIVERSIDAD SURCOLOMBIANA

Ciudad

El (Los) suscrito(s):

__Diego Fernando Quintero Peralta_____, con C.C. No. _1.082.216.098_____,

__Yudier Morales Gutiérrez_____, con C.C. No. _1.075.275.807_____,

_____, con C.C. No. _____,

_____, con C.C. No. _____,

Autor(es) de la tesis y/o trabajo de grado o _____

titulado_____Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers' Perceptions at a Public University _____
presentado y aprobado en el año __2022_____ como requisito para optar al título de__Magíster en Didáctica del Inglés_____;

Autorizo (amos) al CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN de la Universidad Surcolombiana para que, con fines académicos, muestre al país y el exterior la producción intelectual de la Universidad Surcolombiana, a través de la visibilidad de su contenido de la siguiente manera:

- Los usuarios puedan consultar el contenido de este trabajo de grado en los sitios web que administra la Universidad, en bases de datos, repositorio digital, catálogos y en otros sitios web, redes y sistemas de información nacionales e internacionales "open access" y en las redes de información con las cuales tenga convenio la Institución.

- Permita la consulta, la reproducción y préstamo a los usuarios interesados en el contenido de este trabajo, para todos los usos que tengan finalidad académica, ya sea en formato Cd-Rom o digital desde internet, intranet, etc., y en general para cualquier formato conocido o por conocer, dentro de los términos establecidos en la Ley 23 de 1982, Ley 44 de 1993, Decisión Andina 351 de 1993, Decreto 460 de 1995 y demás normas generales sobre la materia.

- Continúo conservando los correspondientes derechos sin modificación o restricción alguna; puesto que, de acuerdo con la legislación colombiana aplicable, el presente es un acuerdo jurídico que en ningún caso conlleva la enajenación del derecho de autor y sus conexos.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, "Los derechos morales sobre el trabajo son propiedad de los autores" , los cuales son irrenunciables, imprescriptibles, inembargables e inalienables.

	UNIVERSIDAD SURCOLOMBIANA	
	GESTIÓN DE BIBLIOTECAS	
	CARTA DE AUTORIZACIÓN	

| **CÓDIGO** | AP-BIB-FO-06 | **VERSIÓN** | 1 | **VIGENCIA** | 2014 | **PÁGINA** | 2 de 2 |

EL AUTOR/ESTUDIANTE: Diego Fernando Quintero P.

Firma: _____

EL AUTOR/ESTUDIANTE: Yudier Morales Gutiérrez

Firma: _____

EL AUTOR/ESTUDIANTE:

Firma: _____

EL AUTOR/ESTUDIANTE:

Firma: _____

TÍTULO COMPLETO DEL TRABAJO: Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers' Perceptions at a Public University

AUTOR O AUTORES:

Primero y Segundo Apellido	Primero y Segundo Nombre
Morales Gutiérrez	Yudier
Quintero Peralta	Diego Fernando

DIRECTOR Y CODIRECTOR TESIS:

Primero y Segundo Apellido	Primero y Segundo Nombre
Torres Jaramillo	Claudia

ASESOR (ES):

Primero y Segundo Apellido	Primero y Segundo Nombre
Torres Jaramillo	Claudia

PARA OPTAR AL TÍTULO DE: Magíster en Didáctica del Inglés

FACULTAD: Educación

PROGRAMA O POSGRADO: Maestría en Didáctica del Inglés

CIUDAD: Neiva   **AÑO DE PRESENTACIÓN:** 2022   **NÚMERO DE PÁGINAS:** 120

TIPO DE ILUSTRACIONES (Marcar con una **X**)**:**

Diagramas_X_ Fotografías___Grabaciones en discos___Ilustraciones en general___Grabados___
Láminas___Litografías___Mapas___Música impresa___Planos___Retratos___ Sin ilustraciones___Tablas o Cuadros_X_

SOFTWARE requerido y/o especializado para la lectura del documento: ninguno.

MATERIAL ANEXO: Currículo del programa de inglés, formato de consentimiento, cuestionario, encuesta, entrevistas semiestructuradas (primera y segunda), folleto sobre el taller de la competencia comunicativa intercultural, y los lineamientos para el desarrollo del proceso de la práctica docente en tiempos de COVID-19.

PREMIO O DISTINCIÓN *(En caso de ser LAUREADAS o Meritoria)*:

PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

	Español	**Inglés**		**Español**	**Inglés**
1.	_Competencia Comunicative Intercultural (CCI)_ (ICC)_	_Intercultural Communicative Competence	6.		
2.	_EFL student teachers_	Practicantes de inglés como lengua extranjera	7.		
3.	_Teaching practicum	Prácticas docentes	8.		
4.	_Pedagogical practices_	_Prácticas pedagógicas_	9.		
5.			10.		

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Los practicantes de inglés como lengua extranjera en los programas de pregrado en Colombia necesitan dar respuesta a los requerimientos educativos, institucionales y sociales, mediante el desarrollo de la práctica docente. Esta práctica debe contribuir a la construcción y reconstrucción de las creencias, perspectivas, métodos y prácticas pedagógicas de los estudiantes hacia la enseñanza del inglés como lengua extranjera. Sin embargo, los practicantes de inglés como lengua extranjera en la mayoría de sus aulas de idiomas son poco conscientes de la integración y fomentación de la competencia comunicativa intercultural (CCI). Por consiguiente, esta tesis reporta los resultados de un estudio de caso cualitativo en una universidad pública en Neiva, Huila, que tiene como objetivo analizar qué nos informan las percepciones de cuatro practicantes de Inglés como lengua extranjera sobre su comprensión de la CCI y los posibles aspectos que podríanafectar su integración y fomento en sus prácticas pedagógicas. Un cuestionario, una encuesta, entrevistas semiestructuradas y documentos oficiales fueron los instrumentos de investigación desarrollados, y las dos categorías principales de investigación que propusimos fueron *Asuntosque Inciden en la Integración y Fomento de la CCI en las Prácticas Pedagógicas de los Practicantes* y *Comprender e Implementar la CCI en las Prácticas Pedagógicas de los practicantes.*Los resultados obtenidos alientan a los practicantes de inglés como lengua extranjera en Colombia

a entender, integrar y fomentar mejor la CCI en sus prácticas pedagógicas. Adicionalmente, a revisar y evaluar los factores que puedan afectar la integración de la CCI en sus prácticas pedagógicas.

ABSTRACT: (Máximo 250 palabras)

EFL student teachers in EFL undergraduate programs in Colombia need to respond to educational, institutional, and societal requirements by developing their teaching practicum. This practicum ought to contribute to EFL student teachers' construction and reconstruction of their beliefs, perspectives, methods, and pedagogical practices when teaching English as a foreign language. However, EFL student teachers in most language classrooms are unaware of integrating and fostering intercultural communicative competence (ICC). Therefore, this thesis reports the results of a qualitative case study carried out at a public university in Neiva, Huila, which aims to analyze what four EFL student teachers' perceptions inform us about their understanding of ICC and the possible issues that could affect integrating and fostering it in their pedagogical practices. A questionnaire, a survey, semi-structured interviews, and official documents were the research instruments developed, and the two main research categories that we came up with were *Issues that Affect Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices* and *Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices.* The results obtained encourage EFL student teachers in Colombia to understand better, integrate and foster ICC in their pedagogical practices. Additionally, to revise and evaluate the factors that might affect the integration of ICC in their pedagogical practices.

APROBACION DE LA TESIS

Nombre Presidente Jurado: JAIRO ENRIQUE CASTAÑEDA

Firma:

Nombre Jurado: DIEGO FERNANDO MACÍAS VILLEGAS

Firma:

Nombre Jurado: BERTHA RAMOS HOLGUÍN

Firma:

Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers' Perceptions at a Public University

Thesis Presented by:

Yudier Morales Gutiérrez

Diego Fernando Quintero Peralta

Thesis Advisor:

M.A. Claudia Torres Jaramillo

Universidad Surcolombiana

School of Education

Masters' Program in English Language Teaching

Neiva, Huila

2022

_____

Note of acceptance

_____. Thesis Director

_____. Juror

Acknowledgments

We thank God for blessing our lives, for guiding us throughout our existence, and being the support and strength in our difficult moments. He has sustained and given us merciful power in this passionate journey.

To our thesis advisor, Professor Claudia Torres Jaramillo, who supported and guided us throughout this research process, our most sincere gratitude. Your cleverness and patient tutorship, helped us understand the dimension of research in our national context and the notion of intercultural communicative competence. Your wise words, examples, and thoroughness shaped our role as language novice teachers and researchers. You are an example of those excellent professors around Colombia who are working hard to contribute and improve our educational field.

We thank our colleagues and friends Jose España, Jenny Quiñones, and Yimmy Hoyos for all the meaningful discussions, the long nights working before deadlines and all the fun we had during the last two years. Your ideas, pedagogical practices and experiences helped us a lot.

We also want to express our gratitude to the participants of this research, our professors from different courses, and all those who provided support in the completion of this master's degree in different ways.

Yudier Morales Gutiérrez

I am extremely grateful to my parents Gildardo Morales and Alba Gutiérrez for their love, prayers, sacrifice, values and principles instilled in me. Thanks for trusting and believing in my expectations and being the main promoters of my dreams. I dedicate this thesis with all my heart

to my mother. Your blessings throughout all my life have protected me and always have led me in the right path. Thank you for your patience mother, I love you. Besides, I thank my sister Yenny Morales, her husband Gerardo Gaviria, and my lovely nephew Daniel for always believing in me and pushing me not to give up.

Likewise, my deep gratitude to my partner of life Andrés Hernández, who encouraged me to continue preparing myself academically, and who was with me from start to finish in reaching this new goal. His support was always excessive and unconditional. To his entire family, but especially to Margarita Facundo for her prayers and Leopoldo Hernández for his kindness.

My sincere thanks also goes to my colleague and partner in this process, Diego Fernando Quintero Peralta. Every moment we lived during these two years was simply enjoyable. It was full of experiences and opportunities when correcting each other, sharing ideas, and discussing if we were in disagreement. You were always there to support and help me if I needed it.

Diego Fdo. Quintero Peralta

I want to express my gratitude to the people who had a relevant role in the fulfillment of my master's degree:

Firstly, I thank my elder sister Paola Quintero, her husband Jimmy Hernández, my sister Karen Quintero, my nephew Emmanuel Delgado, my partner of life Juan Pablo Suarez and my beautiful mom, Fidela Peralta, for accompanying me for long months and nights while studying, reading, revising, and writing. I thank my partner of life for his patience and understanding. Thus, I thank his family for supporting me when I stayed in his house to take my classes. I want to thank my mom because she was always by my side with the kindest words and the most delicious

food for the weekends I was in online classes. I also want to thank her for helping me with my

clothes and uniforms while having my classes.

Secondly, I want to thank Dr. Sandra Navarro Parra, my boss, who allowed me to start

this journey. She has positively changed my vision of seeing the global market and the languages

in the southern region of Colombia.

Thirdly, I want to thank my colleague and partner of the thesis, Yudier Morales Gutierrez.

He was the perfect partner I had never imagined for this long journey. He helped me with the

ideas we needed for the thesis and helped me write and organize them.

Last but not least, I want to thank my angel, Jose Jairo Quintero, who was my dad for

eleven years, and the one who also guided, illuminated, and supported me when I was exhausted.

Abstract

EFL student teachers in EFL undergraduate programs in Colombia need to respond to educational, institutional, and societal requirements by developing their teaching practicum. This practicum ought to contribute to EFL student teachers' construction and reconstruction of their beliefs, perspectives, methods, and pedagogical practices when teaching English as a foreign language. However, EFL student teachers in most language classrooms are unaware of integrating and fostering intercultural communicative competence (ICC). Therefore, this thesis reports the results of a qualitative case study carried out at a public university in Neiva, Huila, which aims to analyze what four EFL student teachers' perceptions inform us about their understanding of ICC and the possible issues that could affect integrating and fostering it in their pedagogical practices. A questionnaire, a survey, semi-structured interviews, and official documents were the research instruments developed, and the two main research categories that we came up with were *Issues that Affect Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices* and *Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices.* The results obtained encourage EFL student teachers in Colombia to understand better, integrate and foster ICC in their pedagogical practices. Additionally, to revise and evaluate the factors that might affect the integration of ICC in their pedagogical practices.

Keywords: Intercultural communicative competence (ICC), EFL student teachers, teaching practicum, pedagogical practices

Resúmen

Los practicantes de inglés como lengua extranjera en los programas de pregrado en Colombia necesitan dar respuesta a los requerimientos educativos, institucionales y sociales, mediante el desarrollo de la práctica docente. Esta práctica debe contribuir a la construcción y reconstrucción de las creencias, perspectivas, métodos y prácticas pedagógicas de los estudiantes hacia la enseñanza del inglés como lengua extranjera. Sin embargo, los practicantes de inglés como lengua extranjera en la mayoría de sus aulas de idiomas son poco conscientes de la integración y fomentación de la competencia comunicativa intercultural (CCI). Por consiguiente, esta tesis reporta los resultados de un estudio de caso cualitativo en una universidad pública en Neiva, Huila, que tiene como objetivo analizar qué nos informan las percepciones de cuatro practicantes de Inglés como lengua extranjera sobre su comprensión de la CCI y los posibles aspectos que podrían afectar su integración y fomento en sus prácticas pedagógicas. Un cuestionario, una encuesta, entrevistas semiestructuradas y documentos oficiales fueron los instrumentos de investigación desarrollados, y las dos categorías principales de investigación que propusimos fueron *Asuntos que Inciden en la Integración y Fomento de la CCI en las Prácticas Pedagógicas de los Practicantes* y *Comprender e Implementar la CCI en las Prácticas Pedagógicas de los practicantes*. Los resultados obtenidos alientan a los practicantes de inglés como lengua extranjera en Colombia a entender, integrar y fomentar mejor la CCI en sus prácticas pedagógicas. Adicionalmente, a revisar y evaluar los factores que puedan afectar la integración de la CCI en sus prácticas pedagógicas.

Palabras claves: *Competencia comunicativa intercultural (CCI), practicantes de inglés como lengua extranjera, práctica docente, prácticas pedagógicas*

Table of Contents

Introduction

In the last decades the language educational process has been linked to the development of intercultural competence (IC hereafter), regarding the impact that any language has on culture and vice versa. Foreign language teaching (FLT hereafter) methods, strategies and traditions are closely related to the development of Intercultural Communicative Competence (ICC hereafter) and the way this relationship reinforces the understanding of communication in different and meaningful ways. In this sense, Hennebry (2014) mentions that teachers manage culture as a marginalized process of language, which drives us to struggle with ICC integration, without considering the continuous changes in our society, and without a real interest in it.

Therefore, undergraduate programs on foreign language education in Colombia assign teaching practicum to English foreign language (EFL hereafter) student teachers to assess their knowledge and respond to societal requirements, context and human needs and behaviors (Gómez, 2012; Olaya & Gómez, 2013; Manjarres, 2009). Then, EFL student teachers take advantage of these teaching practicum to construct and reconstruct their beliefs, professionalism, new perspectives, relevant teaching methods, strategies, and techniques as well as to clarify their learning myths. However, from our experience as EFL student teachers, there was no incorporation of practices, methods, or techniques to integrate and promote ICC in our teaching practicum (we revised and examined our lesson plans, reflective papers and other formats we had to complete through our teaching practicum between 2015 and 2016). Similarly, we could evidence that the curriculum of the foreign language undergraduate program scratches the concept of ICC, but there is no integration of courses that could facilitate techniques to integrate and promote ICC (See Appendix A: English Program Curriculum; first and second semi-structured interviews, and survey).

Regarding the above, there has been robust research on communicative competence in language teaching and learning, and it could help us to understand the relationship between language and culture, and how to integrate ICC in the classroom. In this sense, Savignon (2007) affirms that communicative language teaching has some activities, methodologies, and practices labeled as "*communicative*," but in the end, they are not. In 2004, Akalin (as cited in Cetinavci, 2012) suggests bringing elements from local culture to move slowly toward the acquisition of the target language because teacher education programs do not include cultural aspects in their curriculums to equip prospective teachers with intercultural communication awareness and competence. Thereby, Wiseman (2002, as cited in Cetinavci, 2012) claims that intercultural communicative competence involves knowledge, motivation, and skills to interact appropriately with members of different cultures. All previous statements have left the door open to reflect about our teaching practices, methods, techniques, and materials implemented during our experience in our practicum regarding what Akalin (2004, as cited in Cetinavci, 2012) called "intercultural awareness and competence." As a result, in this research study, we decided to examine, identify, and analyze if what we experienced and perceived some years ago in terms of foreign language undergraduate programs where EFL student teachers were not well trained to promote, integrate and foster ICC in their language classrooms is still happening today.

This research study begins with Chapter I, *Research Problem*, which constitutes the statement of the problem, related studies, setting and rationale, our position in the study, research questions, and research objectives. Chapter II, *Literature Review*, describes the constructs: culture, intercultural communicative competence, teaching practices, and student teacher's role and perceptions. Chapter III, *Methodological Design,* contains the research design, research

approach and study type, participants, instruments, and data collection procedure. Advancing

with Chapter IV, *Data Analysis,* describes the data analysis procedure, research categories, and

subcategories, and in the end, Chapter V, *Conclusions and Pedagogical Implications,* which

presents our conclusions, pedagogical implications, limitations, and further research.

Chapter I

Research Problem

Statement of the Problem

The teaching and learning process at any level of education is prone to change and will permanently be transformed, undergoing significant changes, such as the one we currently evidence, related to new methods, paradigms, and approaches. These new educational demands make it possible to establish a dynamic and participatory model, where there are new strategies for learning and the use of all the components involved in the process. An essential requirement to respond to any educational demand is for teachers to stay active and open to changes, rethink what should be taught, and even reconsider what teaching entails. In this sense, greater attention must be given to curriculum design, making an effort to address *intercultural communicative competence* and the social changes achieved through its application.

Regarding the vision of the EFL undergraduate program at the public university (the institution where this study was conducted), graduates from this EFL undergraduate program are human beings who are committed to the promotion, dissemination, research and teaching of foreign languages. Besides, the EFL undergraduate program will respond to the demands of the environment and the continuous improvement of the quality of education in the area of English in the regional and national context in accordance with the current post-conflict situation (Portal Universitario: Universidad Surcolombiana, n.d.). Additionally, in the English program curriculum, student teachers take courses concerning the English language, linguistics, literature, pedagogy and didactic, scientific and research, social and human development (See Appendix A: English Program Curriculum). Nevertheless, there is not enough evidence of developing and promoting courses that deeply explain the concept of ICC to EFL student teachers and to provide

them with techniques to carry out ICC in their pedagogical practices (some courses scratched the concept of ICC a little, but ends there).

Now, considering the vision of the EFL undergraduate program and the English program curriculum, there is a necessity to work on the issue of ICC from the EFL undergraduate program since it should provide EFL student teachers with relevant pedagogical practices to develop in their classes in a way that contribute to their learners to communicate efficiently with their peers from various cultures, regions, communities in Colombia and countries around the world. To do that, EFL student teachers should clearly understand the concept of ICC and learn, from the courses in the EFL undergraduate program, techniques that could help them to foster it. This could be done when the EFL undergraduate program starts incorporating courses that could help EFL student teachers to have a better conceptualization and application of ICC.

Following the necessity to work and analyze *intercultural communicative competence* in this study, we think that ICC is a transitional process that recognizes all cultures when communicating with interlocutors from other regions and communities. However, one of the participants, Cloy (a pseudonym), declared that the EFL undergraduate program should teach student teachers how to integrate and foster ICC. She said "*el programa de Inglés debe enseñar cómo se aplica la competencia comunicativa intercultural; se necesita enseñar estrategias para desarrollar esta competencia en las diferentes etapas de los estudiantes*" (second semi-structured interview). Besides, Tábata (a pseudonym) highlighted the importance of developing ICC in the language classrooms to educate learners with values to respect people's ideas and opinions. She claimed "*es bueno que se mencione la competencia comunicativa intercultural en el aula de clase para que los estudiantes sean seres íntegros y puedan transformar el mundo mediante el*

respeto y la aceptación de las demás culturas" (first semi-structured interview). Roxanna (a pseudonym) mentioned that she wanted to know more about ICC since there is no clarity about this concept. She stated "*yo quiero saber más sobre esta competencia porque no la conocía, y no me la dieron a conocer a fondo en el programa de Inglés*" (first semi-structured interview). In addition, another participant, Camila (a pseudonym), evidenced the necessity for the support of the Ministry of Education in Colombia to help student teachers to integrate and foster ICC in their pedagogical practices "*sería mucho más fácil para los docentes de Inglés en Colombia entender esta competencia si se tuviera más en cuenta desde arriba, desde el Ministerio de Educación Nacional*" (first semi-structured interview).

Finally, and taking into account our teaching and learning experiences as EFL student teachers at the public university (the same institution where the study was conducted), throughout the teaching practicum in primary and secondary schools, we did not receive any feedback toward the integration and promotion of ICC in our pedagogical practices (we revised our weekly lesson plans between 2015 and 2016). We merely focused on reinforcing previous and new vocabulary, and the four language skills (listening, reading, writing, and speaking). For that reason, our teaching and learning experiences as EFL student teachers motivated us to conduct this research study because we are now convinced that it is a topic of great relevance in teaching and learning English as a foreign language and ought to be addressed more in local and national journals.

Related Studies

Research on intercultural communicative competence has focused on promoting the acquisition of the cultural dimension of a foreign language and on the need to reconstruct the

teaching and learning methods and materials to develop learners' intercultural awareness. Research has focused on studying the relationship between beliefs, practices, strategies, and material development around the topic. Since these elements are essential for fostering and implementing ICC, some authors have carried out investigations regarding this issue as follows.

In the case of Colombia, research on intercultural communicative competence has emerged during the last decade (the 2010s). Cuartas Álvarez (2020) in the study *Intercultural Communicative Competence: In-Service EFL Teachers Building Understanding Through Study Groups*, aimed at creating a route for teachers to collaboratively construct their understanding of intercultural communicative competence through their involvement in a study group. To achieve this, the researcher developed a collective case study with three Colombian EFL in-service teachers working at a binational language center. The data was collected through recordings, interviews, and reflective logs, followed by a bottom-up analysis. Cuartas Álvarez (2020) concluded that in-service teachers redrew their initial views, beliefs, and assumptions to collaboratively build a self-crafted understanding of ICC in ELT, which fostered their change both professionally and in their praxis. This is a meaningful contribution to our study since most EFL teachers probably do not value constructing their understanding of ICC, but fortunately, it will contribute to their professional growth by creating and fostering new teaching practices in their language classrooms.

In this sense, another significant study on fostering intercultural communicative competence in English lessons was developed by Olaya and Gómez (2013), *Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competence* developed another significant study on fostering intercultural communicative

competence in English lessons at three Colombian universities. The researchers aimed at exploring and identifying what actual perceptions, knowledge, and attitudes EFL pre-service teachers at three universities in Bogotá had regarding the inclusion of culture in the English class and, in this way, detect the level of understanding of ICC they had. Also, Olaya and Gómez (2013) inquired about their teaching practices to develop ICC at the language programs they belonged to. The researchers included 51 upper-intermediate EFL students and collected the data through questionnaires, individual semi-structured interviews, and documentary analysis of the study plans of the programs in which the participants were enrolled. Olaya and Gómez (2013) concluded that Pre-service teachers need further preparation to compare and interpret cultural content. Rather than just understanding, they should become more critical about otherness, power relationships, ideologies, and identity. Although prospective teachers of English in Colombia seem to have a positive attitude toward culture, there is a great necessity to help them develop stronger intercultural awareness, become more tolerant, curious, and open to cultural differences since they were not convinced of being able to achieve this purpose. This is a meaningful contribution to the present study since EFL pre-service teachers need more cultural content experiences to integrate ICC in their English lessons. Additionally, pre-service teachers need training and courses related to ICC to promote it during their teaching practices.

Furthermore, Álvarez Valencia and Fernández Benavides (2019), developed a study *Using Social Networking Sites for Language Learning to Develop Intercultural Competence in Language Education Programs*, to analyze the nature of the interrelationships that occur in some social networking sites such as Livemocha and the voices, perceptions, and experiences of the students throughout it. In this qualitative case study, the data was collected during a semester

through surveys, learning logs, focus groups, observations, and screen recordings of the

participants' activities on Livemocha. The data was analyzed by following the principles of

multimodal social semiotics and the students' comments through discourse analysis to find

indicators of Intercultural Communicative Competence. The students' voices and the semiotic

exploration of several of the learning units indicated that users could experience contact with

other cultures through the contents of the place and the modalities of interacting with members of

other cultures. The findings of this analysis report pedagogical repercussions on the need for

spaces for intercultural communication, development of critical capacities, and overcoming

today's linguistic imperialism in language education practices. This research is meaningful to our

study since one could identify beliefs and actions toward integrating Intercultural Communicative

Competence in the language classroom, taking into account Byram's (1997) ICC components.

Closing our national context, Ramos (2013) conducted a study *Towards the Development*
of Intercultural Competence Skills: A Pedagogical Experience with Pre-service Teachers to

explore aspects related to culture and interculturality based on educational topics and analyze the

intercultural competence skills that pre-service teachers acquired. This study was carried out at a

public university in Tunja, Colombia, and it was implemented through the Pedagogical and

Research Project IV course, which emphasized on the exploration of aspects related to culture

and interculturality based on evaluation, assessment, and testing. The participants in the study

were forty pre-service teachers who attended a series of workshops followed by discussions

based on articles, oral presentations, and talks given by guest speakers related to education and

evaluation systems in different countries. In this study, the data was collected during an academic

semester through observations, notes, interviews, and reflective papers, and it applied the coding

process to each instrument (Miles & Huberman, 1994). Ramos (2013) evidenced that pre-service

teachers' intercultural competence skills started emerging; and found that they developed skills to

interpret and contextualize cultural practices as well as to become aware of contextual

complexities.

The previous research is meaningful to our study since pre-service teachers might develop

intercultural competence skills with the help of their professors by comparing their culture with

the target one, recognizing their culture and the values of others, commenting on cultural issues

around Colombia and other countries concerning standardized tests, and respecting their peers'

opinions when contrasting ideologies and beliefs. It is a relevant competence to integrate and

promote in EFL undergraduate programs since it helps student teachers to become aware of the

complexities they could find in their contexts when teaching and learning with learners from

various cultures, communities and regions.

Regarding the international context, some authors mention that another look has been

given to the development of intercultural communicative competence as an effective method for

communication and a better understanding of educational settings. For instance, Chaouche's

(2017) study, *Incorporating Intercultural Communicative Competence in EFL Classes*, explains

the ideas and theory that define what is involved in intercultural communicative competence and

demonstrates what intercultural competence would mean for teachers and learners in language

classrooms in an Algerian context and how to make it easily accessible in practical ways. To do

so, Chaouche (2017) compared cultures, culture assimilators, and culture problem-solving. This

author concludes that FL teachers should be foreign culture teachers, trying to explore more than

the basic foreign language skills. Basically, teaching a foreign language is incomplete without

studying the related culture and FL teachers cannot avoid culture teaching by rigidly holding to

the traditional values of classroom behavior, for culture is intimately bound to language. This is a

meaningful contribution to our study since it establishes that FL teachers must include cultural

aspects in their English lessons to promote and foster ICC with their learners. In this regard,

teachers cannot avoid including cultural elements when developing any topic in class. In this

way, learners become aware of their language, the foreign language, beliefs, characteristics, and

perceptions of their culture and other cultures.

From the same international viewpoint, Lázár (2011), in her study, *Teachers' Beliefs*

About Integrating the Development of Intercultural Communicative Competence in Language

Teaching: Case Studies of Hungarian Pre-service English Teachers, aimed at sharing some

insights into the status of ICC in language teaching and language teacher education in Hungary.

This study examined two Hungarian pre-service English teachers' beliefs about the role of culture

in language classes and their position in the development of intercultural communicative

competence. Lázár (2011) used pre-and post-course questionnaires with the trainees, lesson

observations, and in-depth interviews to collect data, in order to understand the participants'

behavior better, explore their thoughts, worries, and personal theories regarding the cultural

dimension of language teaching, and to discover what influenced their beliefs. Finally, Lázár

(2011) established that subjective factors influence trainee teachers' beliefs and personal theories

about their role in developing intercultural competence. In this study, one can infer the position

held by ICC internationally. For this reason, this investigation led us to explore EFL student

teachers' beliefs, practices, and personal theories related to the development of ICC.

Another relevant study involving intercultural communicative competence is the one carried out by Young and Sachdev (2011) *Intercultural Communicative Competence: Exploring English language teachers' beliefs and practices*. The beliefs and practices of experienced teachers were investigated, relating to the implementation of ICC in English language programs. This study combined diaries, focus groups, and questionnaires following Byram's language-pedagogical model of Intercultural Communicative Competence. Young & Sachdev (2011) established throughout their study that there is a general consensus among different factors such as materials, methods, contexts, and viewpoints, but also an apparent disparity between teachers' attitudes and beliefs about ICC and their current priorities in the classroom. However, the researchers highlight the fact that ICC was given relatively little emphasis in the study programs that were negotiated with students, supporting this idea with a lack of interest, practical testing, textbooks, and institutional syllabi and appropriate approaches to "cultural learning" and interculturality that participants identified and mentioned. This study references the uneven process between the attitudes and teachers' beliefs about ICC and the priorities that are taken into account in the classroom. Therefore, this study can guide us on the emphasis given to ICC in institutional curricula, English tests, and textbooks and the appropriate approaches to integrate ICC in the learning process of the foreign language.

Setting

The study was conducted at a public university located in Neiva, Huila. The public university has more than fifteen thousand undergraduate learners and has served a mixed population (women and men) for more than fifty years. The public university is located in a very popular neighborhood of the city near the downtown area. It has three different branches in the department of Huila. One is located in Pitalito, one in Garzón, and another one in La Plata. The

public university has twenty-nine undergraduate programs divided into seven faculties with eighteen specializations and seventeen master programs. Furthermore, it has three doctoral programs in Education and Environmental Culture, Agribusiness and Sustainable Agricultural Development, and Science of Health.

In the foreign language department, there are fifteen professors who work with the program. Nine are tenured professors (that is, full-time professors with permanent contracts); four are hourly paid professors (their salary depends on the number of classes taught, once delivered the class, they leave the campus) and only two are adjunct professors (full-time educators with temporary contracts). These professors are in charge of different courses that are included within the English program curriculum. Some of these courses are connected to the issue of this study which are: *Critical and Creative Thinking, Globalization and Language Teaching, Second Language Learning Theories, Principles of Language Teaching, Bilingualism and Bilingual Education, and Reflective Teaching* (See Appendix A: English Program Curriculum). In the case of this study, the professor who was the head of the foreign language undergraduate program at this public university was one of the professors we both had when we were EFL student teachers at this same university. She also taught us one of the courses in the master's program in the second semester: *Technology and Language Teaching*. During the second semester, we presented our proposal to our colleagues and professors, and she was the one that supported our initiative to work with EFL student teachers focusing on ICC. As a result, we opted for EFL student teachers who have finished Practicum I and were doing their Practicum II. Practicum II is a subject matter that belongs to the ninth semester.

To better understand what EFL student teachers had to do in their Practicum I and II due to the COVID-19 pandemic and the restrictions to develop face-to-face teaching practicum at institutions, table 1 summarizes the organization of the teaching practicum process.

Table 1

Organization of the teaching practicum process

Guidelines for the Development of the Teaching Practicum Process in Times of COVID-19	
Phase 1 *"Diagnosis"*	The practicum advisor should contact the educational institution and the assigned cooperating teacher to decide the date for the first online meeting between the student teacher, practicum advisor and cooperating teacher (via WhatsApp, Google Meet, Zoom, or a phone call). The objective of this first meeting is to set a work plan based on the educational institution's necessities and how the institution has been carrying out the teaching and learning process with its learners. The elements to consider when designing the work plan are: - support to the cooperating teacher. - support to the learners. - support to the educational institution. - the work plan duration. - hours of dedication to pedagogical practice. - communications.
Phase 2 *"Pedagogical Practice"*	As soon as the activities have been determined to develop in the practicum plan, the EFL student teachers can start implementing the practicum plan. Besides, these are the following aspects to consider in the development of the teaching practicum: - practicum advisor's role. - cooperating teacher's role. - student teacher's role.
Phase 3 *"Completion of the Pedagogical Practice"*	Lastly, EFL student teachers should write and submit to their practicum advisors a final report with a description of the aspects agreed upon in the practicum plan (around four pages). This report should follow APA guidelines. Also, EFL student teachers should submit a reflective essay about the teaching practicum process (around five pages).

Note. This table summarizes *Appendix G: Guidelines for the Development of the Teaching Practicum Process in Times of COVID-19*

Rationale

This study was meaningful for us as researchers for different reasons. The first reason is that this study contributed to our professional and research growth since we expanded our knowledge about the conceptualization of ICC and started considering it in our settings where our learners are learning English as a foreign language. Improving our teaching practices was the second reason because we reevaluated our pedagogical practices in the classroom to promote ICC in our classes. Moreover, the third reason is that we could provide EFL student teachers with arguments to examine their lesson plans during their teaching practicum with the help of their practicum advisors and consider the concept of ICC in the activities and materials they design because it is a fundamental component to promote in language classrooms since it facilitates learners and student teachers to communicate effectively with people from other cultures and communities without rejecting beliefs, customs, ideologies, and worldviews.

Regarding our school settings, this study provoked an interest in research issues connected to the concept of ICC among our colleagues. We helped our colleagues to understand ICC better. In this sense, they could help their learners communicate effectively with people from other cultures and regions around Colombia by applying relevant activities that integrate ICC.

The contribution to our local, regional, and national academic community was significant regarding the issue of intercultural communicative competence. We provided useful updated information to EFL student teachers and foreign language undergraduate programs to take action

to incorporate courses and content in their curriculum to help and guide EFL student teachers to understand, integrate, and promote ICC during their Practicum I and II. Besides, to reconsider ICC as a worthwhile topic in the foreign language undergraduate program and start thinking about possible ways to address it.

Positionality

In this study, as researchers, we did not plan lessons or activities to foster Intercultural Communicative Competence among the participants. Thereby, we were non-participant observers. Hence, we interviewed the participants, transcribed, analyzed, triangulated, described, and explained the gathered information. The study's nature will allow a better understanding of how EFL student teachers perceive, implement, and foster ICC in their pedagogical practices, and identify the possible issues that could affect integrating and fostering ICC in their pedagogical practices.

Research Question

The present study aims to answer the following research question: What do four EFL student teachers' perceptions inform us about their understanding of ICC and the possible issues that could affect integrating and fostering it in their pedagogical practices?

Research Objectives

General objective: To analyze what four EFL student teachers' perceptions inform us about their understanding of ICC and the possible issues that could affect integrating and fostering it in their pedagogical practices.

Specific objectives: a) To identify EFL student teachers' perceptions toward the integration of intercultural communicative competence in their pedagogical practices; b) To examine the perceptions they hold toward the integration of intercultural communicative competence in their pedagogical practices; c) To establish how their understanding about ICC is reflected in their pedagogical practices; and d) To name and describe the possible issues that could affect integrating and fostering ICC in their pedagogical practices

Chapter II

Literature Review

This section presents the most relevant theoretical concepts that support our investigation. We divided it into the following main constructs: *Culture, Intercultural Communicative Competence (ICC), Teaching Practices, and Student Teacher's Role and Perceptions*. In this regard, the aim of the present study was to analyze what four EFL student teachers' perceptions inform us about their understanding of ICC and the possible issues that could affect integrating and fostering it in their pedagogical practices. For this reason, these constructs have given us a deeper understanding on the matter and have allowed us to move from a communicative competence perspective to a more intercultural one in terms of ways to develop, integrate and foster intercultural practices in language classrooms.

Culture

This term has been defined throughout the years by different authors, and it is considered a complex term to be defined and explained to EFL teachers who wish to incorporate it in the development of their English lessons. However, addressing culture in language classrooms is not as easy as some EFL teachers may imagine because it includes other deep or general features of language and society. Tyler (1870, as cited in Spencer-Oatey, 2012), defines *culture* as a complex whole that includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by man as a member of society. In 1990, Byram (as cited in Arcila, 2007) states that *culture* does not include only behaviors, customs, or beliefs. It includes attitudes and insights people usually reveal when they develop socio-cultural competence. Hofstede (1994, as cited in Spencer-Oatey, 2012) claims that *culture* is the mind's programming to distinguish members of different groups. These first three definitions allowed us to understand that culture

works as one with our mind, knowledge, and other external characteristics that people build as part of a particular social group or community.

During the 20th century, other authors intended to define the term *culture*. Spencer-Oatey (2008, as cited in Spencer-Oatey, 2012) affirms that *culture* is a set of assumptions and values, beliefs, and procedures that shape a group of people. Moreover, in 2011, Godwyn and Gittel defined *culture* as the theoretical lens through which we understand organizations, so it became a symbolic tool used in organization struggles. This last definition matches with Geertz when in 1973 (as cited in Sáez, 2002), he explains that *culture* is a system of meanings and symbols historically transmitted. The three previous definitions embody the term culture as a set of beliefs, procedures, symbolic tools, and meanings to understand why people behave, believe, and think in a specific way considering that they belong to a particular social group.

In 2012, Schein (as cited in Godwyn & Gittell, 2012) presents six different definitions regarding the term *culture* (a) culture is a pattern of shared basic assumptions, (b) it is invented, developed, and discovered by a given group, (c) it learns to cope with internal adaptation and integration, (d) it has worked well enough to be considered valid, (e) it needs to be taught to new members of the group, and finally, (f) it is the correct way to perceive, think and feel concerning those problems. All the given definitions of culture are connected in the way that if one cannot define the group, then one cannot define the culture of a group (Schein, 2012, as cited in Godwyn & Gittell, 2012). Moreover, Schein (2012, as cited in Godwyn & Gittell, 2012) explains that it is necessary to ask ourselves about the origins of culture. In this manner, Shein (2012, as cited in Godwyn & Gittell, 2012) brings to light the following five notions (a) culture implies stability, (b) culture emphasizes conceptual sharing, (c) culture implies patterning, (d) culture implies

dynamics, and (e) culture implies all aspects of group life. The first notion refers to preliterate societies that have survived unchanged for centuries, so culture deals with long-rate stability. The second notion embraces the sharing of the common language, conceptual categories, perceptions, feelings, and behaviors discovered by members of a given society. The third one refers to the fact that societies' evident patterns need to be studied carefully instead of being ignored. The fourth notion, its dynamics, refers to the origins of how it was created and the current attempts to apply culture to the dimensions of human existence to avoid having a limited view on the matter. Lastly and most importantly, people learn to know how culture operates in a way that helps organizations deal with real-life problems.

Moreover, language is a way to conduct our social lives. When it is used in contexts of communication, it is bound up with culture. This means that the words that people use refer to common experiences. They can express facts and communicable ideas because they are a stock of knowledge about the world that other people share. Words may also reflect people's attitudes, beliefs, and points of view, so language expresses cultural reality (Kramsch, 2014). Following this idea, Kramsch (2014) claims that community members do not only express experience. They can create an experience through language. Hence, language is a system of signs that has a cultural value. Regarding Kramsch's ideas, Kidd and Teagle (2012) describe culture as the way a group of people live. They state that the patterns of social organization and the 'normal' ways of behaving in society touch all aspects of our daily life. Nevertheless, we should not assume that all cultures are the same because social life happens in a particular way in societies worldwide.

Culture has passed into the 21st century as a relevant concept in contemporary critical thought. This means that culture is currently perceived as a new way to think critically about our

own culture and others that can be immersed at some point in real-life communication. However, culture represents different things to many people. For instance, in 2000, Mulhern argued that "familiar modern understandings of the term persist, more or less strongly: culture as a storehouse of essentially human and national values" (p. 14). But recently, there is a newer understanding of culture as an ordinary social, historical world with a sense of symbolic or meaning-bearing activity in all its forms. As a result, culture has imprinted itself on several disciplines such as history and sociology (Mulhern, 2000). Lastly, considering all the previous definitions and ideas stated so far, for this study, we understand culture as a term embedded in society that allows people to give meaning to the different types of activities they do. For instance, two people having a conversation entail bringing forth beliefs, myths, behaviors, perceptions, and attitudes to communicate appropriately. Additionally, culture today has a broader view that incorporates general but also deep cultural elements of society. As a way to illustrate so, concepts such as personal space, authority, and knowledge make part of the culture.

Intercultural Communicative Competence (ICC)

In the 20th century, Byram (1997) contends that ICC links with recent traditions in foreign language teaching and the sense that it expands the understanding of communicative competence in significant ways. Byram (1997) clarifies that the responsibility and assessment of ICC should not be mainly of FLT because there are other subject areas that can introduce learners to other worlds and experiences, for instance, geography and literature. In recent days, FLT has been understood as a way of exchanging information by sending and receiving messages; nevertheless, this specific exchange depends highly on understanding what any person says in another cultural context. Consequently, being a successful communicator is not mainly related to

efficient information exchange; it is more focused on establishing and maintaining relationships. FLT always takes place in a particular context, and the nature of ICC required is partly dependent on context. So, if someone acquires ICC, as a consequence of being taught formally, they are part of a social institution constructed by external factors such as ideologies, people's behavior, evolutionary ideas and concepts, cultures, urban cultures, points of view, global issues, communities, real-life difficulties, and some others (Byram, 1997).

Furthermore, in the 21st century, Alptekin (2002) considers that the communicative approach contemplates target language-based communicative competence for foreign language learners to participate in the target language culture. Learners do not expect to learn proper forms of the target language but also to know how to use these forms in a given social situation to convey appropriate meanings for the native speakers. In addition, Alptekin (2002) states that learning a foreign language becomes a process of "enculturation", which refers to acquiring new cultural frames and a worldview, reflecting those of the target language culture and its speakers. Porto in 1996 (as cited in Alptekin, 2002) suggested that teachers develop target language communicative competence in learners by integrating language and culture because it is both "pedagogically and educationally sensible" to offer a multidimensional perspective for the learners. Following this idea, Bex (1994, as cited in Alptekin, 2002) states that integrating language and culture gives the learners experience of another language and a different reality of the world. Besides, it gives authority to learners of English as an international language (EIL) to use the target language as native speakers use it.

Conversely, in 2008, Aguilar affirms that native speakers (NS) are not the most suitable model for foreign language learners, besides communicative competence (CC) is not probably the

appropriate approach either. Taking into consideration Byram's ideas (1997, as cited in Aguilar, 2008), when people from different languages interact socially, they will bring to that specific situation the knowledge of the other's culture and theirs. So, for achieving successful interaction, people need to establish and maintain human relationships. At the same time, knowledge and attitudes are influenced by intercultural communication. All factors should be integrated within a political education philosophy and develop the learners' critical cultural awareness (Byram, 1997, as cited in Aguilar, 2008). According to Byram (1997) the factors acquired by the learners when interacting with people from different cultures, coding and decoding messages while communicating, are *savoir être (attitudes), savoirs (knowledge), savoir comprendre (skills of interpreting and relating), savoir apprendre/faire (skills of discovery and interaction), and savoirs' engager (critical culture awareness).* The first factor consists in showing curiosity and openness to suspend disbelief about others and one's own culture. The second factor is related to social groups' knowledge and practices in one's interlocutor country. The skills of interpreting a document or event from another's culture are the third factor. The fourth factor is connected to the ability to acquire new knowledge of a culture and cultural practices and the ability to operate in real-time communication. Having the ability to critically evaluate the practices in one's own and other cultures, is the last factor. In fact, in ICC, interaction takes place between people from different cultures in an FL environment, and the knowledge of the participants of another culture is linked to their language competence, and the awareness of meanings, values, and connotations of the language (Risager, 2000, as cited in Aguilar, 2008). All previous statements guide and support us in having a clear understanding of language classrooms as spaces where teachers and learners interact with the target language, but teachers should integrate, develop, and foster ICC with strategies and practices that reinforce the different factors described by Byram in 1997. With

that reinforcement, learners may have the competencies to interact successfully by maintaining their knowledge of other cultures and theirs so as to develop strong relationships.

Our current society is in continuous evolution in many areas such as technology, education, science, engineering, and laws. The advances in technology have opened the door to people of different countries and cultures to start interacting synchronously and asynchronously without the fear of being rejected. This entails that people with different views and ways of behaving can communicate. In this direction, the field of education has taken advantage of technology's evolution to consider some other language characteristics. For instance, in FL education, researchers and teachers have been working on ways/practices to integrate technology, culture, communicative competence, beliefs, and practices in language classrooms. Nonetheless, most FL teachers have probably struggled with the idea of integrating ICC in their English lessons because they have never been trained or maybe because they have never considered it as a relevant topic. For these reasons, many researchers have insisted on defining, integrating, promoting, and developing ICC in language classrooms.

Moving forward, Byram et al., (2002, as cited in Olaya & Gómez, 2013) define intercultural communicative competence as an ability to share an understanding with people of different social identities and interact with people with multiple identities. So, ICC represents an opening to new possibilities for learners toward cultural values, beliefs, perceptions, attitudes, and behaviors of those who represent other cultural milieus (Byram, Gribkova, & Starkey, 2002, as cited in Cuartas Álvarez, 2020). Fantini (2012, as cited in Mighani & Moghadam, 2019) claims that ICC comprises aspects related to (i) personal characteristics, (ii) motivation, (iii) language proficiency, (iv) intercultural areas, and (v) intercultural abilities. Consequently, the

development of intercultural communicative competence in English as a foreign language context

has become a necessity rather than an option in our contemporary society (Olaya & Gómez,

2013). Additionally, Hyde (1998, as cited in Alptekin, 2002) claims that ICC should be

developed among learners of English as an International Language (EIL hereafter) to equip them

with linguistic and cultural behavior which allows them to communicate effectively with others,

and it also helps to equip them with awareness of differences and strategies for coping with such

differences. Furthermore, Huand, Rayner, and Zhuang (2003, as cited in Zhou & Griffiths, 2011)

state that someone who has *intercultural competence* can develop relationships with people from

different cultures and solve the conflict by crossing the barriers that arise as a result of cultural

differences. Similarly, Tylor (1994, as cited in Zhou & Griffiths, 2011) describes intercultural

competence as a transformative process through which the stranger adapts himself/herself to the

demands of the host culture. Hence, dealing with these differences effectively requires cultural

awareness, communicative competence, self-awareness, and understanding of others' values,

norms, and beliefs.

Therefore, if any interlocutor wants to be conversationally involved, he/she must be aware

of the other's socio-cultural background as well as the linguistic practices used to express that

culture (Chun, 2011). Regarding successful communication, Byram and Fleming (1998, as cited

in Chun, 2011) assert that interlocutors should understand the differences in interactional norms

between several speech communities. Therefore, ICC involves an understanding of the culture

and language being studied and the readiness to disbelief and judgment about the other culture

(culture 2 or C2), and the willingness to reflect on one's own culture (culture 1 or C1). By

comparing and contrasting cultures, learners can become more aware of their belief systems and

ideological perspectives. Besides, learners can understand how aspects of their culture are perceived from others' cultural perspectives and how this links the two cultures (Chun, 2011). The previous assertions help us to understand that to be successful in communication with interlocutors from several cultures or communities, we need to evaluate and consider linguistic practices, norms, rules, values, beliefs, and ideological perspectives to become aware of aspects of our own culture, but also about others.

All in all, considering the statements presented above by authors who attempted to define ICC with its connection to language, culture, and linguistic practices, we eventually define ICC as a transitional process that continuously recognizes new cultural frames, worldviews, and different social identities to adopt, foster, and act rigorously in communication with interlocutors from several cultures and social backgrounds. So, interlocutors may have the chance to communicate without cultural barriers in which the information provided from one side to another is easily conveyed. This definition is connected with the aims of our study in the way that as researchers we analyzed the EFL student teachers' perceptions toward the integration of ICC in their pedagogical practices to promote such real-life communication among learners who are learning English and who come from different regions around Colombia, specifically from the south of Colombia.

Teaching Practices

Education is context-dependent. Contexts mean the surroundings in which Education takes place. So, a student teacher will face an exciting but challenging task of getting to know a variety of contexts when embarking upon his/her teaching practice, as a newly qualified teacher entering the first appointment in a school. These contexts may vary from the very broad, at a

societal level, to the micro-contexts, a particular school, class, or lesson (Cohen et al., 2010).

Thoonen et al., (2011) affirm that schools are expected to improve "teaching" by reconstructing

the capacity for individual and collective learning in schools. Providing opportunities to promote

professional learning is also considered relevant for two reasons: (a) for addressing the

continuous stream of changes and (b) for reconstructing demands. Traditionally, teachers might

have relied on lecturing and worksheets in the classroom to teach students basic facts and

procedures. However, during the 20th century, some movements started to introduce a most

student-centered approach for teaching in schools. This emphasizes changing traditional toward

more modern perspectives (Bietenbeck, 2014). On the other hand, Cuban (1993, as cited in

Bietenbeck, 2014) claims that by the 1990's traditional teaching practices still remain in

American classrooms.

In the 21st century, *teaching practices* have become relevant for reconstructing methods,

techniques, and language teaching goals. So, teachers are becoming more aware of

communicating effectively with people from diverse cultural backgrounds (Gómez, 2012). For

this main reason, we consider *teaching practices* as a relevant construct in our study. *Teaching*

practices are ways in which faculty understand and implement instruction. They generally reflect

beliefs and ethics about the teaching and learning process. Besides, teaching practices supervise

student teachers' performance when teaching (IGI Global Publisher of Timely Knowledge, n.d.).

Regarding the previous definition, we eventually define *teaching practices* as a relevant period in

the undergraduate program in which student teachers can bring to class their beliefs and

misconceptions about teaching and learning and modify them throughout the process of facing

learners from different cultures and socio-economic backgrounds. Besides, This is the ideal

period to grow personally and professionally because student teachers can reflect on traditional practices implemented by their previous teachers and rebuild them to contribute to their learners in a way that they can communicate easily with their peers from various cultures.

Following this, Manjarres (2009) argues that foreign language teaching and the teaching of culture must aim to promote learners' acquisition of interactive attitudes and skills regarding different cultural and linguistic backgrounds. In addition, Olaya and Gómez (2013) state that teachers might not necessarily apply the same methods and techniques during their teaching practice, but they should consider the different teaching contexts. These actions motivate foreign language teachers to look for materials and alternative tasks to generate discussions in class by, for example, contrasting cultural conflicts, behaviors, and ideologies. We understand from the previous statements that *foreign language teaching* should foster cultural attitudes and skills among learners of different social backgrounds inside any language classroom. Thus, foreign language teaching needs to find and adopt new practices to give learners a voice to discuss current issues and ideologies and why not their own as well. This could help foreign language teachers find relevant pedagogical practices to develop and promote ICC.

Student Teacher's Role and Perceptions

Being a learner demands several responsibilities that come from parents, the Institution, and the teacher. Learners are genuinely eager to know what the teacher brings to class and what will be taught, that at some point, may interest them. Learners, apart from learning, want to be heard, and also they want to discover new strengths. As a result, teachers hold great responsibility in supporting their learner's process and in reaching the class purposes, and in this sense, student

teachers also need to have the same recognition and be valued as teachers who have been working for several years. When they start teaching, they bring their previous knowledge to face teaching school realities appropriately. Therefore, Kennedy (1999) asserts that the role of student teacher education is to change initial frames of reference. The initial frames of reference indicate that teachers develop ideas that will guide their future practices. If those ideas are not altered in student teacher education, teachers immediately strengthen their understanding of teaching and reduce childhood experiences. As an example, the sociologist Dan Lortie (1975, as cited in Kennedy, 1999) points out that teachers go through observation in the same way they observe their teachers. So, teachers develop their classes in the same way they were taught. As a result, they adopt the practices of their former teachers.

The previous study conducted by Kennedy (1999) shows us the importance for student teachers to change their initial frames of reference since these will permeate their future pedagogical practices. This does not imply that the pedagogical practices implemented in class are not adequate but these will not strengthen their understanding of teaching. As a result, student teachers may apply pedagogical practices the same way they were taught. However, student teachers need to consider that globalization and the Internet have opened the door for learners to see the world differently and to communicate easily with people worldwide.

Perception is an issue that has interested scholars, sociologists, scientists, and psychologists throughout the time, and they have tended to define it. For instance, Efron (1969) claims that *perception* is "man's primary form of cognitive contact with the world around him"

(p. 137). Similarly, it is stated that *perception* refers to the way sensory information is organized, interpreted, and consciously experienced (Lumen Learning, n.d.). These two definitions entail understanding that *perceptions* might be constructed by human beings taking into account the contact with the outside world and the constructions of beliefs that can emerge when interacting with people from other cultures or communities. Following the term *belief*, Rokeach (1968, as cited in Richardson, 2003) states that "there are some beliefs that are more central than others and that the central beliefs are more difficult to change" (p. 3). *Beliefs* strongly affect what and how teacher candidates learn and how they approach teaching (Richardson, 2003). Consequently, and landing on the educational field, EFL student teachers could construct new beliefs toward their teaching and learning practices, and they might be reconstructed when they face the realities in language classrooms. As a result, it is relevant for EFL student teachers to have previous teaching experiences in a way that can contribute to revise their beliefs and create new perceptions toward their role in the classroom and the responsibilities they might have when teaching to their learners. In this sense, Harlin, Edwards, and Briers (2002) claim that "the student teaching experience plays a significant role in the formation of attitudes and perceptions of preservice teachers regarding their roles and responsibilities as future practitioners" (p. 72).

The statements above allowed us to reflect that EFL student teachers might have potential beliefs that guide them throughout their classes, affecting their pedagogical practices. However, what they can do is to consider their previous teaching experiences and reconstruct their strong beliefs and be open to gain new perceptions that might contribute to their future professional growth and pedagogical practices.

In conclusion, *culture* is a complex term that has become relevant in contemporary critical thought through the 21st century. So, *culture* has been recently understood as an ordinary social, historical world with a sense of symbolic or meaning-bearing activity in all its forms. Byram (1997) claims that ICC is linked with the traditions in foreign language teaching. As a result, a broader understanding of communicative competence is necessary. So, we think that ICC is a transitional process that recognizes new cultural structures, worldviews, and social identities when communicating with interlocutors from other cultures, regions, and communities. Moving forward, *teaching practices* have become relevant for the reconstruction of methods and language teaching goals throughout the 21st century as well. In this sense, Gómez and Fernando (2012) assert that more teachers are becoming aware of communicating effectively with others from different cultural backgrounds. And lastly, EFL student teachers are invited to change initial frames of reference since those frames will guide them in their future pedagogical practices. Besides, they might apply them in a similar manner as they were taught.

Following, in the next chapter, the reader will find an in-depth description of the methodological design of the present study. It includes the research design, research approach and type of study, participants, research instruments, and the data collection procedure.

Chapter III

Methodological Design

Research Design

       This chapter presents the research approach and type of study of this investigation. Likewise, it describes the participants, the way they were selected, and the instruments used to collect the data as follows.

Research Approach and Type of Study

       This research adopts the principles of a qualitative case study. The qualitative approach was chosen because of its nature since it allows us to understand and explain human behavior, avoiding the natural setting's disruption (Tylor & Bodgan, 1984, as cited in Gavilan & Romero, 2007). It is often associated with an interpretative, humanistic orientation, ontology of multiple realities, a non-objectivist epistemology, and a naturalistic, non-manipulative methodology (Guba and Lincoln, 1994, as cited in Duff, 2010). This research fits within the realms of a qualitative study due to its interests in the social, cultural, situational, and performative nature of language, knowledge, representation, and learning (Denzin and Lincoln, 2005, as cited in Aspers & Corte, 2019).

       Moreover, this research intends to provide an in-depth description of the phenomena under study, and thus a case study was chosen. According to Duff (2010), case studies place significance on contextualization and holistic accounts of individuals or groups. Furthermore, this type of study matches this research because it aims a) to analyze what four EFL student teachers' perceptions inform us about their understanding of ICC in their classrooms, b) to identify EFL student teachers' perceptions toward the integration of intercultural communicative competence

in their pedagogical practices, c) to examine the perceptions they hold toward the integration of intercultural communicative competence in their pedagogical practices, d) to establish how their understanding about ICC is reflected in their teaching practices, and e) to name and describe the possible issues that could affect integrating and fostering ICC in their pedagogical practices. Thereby, Yin (2008) asserts that case study methods probe deeply to gain insight into new phenomena. So, case study methods allow researchers to understand the how and why of issues that do not require control over those events.

Participants

The population was selected on the basis of purposeful sampling (Marshall & Rossman, 2014). These authors state that this type of selection helps researchers understand the phenomenon because it provides valuable information and gives voice to "silenced" people. For the previous motives, we considered purposeful sampling since we could select the EFL student teachers that we had effortless access to and could collect data easily. The participants were four female EFL student teachers enrolled in their last semester of an EFL undergraduate program at a public university in Neiva. They were developing their Practicum II with adolescents at public schools. Throughout Practicum II and taking into account the COVID-19 pandemic, EFL student teachers had to follow three phases to carry out successfully their teaching practicum at their institutions (See Appendix G: Guidelines for the Development of the Teaching Practicum Process in Times of COVID-19). In the first phase, EFL student teachers had to do a diagnosis of the school and learners with the help of the practicum advisor and the cooperating teacher. Also, EFL student teachers designed a practicum plan with an introduction, rationale, objectives, and practicum framework (school characterization, national and institutional educational policies, methodological approach, and students' profile). In the second phase, EFL student teachers had

to carry out all the planned activities described in the practicum plan. And the last phase enclosed the end of Practicum II with a final report and a reflective essay about the teaching practice process.

The participants were young adults between 21 and 33 years who belonged to low and middle socioeconomic strata. They had a B2 language competency according to the Common European Framework of Reference for Languages. One of the participants, Cloy, has had teaching experience with some learners in personalized classes. She is working as an English teacher at a private institution and was developing her Practicum II with learners from 6th until 11th grade. She was doing her teaching practicum at a public Institution in Neiva. Camila was the other participant who has worked with very young and young learners at private institutions and in some personalized classes. Currently, She is not working as an English teacher because she is about to graduate. Camila was doing her Practicum II with learners from 6th until 9th grade at a public institution in Neiva. Another participant was Tábata who has not had teaching experience with children, young, or even adult learners. She was developing her Practicum II with student teachers from her EFL undergraduate program (first and second semester) at a public university in Neiva (the same institution where the study was conducted). She is not currently working as an English teacher. Lastly, Roxanna has had teaching experience with children at public institutions. She was doing her Practicum II with learners from 6th to 9th grade at a public institution in Neiva. Besides, She is not currently working as an English teacher.

Furthermore, they participated voluntarily in this research during the second semester of 2021 (See Appendix B: Consent Form). The participants' identities were protected by using pseudonyms when including their voices in the samples, also taking into account it was an

agreement between the participants and us. Allen and Wiles (2016) affirm that this process of

choosing a pseudonym is a way to respectfully name people in research projects. The same

authors, in their research titled *A Rose by Any Other Name: Participants Choosing Research*

Pseudonyms found out that the practice of giving pseudonyms in search of anonymity is

particularly a psychological procedure that benefits participants, the content, and the research

itself.

Instruments and Data Collection Procedure

The data was collected for approximately four months, from July to the end of October of

2021. The instruments applied in this study were: a questionnaire, a survey, semi-structured

interviews (first and second), and official documents (participants' lesson plans, students'

artifacts, essays, EFL program curriculum, and guidelines for the development of the teaching

practicum process in times of COVID-19). The procedure we followed for collecting the data and

how we piloted our instruments is explained below.

Questionnaire. According to Kumar (2011), this type of instrument is a written list of

questions in which the answers are recorded by the respondents. This author explained that a

questionnaire needs to have straightforward questions to understand. Additionally, the

questionnaire should have an accessible sequence for the readers, an interactive style, and

sensitive questions so that respondents do not hesitate to answer it. Moreover, Kumar (2011)

presented some advantages of including questionnaires in research studies: less expensive and

greater anonymity are two advantages. However, Kumar (2011) added that a questionnaire is also

limited, and the response rate is low because of some factors, for instance: the interest of the

sample in the topic, the layout, and length of it, the quality of the letter and the methodology used to deliver it.

The questionnaire in this study was designed using Google Forms and sent via Gmail to all twenty-four EFL student teachers' emails developing Practicum II (see Appendix C: Questionnaire). First, the participants were informed about the study in one of the online meetings with the head of the foreign language undergraduate program at the public university. Second, she sent a formal email to the EFL student teachers with a copy to their advisors in that online meeting. Third, based on the six responses we received out of the twenty-four EFL student teachers, we decided to send a second formal email to the rest of the EFL student teachers who had not responded to the questionnaire. We did not receive any additional responses, and consequently, we had to work only with four EFL student teachers. This instrument was applied throughout the second week of July.

Survey. This instrument allows us to collect data from individuals or a group of people based on their responses to some questions. A survey is often used to describe and explore human behavior since it also represents social interaction through a conversation (Rubin & Rubin, 2012).

The survey in this study was designed using Google Forms, stored in Google Drive, and sent to the four EFL student teachers, who continued working in this study, throughout Gmail, and the WhatsApp group called "Research Project," which we created with the participants' consent (Appendix D: Survey). The participants were informed about this instrument, and they all agreed to respond to all of the questions as honestly as possible. The online survey was applied during August after being piloted with other EFL student teachers who did not participate in the present study.

Semi-structured Interviews. This is an oral form of a written survey. It is a less-structured alternative to an interview, including a mix of more and less structured but flexible questions. In qualitative studies, semi-structured interviews are commonly used to focus on demographic data related to the phenomenon and follow some predetermined questions, and open to new ones on the way. A semi-structured interview elicits more open-ended, rambling responses that often require several codes simultaneously (Creswell & Poth, 2016).

The two semi-structured interviews were designed in a word document, stored in Google Drive, and applied via Google Meet (see Appendix E: Semi-structured Interviews: Primera Entrevista Inicial Semiestructurada and Segunda Entrevista Final Semiestructurada). The participants were asked which online platform they would prefer to carry out the two interviews and record them, and we took into account their responses. The two interviews were piloted between July and August with EFL student teachers who were not participants in the study. Therefore, the first semi-structured interview was applied in September after the survey, and it tried to gather some first insights that participants had on ICC taking into account their pedagogical practices. The second semi-structured interview was conducted in October with the purpose of expanding and strengthening the information collected in the first semi-structured interview. It examined the EFL student teachers' perceptions and practices but took account of their practices, materials, activities, and the practicum advisor's role. For each semi-structured interview, we created a comfortable atmosphere with the participants to answer the questions as honestly as possible, based on their learning/teaching experiences.

Official Documents. This is a qualitative form of data collection because the researchers are in charge of interpreting, analyzing, and giving meaning to the topic, participants, and setting

under investigation. This instrument incorporates coding content themes similar to how focus groups or interviews are analyzed. However, it is different since you can collect considerable data without asking anyone but assessing the documents. According to Bowen (2009), official documents are reliable data sources, meaning that you can access and review them many times, and these will stay unchanged by the researcher's influence or research process.

The official documents were requested via Gmail to the EFL undergraduate program at the public university in Neiva and administered on Google Drive in the folder we created for that aim. In July, we had a short online meeting via Google Meet with the head of the foreign language undergraduate program. This online meeting allowed us to tell her about the study and ask her about the curriculum. Thus, one of the official documents we used was the curriculum of the foreign language undergraduate program. This official document provided us with background information, concepts, ideologies, curriculum structure, methodologies, teaching practices, and the incorporation of ICC. Also, we requested for another official document that was the guidelines for the development of the teaching practicum process in times of COVID-19.

Another official document that we considered in our study was the lesson plans that the EFL student teachers designed and used with the help of their practicum advisors during Practicum I. We sent them a formal email asking them if we could have access to the folder that EFL student teachers shared with the practicum coordinator after Practicum I was over. In that folder, we found the lesson plans, materials, essays, and extra evidence needed to support their first formal encounter with the teaching process. The different documents helped us to relate some of the participants' ideas, but also to ask them about some issues that we could identify based on the integration and development of ICC.

Chapter IV

Data Analysis

This study corresponds to qualitative research whose main focus was to analyze what four EFL student teachers' perceptions inform us about their understanding of ICC and the possible issues that could affect integrating and fostering it in their pedagogical practices. It was conducted taking into account a natural and real context, using methods related to qualitative inquiry. This type of approach is appropriate to study history, representations, beliefs, and perceptions since those are the product of human interpretation regarding how people live, interact and learn (Maxwell, 2009). According to the previous author, one relevant feature of qualitative research is the contextualization and discrimination of thoughts regarding the reality of others; besides, it gives relevance to the social, economic, family, and religious context of each of the participants under investigation. Lastly, it also considers the agreements and conflicts that the participants may experience due to their upbringing (home, neighborhood, social orientation, and religious beliefs) and how they influence them. The qualitative approach was lined up with the research question, which gathered rich data from participants' own experiences, context, and perceptions (Merriam, 1998).

In addition, this is a qualitative case study that described four EFL student teachers' perceptions as case studies. According to Stake (1995), this approach allows a great understanding of a single case by appreciating the uniqueness, complexity, embeddedness, and interaction in a context or within important circumstances. It was appropriate for our investigation because we could examine participants' perceptions and establish how their understanding of ICC was reflected in their pedagogical practices, and also identify the possible

issues that could affect integrating and fostering ICC in their pedagogical practices, in detail and in-depth. The nature of this qualitative case study enabled us to explore a challenging issue with multiple data collection methods such as a questionnaire, a survey, two semi-structured interviews, and the review of official documents (EFL program curriculum and guidelines for the development of the teaching practicum process in times of COVID-19) and artifacts (lesson plans, reflective papers, and pupils' artifacts). All these data collection instruments had the purpose of understanding how the participants perceived ICC and reflected it in their lesson plans, and identified and described the issues that could affect integrating and fostering ICC in their pedagogical practices.. The development of multiple methods for data collection strengthened this type of research design (Baxter & Jack, 2008; Creswell, 2014) because different sources were used to carry out triangulation (Yin, 2008).

Data Analysis Procedure

The analysis was done under some of the principles of grounded theory, initially presented by Strauss and Corbin (1997), and due to the nature of the study, the research question and instruments (above mentioned) allowed us to gather the type of data collected. We constantly compared and found relevant features presented in the EFL student teachers' responses and perspectives. The grounded theory approach drove us to identify commonalities and we labeled them based on our research question, focused on intercultural communicative competence. The whole data analysis process was undertaken by developing thematic and open coding (Gibbs, 2007). Every single instrument was analyzed as a whole, highlighting and organizing the data based on our pedagogical experience and the guidance of some authors. By analyzing every instrument, we tried to gather the necessary data (generate amounts of data) and then find similar

information and commonalities among the four participants involved in this research (Corbin and Strauss, 1997). During the coding procedure, we read the data several times, examined and grouped it based on the participants' similarities, considering the general and specific objectives to answer the research question.

We followed the principles of methodological triangulation which assures credibility and validity of the internal data analysis process and findings (Merriam, 1988), allowing multiple views of the participants to be visible (Burns, 2000; Stake, 1995; Yin, 2008). In the same way, we worked on validity by piloting the instruments before using them and consequently made changes based on the responses obtained for consistency and reliability. Additionally, we recorded the interviews, took notes, and kept a folder of each participant with all their answers, which helped us achieve trustworthiness through triangulation, determining patterns among the data collected. Then, our advisor revised the data analysis, confirming the associations made among the data to be coherent. In the end, we allowed the four EFL student teachers to validate their insights through member checking and provide some final comments of the results.

Research Categories

In this section, you will find the description of the two main categories. The first category, ***Issues that Affect Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices,*** includes two subcategories: *Factors to Consider When Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices* and *Factors that Emerged While Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices*. The second category, ***Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices,*** includes two subcategories: *Perceptions Toward Understanding and Implementing ICC in Student-Teachers' Pedagogical*
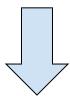
Practices and The Reality When Implementing ICC in Student-Teachers' Pedagogical Practices.

Figure 1 summarizes the results of the analysis.

Figure 1

Categories and subcategories of the study

Issues that Affect Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices	
Factors to Consider When Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices	Factors that Emerged While Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices

Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices	
Perceptions Toward Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices	The Reality When Implementing ICC in Student-Teachers' Pedagogical Practices

Issues that Affect Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices

This first category accounts for the possible issues that could affect integrating and fostering ICC in student-teachers' pedagogical practices. These issues entail *the EFL curriculum and homogeneous and heterogeneous groups.* The participants mentioned some of these issues throughout the research instruments (survey, questionnaire, the first and second semi-structured interview, official documents). Besides, some of the issues were identified when, as researchers, we examined the official documents (e.g., lesson plan formats, learner's artifacts, and other practicum formats the participants had to use and complete throughout the teaching practicum).

In the next section, the reader will find an in-depth description of the two subcategories that make part of this first category: *Factors to Consider When Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices* and *Factors that Emerged While Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices.*

Factors to Consider When Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices. The name given to this first subcategory summarizes two relevant factors present at school that EFL student teachers had to bear in mind when integrating and fostering ICC in their pedagogical practices. These factors had an incidence when EFL student teachers were motivated to stop over-focusing on the four language skills and started considering intercultural elements of the language when carrying out their teaching practicum. These factors are the *EFL Curriculum* and *Homogeneous and Heterogeneous Groups.*

EFL Curriculum. Regarding this first component, we could evidence that the content included in the EFL curriculum in the undergraduate program provided the participants with a general conceptualization of what ICC is since there are three courses that scratch a little the concept of ICC but not the promotion of it in class. At this point, we consider it necessary to define what the EFL *curriculum* is as well as describe its parts. The Ministry of Education in Colombia (MEN hereafter) defines *EFL curriculum* as a system with components that are interrelated with the greater context in which it is simultaneously and openly implemented. The MEN states that the EFL curriculum's components should include the scope and sequence chart; the EFL curriculum as a matrix of objectives assigned to the grades (sequence) and grouped according to a common theme (scope), study programs (a plan that includes fundamentals, themes, resources and evaluation), content scheme (a list of topics to cover), the EFL national standards (a list of abilities required by all students to complete their academic process),

textbooks (educational materials used as teaching guides in the classrooms), learning path

(courses and levels that comprise the program and that the students must complete), and planned

experiences (all academic, athletic, emotional or social experiences that the students experience)

(Colombia, 2016, as cited in Pérez, Rey & Rosado, 2019).

In regards to the EFL curriculum, Cloy, one of our participants, claimed:

"Las asignaturas o cursos en la universidad se ven aislados y no tienen relación con la

competencia comunicativa intercultural. Por ejemplo, en los dos Dipdi (cursos designados

para conocer estrategias, metodologías, teorías relacionadas hacia la enseñanza-

aprendizaje del inglés) se puede trabajar la CCI, pero no tan a fondo; Sin embargo, un

curso electivo del programa, globalization, el profesor de esta asignatura nos solicitaba

traer material a la clase y desarrollarlo pero que involucrara varias culturas del mundo"

(first semi-structured interview).

Additionally, Cloy and Roxanna commented:

"*La competencia comunicativa intercultural no es un área importante dentro del*

currículum, pues para los profesores de inglés tampoco lo será y no lo tendrán en cuenta;

es por eso que deben incluir esta competencia en el programa, y enseñar cómo

desarrollarla en las diferentes etapas de los estudiantes" (second semi-structured

interview).

As a result, Camila who developed her teaching practicum at the public university where

she was doing her undergraduate program stated "*no sabía cómo involucrar temáticas que*

promovieran la competencia comunicativa intercultural. Sin embargo, considero que lo hice un

par de veces con temas como presentación personal, países y nacionalidades" (questionnaire).

In the previous samples, we found that the curriculum of the EFL undergraduate program at the public university did not provide the participants with techniques that they might use in their pedagogical practices to integrate and promote ICC. Nevertheless, some courses gave them some insights into what ICC is.

In this sense, Dunne (2011) asserts that all curricula is intercultural at some point because it involves some level of interaction between individuals. Thus, Dunne (2011) claims that universities and higher education institutions have their own culture (a set of values, norms, beliefs, and behaviors), which may be reflected in their mission statements and strategic plans. Following this idea, Dervin (2016) states that we tend to talk at institutions about diversity in education, classroom diversity for children, the benefits of diversity in the classroom, but we do not know whom we are talking to. So, we tend to conceptualize diversity in education in an artificial, imaginary, and concocted manner (Wood, 2003, as cited in Dervin, 2016).

Based on the above, we consider that universities, especially public ones, should organize the curriculums of their programs, considering the rich diversity we can find in the classrooms. In this way, students from different cultures would not feel rejected, and this would help promote ICC when they interact with each other.

Taking into account what the MEN in Colombia has stated in regards to the components of the EFL curriculum (Colombia, 2016, as cited in Pérez, Rey & Rosado, 2019), as researchers we identified four of them in the present study: lesson planning (study programs), the four language skills (EFL national standards), topics (content scheme), and teaching and learning materials (textbooks).

Lesson planning. We found that the participants tended to focus their attention, when planning a lesson, on books for teaching a foreign language and on the rubrics provided by the

institutions which had to be completed and followed. In this sense, Tábata claimed that *"es un error de todos los profesores de inglés porque solamente nos enfocamos en lo que los libros nos presentan y lo que traen para planear las clases"* (first semi-structured interview). Cloy followed the same idea by affirming *"depende mucho del contexto, por ejemplo, en la educación pública no se tiene en cuenta desde el PEI y los libros que se utilizan para planear y desarrollar las clases de inglés"* (first semi-structured interview). In this regard, Roxanna stated "*las clases no las podía enfocar en la competencia comunicativa intercultural, solamente me entregaron unas rúbricas que debía seguir para planear mis clases y así ajustarme al currículum*" (questionnaire).

We can infer from the samples previously presented that the participants recognized that ICC could be implemented and promoted in class if the institutions where they carried out their teaching practicum provided them with a guide and materials that they could use to promote this competence since they work with learners from different ages. For instance, at public institutions, the administrators and teachers have to design and carry out their classes based on the decrees and policies given by the policymakers and the Ministry of Education in Colombia, without considering the realities of our context. This does not contribute to integrate ICC in language classrooms and help EFL teachers neither conceptualize it nor balance the mother tongue with other languages. Nonetheless, private institutions have "some freedom" when designing the Institutional Educational Project (PEI) and the teaching practices to be developed, as well as choosing the materials for the English classes. Thus, having "the freedom" to design the PEI and selecting the teaching and learning materials, is an excellent opportunity to foster ICC in the language classrooms.

We think that EFL student teachers most often are deprived of the freedom to innovate in their classes by implementing ICC in their pedagogical practices. In this sense, Feeney and Gajaseni (2020) conducted a study in Thailand that aimed to investigate the effectiveness of reading short stories to develop three particular dimensions of Byram's (1997) ICC model: a) interpreting and identifying, b) comparing and relating, and c) attitude and openness. Feeney and Gajaseni (2020) found that reading and discussing short stories helped develop ICC in all three dimensions. They concluded that the study´s results could support Thailand's teachers in planning and designing lessons that enable their learners to meet the MOE's (The Ministry of Education in Thailand) Language and Culture Strand standards. These researchers affirmed that Thai learners should be taught that literature and short stories can bridge cultural gaps in their English language knowledge. This study allowed us to reflect on the effort that the Ministry of Education in Colombia is making for our learners to become more aware of our language and the cultural, social, and political issues in our context while learning a foreign language (English).

Four language skills. We found that the participants consider relevant to develop the four language skills (listening, reading, writing, and speaking), but in connection to ICC so as to find the relationship between the target culture and the learners' culture. In this sense, Camila mentioned:

> *"La competencia comunicativa intercultural es tan importante como el desarrollo de las otras habilidades del inglés (listening, reading, writing, and speaking) porque ayuda a ponerlas en práctica de una manera más funcional y adecuada al contexto de los participantes en el proceso de aprendizaje" (survey).*

Moreover, Cloy added:

"Pienso que todas las habilidades (listening, reading, writing and speaking) deben ir

ligadas entre sí para lograr una enseñanza -aprendizaje del inglés de forma

contextualizada y significativa para el estudiante. A la hora de aprender expresiones y

demás tiempos gramaticales, debemos involucrar aspectos culturales y hacer uso de estas

en contextos elaborados o reales para que el estudiante comprenda los diferentes

escenarios que posiblemente enfrentará a la hora de usar su segunda lengua para

preguntar, responder y lograr comunicar lo que realmente quiere decir" (survey).

Additionally, Roxanna claimed "*una de las dificultades que se puede presentar cuando se*

va a desarrollar la competencia comunicativa intercultural es desarrollarla con las demás

habilidades del inglés (listening, reading, writing, and speaking); es algo verdaderamente difícil

de hacer" (second semi-structured interview).

The samples above allowed EFL student teachers and us, as researchers, to think about

the importance of connecting the four language skills with the concept of ICC and not to address

them separately (like two different worlds). Besides, to teach English to help learners understand

and value our language and respect other languages. In this sense, Alptekin (2002) states that the

communicative approach contemplates target language-based communicative competence for

foreign language learners as a way to participate in the target language culture.

Topics. We found that the participants developed various stimulating topics in their

pedagogical practices to integrate and promote ICC. In this sense, Cloy, Roxanna, and Camila

developed topics related to food, animals, festivities, celebrations, likes and dislikes. This was

evidenced in the questionnaire, survey, and official documents (lesson plans). In this regard, Cloy

noted "e*stilos de vida, expresiones e historia de otras culturas; valorando la lengua materna y*

aceptando las diferencias" (questionnaire). Additionally, Cloy added, *"historias cortas sobre la*

cultura, expresiones y demás elementos de diferentes países de habla inglesa; no solo limitándonos a la cultura Americana o Británica" (survey). Furthermore, Tábata developed interesting topics to integrate and promote ICC "*countries and nationalities, famous writers in her local context (e.g., José Eustasio Rivera in the Department of Huila), Valentine's Day in Colombia and other countries"* (official documents: lesson plans).

In the previous samples, we could infer that the participants developed various and interesting topics in class to integrate and promote ICC, such as food, festivities, celebrations, lifestyles, and short stories related to cultures around the world. These topics helped the participants to value ICC in their pedagogical practices since they could promote it in connection to the local context. In this direction, Aleksandrowicz-Pedich et al., (2003) conducted a qualitative research project using the methods of textual analysis. They designed and distributed questionnaires in their respective countries (Cyprus, Poland, Romania, and Slovenia), but a broader scope was made possible thanks to colleagues from other countries. Aleksandrowicz-Pedich et al., (2003) found that the teaching of ICC is relevant because it is an appropriate competence to foster discussions in the classroom. Besides, the participants commented that ICC is inseparable from teaching English, and without ICC, learners would not be able to make sense of the communication process despite grammar and vocabulary. Furthermore, Aleksandrowicz-Pedich et al., (2003) found that topics such as hobbies, sports, and clothing that interest and motivate teenagers and adult learners, are easier to teach. However, other topics such as racism, ethnocentricity, xenophobia, or political and social issues are more challenging and require more time to be developed.

We noticed from the previous research that the topics of racism, ethnocentricity, xenophobia, political and social issues are fundamental to address in class since learners can

expand their cultural and social knowledge toward issues that they can face in their local

contexts.

    Teaching and learning materials. Concerning the last component of the EFL curriculum*,*

we found, on the one hand, that these can help EFL student teachers in class as well as these can

foster ICC. In this sense, Cloy stated *"si se tiene un material íntegro, su resultado va a ser igual*

(íntegro; completo) y su práctica para promover la competencia comunicativa intercultural será

muy significativa para los aprendices" (questionnaire). Besides, Tábata stated "*los libros y el*

material que utilizaba para mis clases de inglés promovían en algunas partes la competencia

comunicativa intercultural, y en otras no" (second semi-structured interview).

    The samples above show that some participants had a positive view toward the teaching

and learning materials. They noted that if they work with complete materials (designed for

teaching purposes including elements and characteristics of various cultures, regions,

communities, countries where English is also spoken), the results can be significant for the

learners. Nevertheless, they also noted that sometimes they use materials that do not foster ICC.

    On the other hand, the teaching and learning materials can show a neocolonial perspective

toward how people live in other countries and how they see the outside world. In this respect,

Cloy commented:

    "Considero que el material que se emplea en muchos escenarios educativos se limita a

        exponer la lengua inglesa como un elemento gramatical mediante ejercicios donde los

        estudiantes identifican las diferentes estructuras de los tiempos y vocabulario. Cabe decir

        que, si hay alguna muestra de aspectos culturales, estos se restringen a resaltar

        costumbres y tradiciones de los americanos o británicos como nativos de la lengua

inglesa dejando a un lado la gran variedad del inglés como lengua oficial o de mayor uso

adoptada en otros países" (survey).

In relation to idealizing a culture over another, Camila commented "*el texto puede*

idealizar una cultura y es mejor adaptarlo y lograr que reconozcan la riqueza de la cultura

propia. Los libros son una buena base, pero se debe ir más allá" (second semi-structured

interview).

In the samples above, we could evidence that most of the teaching and learning materials

that our participants used in their teaching practicum focus on presenting the American or British

culture, excluding the other countries in the world that use English as the official language.

Besides, these materials (readings, pictures, student's book, teacher's book, workbook) most

often ignore our own culture. As a result, the participants and their learners focused mainly on the

grammatical aspects of the English language and the four language skills.

In this sense, Rico-Troncoso (2011) argues that teaching and learning materials are

influential tools that function as sociocultural mediators. So, as mediators, the materials should

help build a bridge between communication and intercultural encounters. Rico-Troncoso (2011)

also states that "materials might contribute to broadening students' perceptions about cultures and

empower them to develop social behaviors such as tolerance and respect" (p.12). However,

Pulverness (2013, as cited in Rico-Troncoso, 2011) claims that the cultural information in the

coursebooks is treated as additional information. This means that EFL student teachers might feel

limited to using only teaching and learning materials that consider other contexts (American or

British culture), while excluding ours.

Homogeneous and Heterogeneous Groups. In regards to the second factor of this

subcategory, we found that the participants positively supported having and working with

heterogeneous groups in language classrooms due to their diversity (learning styles, interests, ways of seeing the local and global context) and multiple identities (ages, genres, race, sexual orientation, occupation) present in those learning spaces. In this sense, Camila said "*el grupo heterogéneo me sirvió mucho para conocer diferentes perspectivas, ideas o comentarios; también se crearon muchos debates de temas actuales y también sobre comida típica de cada región de los participantes*" (first semi-structured interview). In connection to the previous sample, Tábata claimed:

> "*La competencia comunicativa intercultural es la habilidad que tienen los individuos para comunicarse con personas de diferentes contextos culturales en la cual dicha comunicación se da de manera apropiada y con negociación entre las dos partes para que su fin sea el mismo*" (survey).

In the samples above, we could notice that our participants mainly perceive *heterogeneity* in language classrooms as a positive way to connect ICC with the planned activities. Also, *heterogeneity* can favor the integration and development of ICC when learners belong to different cultures and come from various regions in Colombia because they can bring relevant topics to discuss in class. In this sense, Lin, Shie, and Holmes (2017) conducted a study to investigate students' experiences of intercultural and foreign language learning through a six-month online language exchange project involving 30 Taiwanese secondary students learning English as a foreign language (EFL) and 10 British secondary students learning Mandarin. Lin, Shie, and Holmes (2017) found that students were conscious of the development of both their English abilities and their intercultural communicative competence due to meaningful online peer interactions. Nevertheless, emerging differences in learning attitudes between students from

Taiwan and England were found, reflecting contrastive educational cultures between the two countries.

From the previous study, we could infer that allowing learners to interact online with people from different countries (considering the significant advantages that globalization has had), is an excellent way to develop language abilities and foster ICC in class. Additionally, we think that this type of project could be implemented in our local context, yet learners would need to have the necessary technical resources to connect to online sessions for EFL student teachers to be able to evaluate their learners' progress.

In sum, *EFL Curriculum* and *Homogeneous and Heterogeneous Groups,* that make part of this first subcategory, helped us as researchers to identify and examine those factors which helped EFL student teachers integrate and foster ICC in their pedagogical practices.

Factors that Emerged While Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices. This subcategory gives account of two factors, that as researchers, we identified in the data related, on the one hand, to the current circumstances we are living *the COVID-19 Pandemic and Virtual Education,* and on the other hand, *the Practicum Advisor's Role.*

The COVID-19 Pandemic and Virtual Education. We found that the participants highlighted positive effects of teaching and learning English through virtual environments to integrate and foster ICC in their pedagogical practices. The participants mentioned that working online helped them think about good strategies, materials, and activities with their learners to promote ICC. In this sense, Camila commented:

> *"Enseñando inglés de manera virtual ayudó a crear espacios de interacción porque los*
>
> *estudiantes no se conocían (SENA durante la pandemia brindó clases de manera virtual a*

estudiantes interesados en sus programas ofertados en todo el territorio Colombiano);

todos mis aprendices eran de diferentes regiones de Colombia, aunque tenía muy pocos

del Departamento del Huila; como resultado hubo más interacción entre ellos en las

clases de inglés. Por ejemplo, hablaban de terminología o eventos culturales en las

regiones que ellos están" (first semi-structured interview).

Moreover, Roxanna affirmed:

"A *la gran mayoría de mis estudiantes se les notaba el gusto por el inglés y querían*

siempre participar cuando involucraba temas relacionados a la competencia

comunicativa intercultural, tales como países, nacionalidades, comidas típicas, vestuario,

fútbol, entre otros; muchas veces nos reíamos de la terminología que se usa en una

región y en otra, pero nunca lo hicimos con la intención de discriminar" (questionnaire).

In the samples above, we could identify that the participants consider that the use of

online platforms and virtual environments has helped learning and teaching English as well as

integrating ICC in their classes. Thus, the COVID-19 pandemic has had a positive outcome on

virtual education and has motivated EFL student teachers to include topics related to ICC, such as

countries, nationalities, festivities, food, clothes, sports, and others.

In this sense, Fitria (2020) conducted a descriptive qualitative research study with the aim

of knowing English teachers' opinions when using online learning in Indonesian

colleges/universities. Fitria (2020) found that the online learning system is a captivating system

to motivate and help students learn English, even when it is not possible to carry out face-to-face

meetings. However, some students had difficulties with their smartphones or laptops or having

access to the Internet. In this sense, Al-Khresheh (2021) affirms that despite the fact that online

learning systems have been around for many years, the COVID-19 pandemic has suddenly forced schools to adopt new ways for teaching and learning.

The results of the study mentioned above are related to our participants' responses in regards to considering virtual education as an outstanding means to learn English and integrate ICC in class. In this regard, Tábata stated *"la educación virtual afecta la implementación de la competencia comunicativa intercultural, pero no mucho; mejor, facilita el aprendizaje mediante el uso plataformas en línea; y como se tienen grupos grandes, pues mayor es la interacción entre ellos"* (first semi-structured interview). Besides, Camila commented that

> *"La educación virtual afecta positivamente la implementación de la competencia*
> *comunicativa intercultural porque se puede encontrar mucho material en línea y de*
> *manera fácil; también porque se pueden crear espacios de interacción porque muchos de*
> *los estudiantes no se conocen personalmente"* (first-semi-structured interview).

However, in our Colombian context, there is a lack of resources (access to the Internet, computers, cell phones as well as didactical material) that EFL student teachers and learners need to be successful with virtual education. In this regard, Tábata commented that "*una de las dificultades que se puede presentar para desarrollar la competencia comunicativa intercultural en las clases de inglés, es la falta de recursos porque se carece de mucho material didáctico"* (second semi-structured interview).

The Practicum Advisor's Role. We found that most of the participants in our study declared that the practicum advisor has a decisive role throughout the teaching practicum since s/he can inspire and guide them to carry out successful activities in class. However, their practicum advisors did not pay much attention to their pedagogical practices developed in class to integrate and foster ICC. In this respect, Roxanna said "*en ninguna de las dos prácticas docente*

nunca tuve algún comentarios o sugerencia de mi asesor de práctica para que promoviera esta

competencia con mis estudiantes" (questionnaire). Furthermore, Roxanna stated:

> "*Aunque la asesora de prácticas es un pilar importante en el proceso de formación de*
>
> *todos nosotros los practicantes, en cierto momento se llega a desatender al practicante*
>
> *que tanto necesita de que lo guíen, y esto puede afectar el proceso; sin embargo, con el*
>
> *asesor de práctica nunca se mencionó nada sobre la competencia comunicativa*
>
> *intercultural*" (second semi-structured interview).

In the samples above, we could evidence that the practicum advisors are seen by the

participants as guides who can inspire and motivate them to carry out successful activities in

class. Nevertheless, we could also infer that most practicum advisors did not suggest to EFL

student teachers the integration and promotion of ICC in their pedagogical practices.

To support the previous statements, Esteban-Núñez (2021), in her article, *Pre-Service*

Language Teachers' Knowledge and Practices of Intercultural Communicative Competence,

claimed that "the cooperating teacher and the practicum advisor serve as both guides and

evaluators, completing formative and summative reports of pre-service teachers' achievements or

areas for improvement" (p. 9). Besides, Esteban-Núñez (2021) concluded that pre-service

teachers plan their lessons most adequately, but their practicum advisors limit them since they

ask them to plan activities exclusively based on what they have asked them to do. So, pre-service

teachers are tied to the practicum advisors' ideas and suggestions without enriching their students

in different scenarios.

The study above is connected to our research since, on the one hand, EFL student teachers

rely on their practicum advisor's ideas, suggestions, and feedback to develop an "excellent"

English class without integrating nor promoting ICC. And on the other hand, the practicum

advisors tend to limit EFL student teachers since they ask them to plan their classes based on what they ask them to do.

To conclude, this first category (Issues that Affect Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices) summarizes the factors that could affect integrating and fostering ICC in EFL student teachers' pedagogical practices. The *EFL Curriculum* and *Homogeneous and Heterogeneous Groups* can facilitate the integration of this competence in class or become a barrier to implement it with learners. In addition, it is also noticeable that the factors that emerged while integrating and fostering ICC (the COVID-19 Pandemic and Virtual Education as well as the Practicum Advisor's Role) should be carefully revised to avoid negative effects toward learning English and implementing ICC.

Following, in the second category, the reader will find the participants' understanding of ICC and how this competence was implemented in their pedagogical practices throughout their teaching practicum.

Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices

This second category addresses EFL student teachers' perceptions when understanding and implementing ICC in their pedagogical practices, and how those viewpoints influence their actions. In this regard, the data collected by means of the research instruments (questionnaire, survey, first and second semi-structured interview, and official documents) show that the participants act according to what they have learned in the undergraduate program, trying to fulfill their pupils' needs, social requirements as well as the school policies. In the next section, the reader will find an in-depth description of the two subcategories *Perceptions Toward*

Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices and *The Reality When Implementing ICC in Student-Teachers' Pedagogical Practices.*

Perceptions Toward Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices. The name given to this subcategory responds to the main objective of our study, in terms of analyzing the EFL student teachers' perceptions regarding ICC and how these inform us about their understanding of ICC as well as how they implement it in their pedagogical practices. With the EFL student teachers' responses in the survey, as well as in the first and second semi-structured interviews, we found that most of our participants have a partial understanding of ICC. Their perceptions evidence a consistent view of some of the ICC features (attitudes, knowledge, and skills of discovery and interaction) established by Byram (1997). For instance, Cloy stated, referring to ICC as *"son aquellas habilidades que emplean los individuos para llevar a cabo una comunicación eficaz, estableciendo comportamientos apropiados y efectivos para llegar al otro en un determinado contexto social y cultural"* (survey). Similarly, Tábata affirmed that:

> *"La competencia comunicativa intercultural es la habilidad que tienen los individuos para comunicarse con personas de diferentes contextos culturales en la cual dicha comunicación se da de manera apropiada y con negociación entre las dos partes para que su fin sea el mismo. Esta comunicación debe tener un grado de actitud por conocer la otra cultura, debe haber un grado de sensibilidad y/o concientización sobre el contexto en el cual se está inmerso, es decir, conocer más su cultura y su lengua para no llegar a tener inconvenientes en nuestra interacción con los demás"* (survey).

In the same direction, Roxanna stated that ICC is *"una habilidad que tienen las personas de interactuar y comprender las expectativas de las personas de otras culturas. Dicha competencia se desarrolla a veces de manera inconsciente"* (survey and first semi-structured interview). Considering the above, EFL student teachers regarded ICC as a group of attitudes and skills that a person relies on in situations in which intercultural knowledge is required to achieve communicative purposes. Thus, these skills should become an important goal to be attained when speaking in English.

The definitions given by three of the participants (Cloy, Tábata, Roxanna) are connected to the ones claimed by some authors (Byram et al., 2002; Hyde, 1998). For instance, Byram et al., (2002, as cited in Olaya & Gómez, 2013) define ICC as the ability to share understanding with people with different social identities. Following this idea, Byram et al., (2002, as cited in Cuartas Álvarez, 2020) say that ICC opens new possibilities for language learners toward values, beliefs, and behaviors that represent other cultural milieus. Similarly, Hyde (1998, as cited in Alptekin, 2002) states that ICC should be developed internationally to equip EFL students to communicate effectively with others, and it also helps to equip them with awareness of differences as well as with strategies for coping with such differences.

Considering our findings in this subcategory, *Perceptions Toward Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices*, we identified that ICC is perceived as a competence that involves intercultural communication among people from different contexts and realities. But, even when EFL student teachers relate ICC with this idea, it is evident that they fall short on how to fully implement it in the classroom. This could be due to not having enough clarity about the concept of IC (Intercultural Competence) or of ways to

approach and evaluate it (Rojas-Barreto, 2019). Furthermore, it could also be due to the fact that most EFL student teachers have ideas of ICC connected mainly to a set of terms such as customs, habits, traditions, and values of a particular community. In this sense, Cloy established that:

> *"La integración del CCI es muy importante ya que el aprender y usar una segunda lengua involucra una apreciación y adaptación de nuevas costumbres y tradiciones que reflejan la cultura de las personas nativas del país de habla inglesa. Una vez se aprenden expresiones, modismos y jergas, entendemos diferentes percepciones sobre las cosas"* (survey and first semi-structured interview).

In the same way, Roxanna mentioned that "*la competencia comunicativa intercultural se relaciona con la investigación de otras culturas para tener conocimientos sobre ellas, como se comportan y se representan de acuerdo a las diferentes culturas, pronunciación y las formas de vivir, etc"* (survey).

It is noticeable that the participants' conceptualization of ICC is linked to their own perceptions of culture, more than on an intercultural communicative competence. It shows a general consensus among the participants of this study in terms of how they understand ICC. It is a view mainly focused on customs and ways of living in other countries rather than relying on more critical aspects of culture. This is not an inaccurate view of ICC but somehow it narrows their understanding of it (Olaya and Gómez Rodríguez, 2013; Esteban-Núñez, 2021). Therefore, ICC must be understood as an ability to communicate effectively and appropriately in multicultural contexts (Deardorff 2004; Lázár, 2003), not only focusing on issues of cultural individualities such as customs, food, festivities, habits, etc., but in regards to the development of one's intercultural knowledge, skills, and attitudes (Deardorff, 2004). (Nonetheless, they do not recognize it as relative and changeable)

Consequently, EFL student teachers need to have more opportunities to be exposed to ICC in their undergraduate programs, so as to know more about it and be able to implement it more successfully in their pedagogical practices. This stance would help contribute to designing more critical activities in class, and would avoid student teachers to focus mainly on the four language skills (listening, reading, writing, and speaking) The latter is also important, but these skills could be practiced along with the development of ICC, as Roxanna mentioned *"uno de los aspectos importantes en la enseñanza del inglés y que permiten promover la competencia comunicativa intercultural (CCI) en las prácticas pedagógicas, es desarrollar muy bien las cuatro habilidades"* (first semi-structured interview).

The previous ideas are connected to what Dunnett, Dubin, and Lezberg (1986, as cited in Reid, 2015) assert "most of the teaching time is devoted to the development of four language skills, and it is difficult to convince the language teachers that the teaching of culture is not a secondary goal" (p. 2). It is clear here that EFL student teachers focus on developing the language skills they were taught in the undergraduate, since these are relevant concerns when teaching and learning a foreign language.

In the same way, the EFL student teachers considered their pupils' background knowledge, attitudes, culture, beliefs and learning styles when understanding ICC. This entails that EFL student teachers appreciate their own classrooms, their students' own culture and different situations as scenarios to perceive and foster ICC. In this sense, Cloy declared:

"Desde lo local, los estudiantes vienen de diferentes partes de la ciudad, de esta manera encontramos chicos de áreas urbanas y rurales. Partiendo de ello, los estudiantes se ven involucrados en un aprendizaje donde juegan diferentes aspectos culturales por parte de

sus compañeros, además de la enseñanza de valores en inglés conectándolos con las realidades de los estudiantes, y de su vida diaria" (survey and official documents).

Alike, Camila asserted that:

"Encontrar lecturas en inglés que tengan relación con el contexto de los estudiantes (Neiva), realizar entrevistas sencillas donde los estudiantes hablan de tradiciones y fiestas que ellos asistieron o de los lugares donde han ido first, o simplemente poner a los estudiantes a hablar de lo que son, les gusta mucho" (first and second semi-structured interview).

Finally, Roxanna declared that "*la competencia comunicativa intercultural es buena porque los estudiantes pueden conocer las culturas de sus compañeros, y la clase se torna más dinámica"* (first semi-structured interview).

Additionally, the EFL student teachers identified that they also have an active role inside the classroom. For instance, Cloy affirmed that *"ellos (los estudiantes) aprenden de su maestro quien refleja su estilo de vida, costumbres y creencias en su manera de enseñar"* (survey), and also she added *"de esta manera, a través del desarrollo de diferentes actividades, los estudiantes logran conocer aspectos culturales del maestro y sus compañeros*" (survey and second semi-structured interview).

In the excerpts above, one can evidence that our participants have shared relevant perceptions toward integrating ICC in the language classrooms. Our learners have contextual and cultural characteristics that we as teachers can also learn from and this can foster ICC as well. It is clear that language classrooms are different, so that teaching a foreign language and developing

intercultural communicative competence must include an interest in learners' acquisition of interactive attitudes and skills regarding different cultural and linguistic backgrounds (Manjarres, 2009). These authors' ideas are connected to what some of the EFL student teachers have stated. Yet, the data gathered and analyzed allowed us to identify that EFL student teachers must continue learning about concepts such as culture, language, IC, and ICC itself.

Although, we consider that it is not only the advisors' responsibility but also the EFL student teachers to explore what ICC entails and how it can be fostered in a teaching context. We think it would be different if their advisors support them in getting a better understanding of ICC, continuing interested in it and on how they could face the difficulties. Besides, a curriculum that would consider the development of this competence would be very favorable for EFL student teachers since it would equip them with better and clearer ideas on how to understand and promote ICC in the classroom. This curriculum could include, for instance, components related to *intercultural sensitivity* (affective process), *intercultural awareness* (cognitive process*), and intercultural adroitness* (behavioral process*).* In sum, we think that EFL student teachers must continue being critical of what is happening in their contexts, communities and country, and thus they should take into account aspects of the deep culture. Shaules (2007) establishes that deep culture is the "unconscious frameworks of meaning, values, norms and hidden assumptions that we use to interpret experiences of others" (p. 2). In this regard, EFL student teachers must focus on those aspects of deep culture and their own culture, since it would help to understand and value different ideas, beliefs, concerns, feelings, and attitudes, but also it will contribute and motivate learners to learn another language and respect people different ways of expressing and seeing the world.

The Reality When Implementing ICC in Student-Teachers' Pedagogical Practices.

This second subcategory was named as such taking into account the EFL student teachers' insights on how challenging it was for them to promote ICC, considering the specific contexts where they taught, the different strategies and materials used, and the activities implemented.

Most EFL student teachers developed their pedagogical practices at public schools and the fact was that they did not feel well-trained to develop cultural issues in their classrooms, as Camila mentioned *"al ser un nivel A1 no sabía cómo involucrar la CCI en los temas. Sin embargo, lo hice un par de veces con temas de presentación personal, países, nacionalidades y ocupaciones"* (questionnaire). For this participant, the integration of ICC in her lesson plans required a high English proficiency in order to develop it appropriately. On the other hand, some of the participants had to stick to an institutional curriculum and syllabus and they had to work based on it. In this regard, Tábata affirmed that it was not possible to integrate this competence in her pedagogical practices because she *"tenía que pegarse al pie de la letra de lo que enseñaban y los temas que estaban viendo no eran acordes a la noción o conocimiento de una nueva cultura"* (questionnaire).

These findings concur with Olaya and Gómez (2013) in the sense of the great necessity that exists to help teachers develop stronger intercultural awareness, become more curious and open to cultural issues and take advantage of these to integrate ICC in their pedagogical practices. In addition, the EFL student teachers agreed with the importance of developing learners' ICC, however, they established that it is not easy, for instance, Cloy stated:

"Se sabe que en el desarrollo de la CCI se crea una visión más amplia del estudiante

frente al idioma el cual les permite conocer estilos de vida, expresiones e historia de

otras culturas, valorando la lengua materna, sin embargo, en la práctica hay muchas limitaciones como el tiempo, el desinterés de los estudiantes y la falta de recursos o apoyo por parte de los directivos, que prefieren que se siga el currículo del colegio" (questionnaire and first semi-structured interview).

Additionally, Tábata affirmed:

"Me gustaría integrar más la CCI, aunque a veces es difícil, porque no se tiene claro que en la práctica, el sentido crítico se desarrolla, y a la hora de interactuar con otras culturas es una herramienta útil que permite un mejor desenvolvimiento en nuestro mundo globalizado, pero el tener que seguir las rúbricas y parámetros del colegio limita el desarrollo de esta competencia" (questionnaire).

The ongoing process and development of ICC in EFL is not only a concern for pre-service teachers but also a necessity, taking into account our contemporary society and the different contexts where we teach. For instance, Roxanna pointed out that:

"*Las personas piensan que el inglés es solo un pasatiempo o una fantasía, pero, lo que no saben es que el aprender este idioma amplían su universo, posibilita una visión y lectura de un mundo diferente, permitiendo tener la oportunidad de poder viajar y conocer, no sólo diferentes países, sino también sus diferentes culturas"* (official documents).

Even though there are some positive perceptions toward integrating ICC in the classroom, we could also notice that EFL student teachers are mainly prepared to teach grammatical aspects and develop the four basic skills. However, we identified that there is a lack of instruction

regarding the intercultural features of learning a foreign language. In this regard, Tábata stated that:

> "*Todas las prácticas de enseñanza-aprendizaje del inglés promueven la competencia comunicativa intercultural de una u otra forma, pero no se le presta mucha atención, porque no lo manejamos o no sabemos cómo hacerlo, no se tiene total claridad sobre qué es el CCI*" (second semi-structured interview).

Despite the knowledge EFL student teachers have about ICC, this competence needs not only to become an essential part of teachers' professional development but something they must give real attention to and investigate about, considering the various contexts where they carry out their practicum.

Meanwhile, Kramsch (1993, as cited in Reid, 2015) states that "speakers have expectations based on their own experiences and consequently interpret situations based on their own cultures, and this can often lead to misunderstanding" (p. 2). Additionally, Huhn (1978, as cited in Reid, 2015) argues that "it is important though to teach target culture in contrast and comparison with one's own culture" (p. 2). These statements indicate that we need to move beyond traditional perspectives of only integrating the language skills to considering cultural aspects of our students' context.

Therefore, ICC should lead EFL student teachers to overcome difficulties in language classrooms such as the ones mentioned by our participants through the first and second semi-structured interviews, such as lack of motivation and interest, the focus on integrating the four language skills, outdated curriculums, and ways to foster critical thinking among learners. In this

sense, Cloy assured that "*integrar la competencia comunicativa intercultural es difícil, porque no sabemos cómo enlazarla con vocabulario y estructuras gramaticales.*" Similarly, Roxanna pointed out:

> "*La competencia comunicativa intercultural es mucho más difícil de desarrollar en primaria porque los muchachos no pueden expresarse en inglés, y si pensamos en desarrollar dicha competencia en conjunto con las habilidades en inglés, este proceso se vuelve aún más difícil.*"

> Finally, Camila asserted that "*con los estudiantes adultos es más difícil integrar, porque ellos ya no tienen el deseo de aprender para poder viajar a otros países, es más por cumplir con un requisito.*"

As a consequence, we identified that EFL student teachers are in the process of promoting and fostering ICC. They not only care about teaching English as a foreign language but also in developing aspects related to intercultural communicative competence. The participants agreed that the material they created was a crucial aspect to integrate ICC in their pedagogical practices, since it was a source that could promote ICC in their teaching contexts, taking into account students' realities more than focusing on grammatical aspects only. However, in the official documents, we were able to identify that even when the participants wanted to do different things to include ICC in their pedagogical practices, the institutions where they carried out their teaching practicum inhibited them from using strategies or implementing activities to promote it. In this sense, EFL student teachers are not allowed to make big changes in terms of instruction, teaching dynamics and the curriculum.

In sum, the real interest EFL student teachers had in going beyond teaching just the surface features of culture, was evident, but the situation they face day by day is totally different. They do not have the expected support to carry out all their ideas and innovations, since they have not yet graduated. That difficult reality forces them to focus on the same surface culture such as food, holidays, arts, folklore, history, etc. But also, this happens because they have been trained and educated with an EFL curriculum that does not allow them to inquire about deep concepts of culture, clarify their ideas on the matter and expand their scope toward ICC.

In conclusion, this second category (Understanding and Implementing ICC in Student-Teachers' Pedagogical Practice**s**) gives account of the participants' perceptions toward ICC, considering their settings, pedagogical practices and the current situation they faced when implementing this competence. Their responses showed that they are familiar with some of the features of ICC, and have some ideas and insights about what the integration of ICC implies but there seems to be a mismatch between their understanding of ICC and how it could be connected to the decisions and actions they make while teaching, as well as with the materials they chose (official documents). We consider that the participants of this study have a partial understanding of what ICC is and how it is connected to concepts such as culture, interaction, abilities, negotiation and communication. Thus, we think that there are not enough opportunities in favor of developing ICC, since the participants of this study did not have a course in their undergraduate program that focused neither on the understanding nor on the development of the different components of ICC.

Following, the reader will find *Chapter V* with the conclusions and pedagogical implications of this study.

Chapter V

Conclusions and Pedagogical Implications

In this chapter, the reader will find the outcomes reached in this study, what we learned from this research exercise as well as some suggestions to be considered when integrating and promoting ICC in foreign language classrooms. Besides, the reader will find the inconveniences we had while carrying out our study and the possible issues that could be addressed in future studies on the matter.

Conclusions

In this section we share the conclusions reached after analyzing the information gathered through the different research instruments (survey, questionnaire, first and second semi-structured interview, and official documents). The conclusions give account of the main research question: *What do four EFL student teachers' perceptions inform us about their understanding of ICC and the possible issues that could affect integrating and fostering it in their pedagogical practices?*

Issues that Affect Integrating and Fostering ICC in Student-Teachers' Pedagogical Practices. Regarding the first category, the results showed that the curriculum of the EFL undergraduate program at the public university did not provide strategies that the participants might use in their pedagogical practices to integrate and foster ICC. However, there are some courses included in the EFL curriculum that scratch a little the concept of ICC. So, the curriculum in the EFL undergraduate program should be revised and reconstructed in a way that EFL student teachers gain new knowledge toward ICC, and how to integrate and foster it in their pedagogical practices.

Furthermore, the results showed that only four components of the EFL curriculum were identified in the present study: lesson planning (study programs), the four language skills (EFL national standards), topics (content scheme), and teaching and learning materials (textbooks) (Colombia, 2016, as cited in Pérez, Rey & Rosado, 2019). Consequently, when planning lessons, EFL student teachers do not need to rely only on books designed by international publishing houses because these might not consider cultural or social issues of the learners' local context. They should be trained to adapt teaching and learning materials. Besides, EFL student teachers should be trained in a way that helps them to integrate the four language skills (reading, writing, speaking and listening) in connection to ICC, so as to understand the relationship between the target culture and the learners' culture.

Moreover, the results showed that the participants of the present study positively supported the idea of having and working with heterogeneous groups since these facilitate the interaction among learners due to its diversity (learning styles, interests, ways of seeing the local and global context) and multiple identities (ages, genres, race, sexual orientation, occupation). Therefore, EFL student teachers should take advantage of having heterogeneous groups in the institutions where they do their practicum because it is a great opportunity to integrate and foster ICC.

Moreover, we could evidence that the participants thought that teaching and learning English through virtual environments might help them to think about strategies and materials to integrate and foster ICC in their pedagogical practices. Consequently, and due to the COVID-19 pandemic, EFL student teachers should continue looking for new teaching online platforms that they can use with their learners to integrate and foster ICC because this can facilitate the

communication of learners from different cultures and communities around Colombia. Additionally, the results showed that the practicum advisor had a decisive role in the EFL student teachers' teaching practicum because s/he can inspire them to carry out successful activities in class. So, practicum advisors should be trained in a way that helps them to understand, integrate and foster ICC in student teachers' teaching practicum because this is a competence that needs to be connected with the four language skills (reading, writing, speaking and listening).

Understanding and Implementing ICC in Student-Teachers' Pedagogical Practices. Regarding the second category, we evidenced that most of the participants recognized some of the features of ICC (e.g., attitudes, knowledge, and skills of discovery and interaction) established by Byram (1997). Nevertheless, the participants' conceptualization of ICC was linked to issues of culture, customs and ways of living in other countries rather than relying on more critical aspects of culture. Additionally, we identified that the participants need more training to develop cultural issues in the language classroom. Therefore, EFL student teachers should be exposed to a broader conceptualization of ICC in their undergraduate program.

Furthermore, the results showed that the participants understand ICC by considering their pupils' background, knowledge, attitudes, culture, beliefs and learning styles yet EFL student teachers should have more courses in their EFL undergraduate program to help them understand concepts such as culture, language, IC and ICC to integrate ICC in the pedagogical practices.

Pedagogical Implications

We want to highlight that as soon as we finished implementing the research instruments and having had the experience of working with the four EFL student teachers for a couple of months, we decided that it was an ethical issue to contribute with their personal and professional

growth and so we designed a workshop to help them expand their conception and understanding of ICC. We named it *ICC workshop* and we developed it in one hour and thirty minutes via the Google Meet platform. Throughout the ICC workshop, the four participants had the opportunity to think and discuss about the concept of ICC, helping them expand their understanding on the matter. We analyzed some of the studies carried out in the national and international context and the results obtained in each. Besides, we talked about one of the most representative scholars in the ICC field, Dr. Michael Byram. We discussed his proposed model of ICC designed in 1997 that describes five *Savoirs* (knowledge) such as a) attitudes, b) awareness, c) knowledge, d) skills of discovery and interaction, and e) skills of interpreting and relating. This ICC model proposed in 1997 has had an impact till today on curricular design and teaching and learning materials worldwide (Hoff, 2020). Moreover, we also shared strategies to help our participants integrate and promote ICC in their lesson planning based on Byram's ICC model (1997). In the end, we opened a space for the participants to share their conclusions and to give us feedback on this process. Following, here are some of their insights. For instance, Cloy concluded:

> *"I really liked the workshop since it was clear and practical. Besides, I learned definitions that helped me understand what ICC is and its purpose. More than a set of abilities, ICC is a shared knowledge with others to communicate effectively. Also, the dimensions were useful to implement in our activities in the classroom. As a final thought, I appreciate all the insights Diego and Yudier gave me to get my students involved in a rich cultural and interesting lesson."*

In the previous statement, we can infer that Cloy enjoyed the ICC workshop and realized the importance of examining various definitions related to ICC and its development showing a

broader understanding of it. Based on this experience, we hope that Cloy will integrate and promote ICC in her future lessons since it can foster motivating spaces for learning.

Another participant, Tábata, concluded:

"ICC is a teaching and learning model appropriate for today's students and teachers since language and culture in a globalized world play an important role with the identity of a sociocultural person. This model will help us have a broader, critical, and evaluative view of a culture or society different from ours. It will also help to build or improve a person's cultural identity through his knowledge and appreciation of it. I define ICC as an intercultural encounter where adjustment, assimilation, and adaptation are present."

Based on this sample, we infer that Tábata now has a broader conception of ICC since she connected it with the globalized world without excluding the cultures and communities that are different from ours. Besides, Tábata comprehended that ICC is more than a competence because it helps people (in this case, her learners) to build their identity, knowledge, and appreciation of other cultures. Thus, the definition given by Tábata encloses the encounters that people from various cultures and communities can have where adjustment, assimilation and adaptation can take place.

Camila, the third participant, concluded by saying, *"ICC is ideal for helping students develop a certain appreciation not only for the language and culture studied but for their own, thus leaving the norms of the language to go directly to its context."* From this sample we noticed that Camila perceives ICC as a way for helping learners value the target language and culture as well as their own. Besides, to stop following the norms that the language has toward its use (e.g., the American or British accent, vocabulary, pronunciation, rhythm).

Additionally, Roxanna concluded:

"It was an interesting job, and with a high relevance because thanks to the culture, we acquire and develop various types of knowledge and abilities to understand and face differences that help us to be patient and respect others. As for this competence, I will promote and develop it in my classes or lesson plans to implement mutual respect with my students and the development of skills that each one may have, and that for any reason they have not had the chance to develop it. This is a very interesting competence to know about the whole world."

In the previous excerpt Roxanna highlighted positive aspects of the ICC workshop and about the concept of culture (to acquire and develop various types of knowledge and abilities to understand and face differences) and toward ICC (to implement mutual respect with students). Furthermore, we could perceive that Roxanna is motivated to implement this competence in her classes to help her learners acquire values such as *respect* and *patience* toward the rest of their peers.

Lastly, we thought that the information we shared and discussed throughout the ICC workshop with the participants might probably be forgotten after some months, so we designed a handout summarizing all the shared information. The handout will be helpful for our participants in the future when planning a lesson considering and integrating ICC (See Appendix F: ICC Workshop Handout).

At this point, we will share some suggestions we consider relevant for EFL student teachers, teacher educators, institution administrators, coordinators, the government, and policy proponents to understand, integrate, and promote the concept of ICC in language classrooms at educational institutions in Colombia.

First, the curriculum in the EFL undergraduate programs at public and private universities should include different aspects to be developed throughout every course. This will help EFL student teachers understand the concept of ICC and connect language with culture. The courses should provide teaching and learning techniques that facilitate integrating ICC in language classrooms with learners of different ages. Consequently, every course will not be isolated; but they will connect culture with the language skills: listening, reading, writing, and speaking.

Second, administrators and coordinators in the EFL undergraduate programs at public universities should revise the lesson plan format EFL student teachers follow in their practicum since it does not address ICC nor does it motivate EFL student teachers to focus on cultural aspects. Besides, EFL administrators and coordinators at public universities should train EFL practicum advisors in regards to ICC and how to integrate it in the teaching practicum to support EFL student teachers' ideas, materials, and techniques. This would help EFL student teachers understand that teaching is a changing process and that the students in the language classroom need updated teaching approaches to learn English as a foreign language.

Third, the Ministry of Education in Colombia should schedule various courses at private and public institutions for EFL novice teachers, educators, administrators, and coordinators to help them understand and develop intercultural communication and skills, ICC, and critical capacities to overcome the neocolonial perspective of teaching and learning English. Thus, EFL teachers need to become more aware of ICC and to consider Colombia's regions and cultural diversity in their pedagogical practices. As a result, EFL student teachers may adjust their pedagogical practices to enhance their intercultural skills and reinforce the activities that are necessary to expand opportunities for intercultural engagement.

Fourth, in terms of language teacher education, EFL student teachers need more training to understand the goal of teaching, their role, how to teach to students from several regions, cultures, and communities around our national context, to adapt and contextualize teaching materials to promote ICC, and to know how to bring to class cultural issues to discuss. This will help EFL student teachers to be more critical of cultures in Colombia and other countries, and to think about good strategies and activities to carry out in class to help their students become more tolerant and open to cultural differences.

Limitations

In this section, we will socialize the difficulties we experienced while carrying out our research study. First, it was not easy to select the participants because undergraduate students have many responsibilities at the university, home, and workplace, so they do not have much time to collaborate in a research of this type. Besides, they may not be interested in the topic we selected. Moreover, the fact that as researchers we were not the teachers of the participants, and this made the collection of data challenging for us; we were non-participant observers in this study.

Another inconvenience we had was when we were implementing the first semi-structured interview. One of the participants got sick and we could not carry it out as programmed; thus, we had to postpone it and when we finally were ready to carry it out, her Internet connection failed and then she was traveling. This was stressful but fortunately, some days later we were able to carry it out successfully.

The other difficulty we faced was related to the online meetings since as researchers we live in different regions in the department of Huila and sometimes, we had difficulties with the Internet connection or with our computers. Additionally, we had problems with the organization

of the folders in Google Drive. If one of us created a new folder with relevant information and did not socialize it with the other, then it was difficult to find the information gathered.

Further Research

In this section, we share some possible issues related to ICC that could be studied in future research. We suggest examining the EFL student teachers' perceptions toward ICC but before they start their teaching practicum. Besides, it is relevant to identify and examine the EFL student teachers' pedagogical practices to promote ICC throughout their teaching practicum. Furthermore, we consider relevant to analyze the practicum advisors' role as well as their beliefs toward integrating and promoting ICC. Finally, we suggest having more participants in the study (above 8) and a variety of women and men (not only women as we did in the present research). This last suggestion is an excellent opportunity to gather more information about the participants' perceptions toward the integration and promotion ICC, and to achieve a stronger triangulation process, among participants and instruments.

Following, we will present three research questions that could be contemplated so that ICC raises its voice in the EFL teaching and learning field in the local and national context. The questions are a) How do EFL student teachers perceive intercultural communicative competence before starting the teaching practicum? b) What are the most common pedagogical practices EFL student teachers develop in their teaching practicum in order to promote intercultural communicative Competence (ICC)? c) What is the practicum advisors' role in the integration and promotion of intercultural communicative competence (ICC) throughout their EFL student teachers' teaching practicum?

References

Aguilar, M. J. C. (2008). Dealing with intercultural communicative competence in the foreign language classroom. In E. V. Soler & M. S. Jorda (Eds.), *Intercultural language use and language learning* (pp. 59-78). Springer.

Al-Khresheh, M. H. (2021). Revisiting the effectiveness of blackboard learning management system in teaching English in the era of COVID-19. *World Journal of English Language*, *12*(1), 11-14. http://wjel.sciedupress.com/

Aleksandrowicz-Pedich, L., Draghicescu, J., Issaiass, D., & Sabec, N. (2003). The views of teachers of English and French on intercultural communicative competence in language teaching. In Lázar (Ed.), *Incorporating intercultural communicative competence in language teacher education* (pp. 7-37). Council of Europe Publishing.

Allen, R. E., & Wiles, J. L. (2016). A rose by any other name: Participants choosing research pseudonyms. *Qualitative Research in Psychology, 13*(2), 149-165. https://doi.org/10.1080/14780887.2015.1133746

Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, *56*(1), 57–64. https://doi.org/10.1093/ELT/56.1.57

Álvarez Valencia, J. A., & Fernández Benavides, A. (2019). Using social networking sites for language learning to develop intercultural competence in language education programs. *Journal of International and Intercultural Communication*, *12*(1), 23-42. https://doi.org/10.1080/17513057.2018.1503318

Arcila, F. C. (2007). Broadening minds: Exploring intercultural understanding in adult EFL

learners. *Colombian Applied Linguistics Journal*, (9), 144-173.

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research? *Qualitative Sociology*,

42(2), 139-160.

Bashan, B., & Holsblat, R. (2017). Reflective journals as a research tool: The case of student

teachers' development of teamwork. *Cogent Education*, *4*(1), 1-15.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and

implementation for novice researchers. *The Qualitative Report, 13*(14), 544-559.

Bex, A. R. (1994). The problem of culture and English language teaching in Europe. *IRAL:*

International Review of Applied Linguistics in Language Teaching, *32*(1), 57.

Bietenbeck, J. (2014). Teaching Practices and Cognitive Skills. *Labour Economics*, *30*, 143-153.

Borg, S. (2001). The research journal: A tool for promoting and understanding researcher

development. *Language Teaching Research*, *5*(2), 156-177.

https://doi.org/10.1177%2F136216880100500204

Bunăiaşu, C. M. (2015). Development perspectives of the intercultural curriculum in Romania.

Procedia-Social and Behavioral Sciences, *180*, 42-48.

Burns, R. B. (2000). *Introduction to social research methods* (4th ed.). Australia: Longman.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*.

Multilingual Matters.

Celce-Murcia, M. (2008). Rethinking the role of communicative competence in language

teaching. In E. V. Soler & M. S. Jorda (Eds.), *Intercultural language use and language

learning* (pp. 41-57). Springer.

Cetinavci, U. R. (2012). Intercultural communicative competence in ELT. *Procedia-Social and

Behavioral Sciences, 46*, 3445-3449.

Cheewasukthaworn, K., & Suwanarak, K. (2017). Exploring Thai EFL teachers' perceptions of

how intercultural communicative competence is important for their students. *PASAA:

Journal of Language Teaching and Learning in Thailand*, *54*, 177-204.

Chun, D. M. (2011). Developing intercultural communicative competence through online

exchanges. *Calico Journal*, *28*(2), 392-419-

Cohen, L., Manion, L., Morrison, K., & Wyse, D. (2010). *A guide to teaching practice* (5th ed.).

Routledge.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods

approaches* (4th ed.). SAGE Publications.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among

five approaches*. SAGE Publications.

Cuartas Álvarez, L. F. (2020). Intercultural communicative competence: In-service EFL teachers

building understanding through study groups. *Profile: Issues in Teachers' Professional

Development*, *22*(1), 75-92.

Deardorff, D. K. (2004). In search of intercultural competence. *International educator, 13*(2), 13.

Dervin, F. (2016). *Interculturality in education: A theoretical and methodological toolbox*. Palgrave Pivot.

Duff, P. (2010). Research approaches in applied linguistics. In R. Kaplan (Ed*.), The oxford handbook of applied linguistics* (pp.1-19). Oxford University Press.

Dunne, C. (2011). Developing an intercultural curriculum within the context of the internationalisation of higher education: Terminology, typologies, and power. *Higher Education Research & Development*, *30*(5), 609-622.

Efron, R. (1969). What is perception? In R. Cohen & M. Wartofsky (Eds.), *Proceedings of the Boston Colloquium for the Philosophy of Science 1966/1968* (pp. 137-173). Springer, Dordrecht.

Esteban-Núñez, M. T. (2021). Pre-service language teachers' knowledge and practices of intercultural communicative competence. *HOW Journal*, *28*(1), 11-29.

Feeney, T., & Gajaseni, C. (2020). Effectiveness of reading short stories to develop intercultural communicative competence among Thai students at an international school. *LEARN Journal: Language Education and Acquisition Research Network*, *13*(2), 126-141.

Fitria, T. N. (2020). Teaching English through online learning system during Covid-19 Pandemic. *Pedagogy: Journal of English Language Teaching*, *8*(2), 138-148.

Gavilan Galindo, F. D. P., & Romero Guzmán, D. R. (2007). A descriptive-interpretative study about the dominant type of technique (controlled, semi-controlled and free) carried out by two first semester teachers of the Spanish, English and French languages teaching

program at la Salle University. *Ciencia Unisalle*. Retrieved January 6, 2022, from

https://ciencia.lasalle.edu.co/lic_lenguas/480

Ghasemi Mighani, M., & Yazdani Moghadam, M. (2019). Building intercultural sensitivity in

pre-service EFL teachers through interactive culture-focused speaking tasks. *International

Journal of Society, Culture & Language*, *7*(2), 27-39.

Gibbs, G. R. (2007). Thematic coding and categorizing. In U. Flick (Ed.), *Analyzing qualitative

data* (pp. 38-56). SAGE Publications.

Gómez, R. (2012). Fostering intercultural communicative competence through reading authentic

literary texts in an advanced Colombian EFL classroom: A constructivist perspective.

Profile: Issues in Teachers' Professional Development, 14(1), 49-66.

Godwyn, M., & Gittell, J. H. (2011). *Sociology of organizations: Structures and relationships*.

SAGE Publications.

Harlin, J. F., Edwards, M. C., & Briers, G. E. (2002). A comparison of student teachers'

perceptions of important elements of the student teaching experience before and after an

11-week field experience. *Journal of Agricultural Education*, *43*(3), 72-83.

Hennebry, M. (2014). Cultural awareness: Should it be taught? Can it be taught? In P. Driscoll,

E. Macaro & A. Swarbrick (Eds.), *Debates in modern languages education* (pp. 155-169).

Routledge.

Hoff, H. E. (2020). The Evolution of intercultural communicative competence:

conceptualisations, critiques and consequences for 21st century classroom practice.

Intercultural Communication Education, *3*(2), 55-74.

Hofstede, G. (2003). What is culture? A reply to Baskerville. *Accounting, Organizations and Society, 28*(7-8), 811–813. https://doi.org/10.1016/S0361-3682(03)00018-7

IGI Global Publisher of Timely Knowledge. (n.d.). *What is Teaching Practice?* https://www.igi-global.com/dictionary/teaching-practice/55861#:~:text=1.,Tiered%20Model%20Toward%20Digital%20Fluency

Kennedy, M. M. (1999). The role of preservice teacher education. In L. Darling-Hammond & G.

Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp.

54-85). Jossey Bass.

Kidd, W., & Teagle, A. (2012). *Culture and identity*. Palgrave Macmillan.

Kramsch, C. (2014). Language and Culture. In R. M. Manchón (Ed.), *Research methods and approaches in applied linguistics: Looking back and moving forward* (pp. 30-55).

Routledge. AILA review. https://doi.org/10.1075/aila.27.02kra

Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. SAGE

Publications.

Lázár, I. (2005). *Incorporating intercultural communicative competence in language teaching education*. Council of Europe.

Lázár, I. (2011). Teachers' beliefs about integrating the development of intercultural communicative competence in language teaching case studies of Hungarian pre-service English teachers. *ForumSprache,* (5), 112-126.

Lin, W., Shie, J., & Holmes, P. (2017). Enhancing intercultural communicative competence through online foreign language exchange: Taiwanese students' experiences. *The Asian Journal of Applied Linguistics*, *4*(1), 73-88.

Lumen Learning. (n.d.). *What is Perception?* Introduction to Psychology. https://courses.lumenlearning.com/msstate-waymaker-psychology/chapter/reading-what-is-perception/

Manjarrés, N. B. (2009). Intercultural competence: Another challenge. *Profile: Issues in Teachers' Professional Development,* (11), 143-158.

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. SAGE Publications.

Maxwell, J. A. (2009). Designing a qualitative study. In L. Brickman & D. J. Rog (Eds.), *The SAGE handbook of applied social research methods* (pp. 214-253). SAGE Publications.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Jossey-Bass.

Mulhern, F. (2000). *Culture/Metaculture*. Routledge.

Olaya, A., & Gómez Rodríguez, L. F. (2013). Exploring EFL pre-service teachers' experience with cultural content and intercultural communicative competence at three Colombian universities. *Profile: Issues in Teachers Professional Development, 15*(2), 49-67.

Portal Universitario: Universidad Surcolombiana. (n.d.). Retrieved June 1, 2021 from

https://www.usco.edu.co/es/

Ramos, B. H. (2013). Towards the development of intercultural competence skills: A

pedagogical experience with pre-service teachers. *HOW Journal*, *20*(1), 206-225.

Reid, E. (2015). Techniques developing intercultural communicative competences in English

language lessons. *Procedia - Social and Behavioral Sciences*, *186*, 939-943.

Richardson, V. (2003). Preservice teachers' beliefs. In J. Raths & A. C. McAninch (Eds.),

Teacher beliefs and classroom performance: The impact of teacher education (pp. 1-23).

Information Age Publishing.

Rico Troncoso, C. (2012). Language teaching materials as mediators for ICC development: A

challenge for materials developers. *Signo y Pensamiento*, *31*(60), 130-154.

Rojas-Barreto, L. S. (2019). The intercultural competence in Colombian university teachers -

analysis of a questionnaire. *English Language Teaching*, *12*(1), 30-47.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data*. SAGE

Publications.

Sáez, F. T. (2002). Towards interculturality through language teaching: Argumentative discourse.

CAUCE, 25, 103-119.

Shaules, J. (2007). *Deep culture*. Multilingual matters.

Simons, H. (2009). *Case study research in practice*. SAGE Publications.

Savignon, S. J. (2007). Beyond communicative language teaching: What's ahead? *Journal of Pragmatics*, *39*(1), 207-220.

Spencer-Oatey, H. (2012) What is culture? A compilation of quotations. *GlobalPAD Core Concepts*. Retrieved January 1, 2022, from https://warwick.ac.uk/fac/soc/al/globalpad-rip/openhouse/interculturalskills_old/core_concept_compilations/global_pad_-_what_is_culture.pdf

Stake, R. E. (1995). *The art of case study research*. SAGE Publications.

Strauss, A., & Corbin, J. M. (1997). *Grounded theory in practice*. SAGE Publications.

Thoonen, E. E., Sleegers, P. J., Oort, F. J., Peetsma, T. T., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, *47*(3), 496-536.

Yin, R. K. (2008) *Case study research: Design and methods*. SAGE Publications.

Young, T. J., & Sachdev, I. (2011). Intercultural communicative competence: Exploring English language teachers' beliefs and practices. *Language awareness, 20*(2), 81-98.

Zhou, C., & Griffiths, C. (2011). Intercultural communicative competence. *English Language and Literature Studies*, *1*(2), 113.

Appendices

Appendix A: English Program Curriculum

Curriculum

PROGRAMA DE LICENCIATURA EN INGLES
PLAN DE ESTUDIOS

CAMPOS DE FORMACIÓN	ÁREAS	I	II	III	IV	V	VI	VII	VIII	IX	TOTAL créditos
COMPONENTE BÁSICO (85%)	INGLÉS	Basic English I (10 11 7)	Basic English II (10 11 7)	Pre-Intermediate English (10 11 7)	Intermediate English (10 11 7)	Upper-Intermediate English I (4 8 4)	Upper-Intermediate English II (4 8 4)	Advanced English (4 8 4)			49
						Academic Writing I (3 6 3)		Critical and Creative Thinking (3 6 3)		Globalization and Language Teaching (3 6 3)	
	LINGÜÍSTICA	Comunicación Lingüística I (4 2 2)	Comunicación Lingüística II (4 5 3)		Phonetics and Phonology I (4 8 4)						18
		Lingüística General (4 2 2)	Psicolingüística (3 3 2)	Sociolingüística (3 3 2)	Gramática Española (4 5 3)						
	LITERATURA				Teoría Literaria (3 3 2)				Literature in English I (4 8 4)		6
IDENTIDAD PROFESIONAL DEL EDUCADOR	PEDAGOGÍA Y DIDÁCTICA	Historia y Filosofía de la Educación (3 6 3)	Pedagogía (4 8 4)	Currículo (3 6 3)		Second Language Learning Theories (4 8 4)	Principles of Language Teaching (4 8 4)	Course Design and Assessment (4 8 4)	Practicum I (12 24 4)	Practicum II (12 24 4)	40
				Informática Educativa y Medios Audiovisuales (3 3 2)		Cultura Matemática Básica (4 5 3)	Computer Assisted Language Learning (CALL) (3 6 3)		Reflective Teaching (2 4 2)		
	CIENTÍFICA E INVESTIGATIVA				Epistemología (3 3 2)		Research Methodology (4 8 4)	Research Seminar (4 8 4)			10
IDENTIDAD SOCIOCULTURAL Y DESARROLLO	DESARROLLO SOCIAL	Sociología de la Educación (4 5 3)		Gestión y Desarrollo Educativo (3 6 3)				Constitución Política o Medio Ambiente o Ética (2 1 1)			9
		Constitución Política o Medio Ambiente o Ética (2 1 1)					Constitución Política o Medio Ambiente o Ética (2 1 1)				
	DESARROLLO HUMANO	Psicología General y Evolutiva (4 5 3)	Psicología del Aprendizaje (4 5 3)								6
COMPONENTE ELECTIVO - (15%)	COMPONENTE ELECTIVO					Elective Inst. II (3 4 2)				Elective Fac. II (3 6 2)	27
				Elective Fac. I (3 6 3)	Elective Inst. I (3 6 2)	Elective Prog. I (4 6 4)	Elective Prog. II (4 8 4)	Elective Prog. III (4 8 4)	Elective Prog. IV (3 6 4)	Elective Fac. III (3 6 2)	
100%	100%	29 31 20	27 33 20	25 35 20	27 36 20	22 37 20	21 39 20	21 39 20	21 42 14	21 42 11	165

Cursos electivos del Programa + Créditos

- Contrastive Grammar - 4cr
- Translation - 4cr
- Phonetics and Phonology II - 4cr
- Literature in English II - 4cr
- Academic Writing II - 4cr
- Francés I - 4cr
- Francés II - 4cr
- Francés III - 4cr
- Francés IV - 4cr
- Francés V - 4cr
- Francés VI - 4cr
- Bilingualism & Bilingual Education - 4cr
- Pedagogic Grammar - 4cr
- Autonomous Learning - 4cr
- Preparation for Standardized Examinations - 4cr
- Teaching English to Children - 4cr
- Materials Design and Development - 4cr
- Action Research in Language Teaching - 4cr
- Oral Expression - 4cr
- Communication Theory - 4cr

Nombre de Asignatura	X	Horas presenciales
X Y Z	Y	Horas de trabajo independiente
	Z	Créditos

Duración: 9 semestres o hasta completar 165 créditos

Número de cursos del componente básico: 40 = 138 créditos = 83,63%
Número de cursos del componente electivo: 9 = 27 créditos = 16,36%

Cursos que se orientan en inglés: 25 (aprox.) = 107 créditos (aprox. -sin incluir los 8 créditos de Practicum I & II) = 1.840 horas presenciales aprox.
Cursos que se orientan en español: 18 (aprox.) = 42 créditos (aprox./mínimo)

Prerequisitos: Los estudiantes deben haber cursado y aprobado los cursos de las siguientes áreas: Idioma extranjero (hasta Upper-intermediate English II), Lingüística, Pedagogía y Didáctica (exceptuando Reflective Teaching, Informática Educativa y Medios Audiovisuales, y CALL), Desarrollo Social (hasta Sociología de la Educación), y Desarrollo Humano para poder realizar Practicum I y II.

Appendix B: Consent Form

Universidad Surcolombiana (USCO)
Consent Form

Title of the Study: **Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers' Perceptions at a Public University**

Lead Researchers: **Yudier Morales Gutiérrez**
Diego Fernando Quintero Peralta

Research Advisor: **Mg. Claudia Torres Jaramillo**

Dear student teacher,

You are being invited to take part in this study. The information in this form is provided to help you decide whether or not to take part in it. If you choose to participate in the study, you will be asked to sign this consent form. A copy of this form will be given to you via email.

The purposes of this study are (a) To analyze how EFL student teachers' perceptions inform us about their understanding of ICC in their pedagogical practices, (b) To identify EFL student teachers' perceptions toward the integration of intercultural communicative competence in their pedagogical practices, (c) To examine the perceptions they hold toward the integration of intercultural communicative competence in their pedagogical practices, (d) To establish how their understanding about ICC is reflected in their pedagogical practices, and (e) To name and describe the possible issues that could affect integrating and fostering ICC in their pedagogical practices.

During this study, we will ask you to fulfill an initial questionnaire, and then a survey based on your experience, beliefs, perceptions and theories. Some semi-structured interviews will be developed (*during the whole process*). Besides, we will ask you for artifacts *(lesson plans, teaching materials, learners' artifacts, etc*.) These instruments will be conducted during the second semester of 2021 and the first semester of 2022. The things that you will be doing have *no more* risk than a breach of confidentiality. Although we have tried to avoid risks, you may feel that some procedures or questions we ask you to do may be stressful or uncomfortable. If this occurs, you can stop participating immediately.

You will not receive any direct benefit from taking part in this study. However, your participation will contribute to the second/foreign language educational field to better understand EFL student teachers' perceptions and practices toward integrating intercultural communicative competence in language classrooms. Moreover, your participation will contribute to your foreign language undergraduate program at your public University in order to include and develop courses in relation to ICC. There are no costs other than your time for taking part in the study, *and y*ou will not be paid for your participation.

The lead researchers, Yudier Morales Gutierrez and Diego Fernando Quintero Peralta, will analyze the data collected through the research instruments mentioned above (a questionnaire, a survey, some semi-structured interviews, and artifacts) if you give your permission. Only if you check the line below *(use an "x")*:

_____ I give my permission for Yudier Morales Gutierrez and Diego Fernando Quintero Peralta to develop, evaluate and analyze the information gathered in this study.

Our notes and interviews will be confidential, and you will not be identified in any of the work that we produce in the future. For that reason, we will choose a pseudonym based on the first letter of your second surname.

The only persons who will know that you participated in this study will be the research team members: Yudier Morales Gutierrez, Diego Fernando Quintero Peralta, and our thesis advisor Mg. Claudia Torres Jaramillo.

Your participation in this study is voluntary. You may decide not to participate or to stop the study at any time. If you choose not to participate, this will not affect your relationship with the leading researchers or the assessment of the teaching practice. If you discontinue your participation, this will not affect your relationship with the researchers. Also, any new information discovered about the research will be provided to you. This information could affect your willingness to continue your participation.

You can talk to our research advisor to tell her about the concern or complaint about this research study. The research advisor Mg. Claudia Torres Jaramillo can be called at 310-875-8179 and sent an email to cjaramillotorres2009@gmail.com

By signing this form, I affirm that I have read the information contained in the present form, the study has been explained to me, my questions have been answered, and I agree to take part in this study. I do not give up any of my legal rights by signing this form.

_____.

Full name

_____.

Participant's signature

_____.

Date signed (M/D/Y)

_____.

Telephone number

_____.

E-mail address

Statement by the person obtaining consent

I certify that I have explained the research study to the person who has agreed to participate and that he or she has been informed of the purpose, the procedures, the possible risks, and potential benefits associated with participation in this study. Any questions raised have been answered to the participant's satisfaction.

_____.

_____.

Full name of lead researchers

_____.

_____.

Lead researchers' signatures

_____.

Date signed (M/D/Y)

_____.

_____.

Telephone numbers

_____.

_____.

e-mail addresses

Appendix C: Questionnaire

Universidad Surcolombiana (USCO)
Cuestionario

Título del Estudio: **Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers' Perceptions at a Public University**

Investigadores: **Yudier Morales Gutiérrez**
Diego Fernando Quintero Peralta

Estimado Participante,

Este cuestionario tiene como propósito recolectar información mediante preguntas específicas sobre la población en la que se enfoca la investigación, la cual está destinada a (a) Analizar cómo las percepciones de los estudiantes de inglés como lengua extranjera nos informan sobre su comprensión del CCI en sus prácticas pedagógicas, (b) Identificar las percepciones de los estudiantes de inglés como lengua extranjera hacia la integración de la competencia comunicativa intercultural en sus prácticas pedagógicas, (c) Examinar las percepciones que tienen sobre la integración de la competencia comunicativa intercultural en sus prácticas pedagógicas, (d) Establecer cómo su comprensión sobre la CCI se refleja en sus prácticas pedagógicas, y (e) Nombrar y describir los posibles aspectos que pueden afectar la integración y fomento de la CCI en sus prácticas pedagógicas.

Por favor, lea detenidamente y responda todas las preguntas lo más honestamente posible. Usted no recibirá ninguna compensación económica por responder este cuestionario.

1. Nombre completo

2. ¿Cuántos años tiene?

3. Número de teléfono personal

4. Correo electrónico

5. ¿En qué semestre se encuentra?
   - Septimo semestre
   - Octavo semestre

- ● Noveno semestre
- ● Otra opción

6. ¿En qué nivel de educación formal desarrolló su primera práctica?
   - ● Preescolar
   - ● Básica primaria (1°, 2°, 3°, 4° y/o 5°)
   - ● Básica secundaria (6°, 7°, 8° y/o 9°)
   - ● Educación media (10° y/o 11°)
   - ● Educación Superior (Estudiantes de primer y segundo semestre del pregrado)

7. La institución en la que desarrollé mi primera práctica pertenecía al sector:
   - ● Pública
   - ● Privada

8. ¿Mediante qué metodología(s)/estrategia(s) se llevó a cabo la primera práctica docente? (Seleccione todas las opciones que utilizó)
   - ● Plataforma (Meet, Zoom, Edmodo, Google classroom)
   - ● Llamadas telefónicas
   - ● Videollamadas/FaceTime
   - ● WhatsApp
   - ● Guías
   - ● Videos tutoriales
   - ● Audios
   - ● Otra

9. Si desarrolló su primera práctica mediante alguna plataforma en línea ¿Se grabó alguna de las secciones/clases de inglés?
   - ● Si
   - ● No

10. Si la respuesta a la pregunta anterior fue "SI", explique con qué fin se hacía la grabación. Si la respuesta fue "NO", explique por qué no se pudo grabar.

11. Teniendo en cuenta los talleres, ejercicios, actividades, guías, imágenes, videos, etc. ¿Qué tanto durante su práctica sus estudiantes estuvieron involucrados en el desarrollo de habilidades, conocimientos, actitudes y sentido crítico respecto a otras culturas y cómo relacionarse con personas de esas culturas?
    - ● Siempre
    - ● Frecuentemente

- Algunas veces
- Rara vez
- Nunca

12. Explique por qué eligió esa opción en la pregunta anterior.

13. ¿Le gustaría involucrar o seguir involucrando a sus estudiantes en el desarrollo de habilidades, conocimientos, actitudes, sentido crítico respecto a otras culturas y cómo relacionarse con personas de esas culturas? ¿Por qué?

14. Actualmente, ¿Cuál es el nivel educativo en el que desarrollará su segunda práctica?
- Preescolar
- Básica primaria (1°, 2°, 3°, 4° y/o 5°)
- Básica secundaria (6°, 7°, 8° y/o 9°)
- Educación media (10° y/o 11°)
- Educación Superior (Estudiantes de primer y segundo semestre del pregrado)

15. A qué sector pertenece la Institución en la que desarrollará su segunda práctica:
- Pública
- Privada

16. ¿Mediante qué metodología(s)/estrategia(s) llevará a cabo su segunda práctica? (Seleccione todas las opciones que utilizará)
- Alternancia
- Presencialidad
- Plataforma (Meet, Zoom, Edmodo, Google classroom)
- Llamadas telefónicas
- Videollamadas/FaceTime
- WhatsApp
- Guías
- Videos tutoriales
- Audios
- No sé aún
- Otra

Muchas gracias por su colaboración en este cuestionario, que tenga un excelente día.

Appendix D: Survey

Universidad Surcolombiana
Encuesta

Título del Estudio: **Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers' Perceptions at a Public University**

Investigadores: **Yudier Morales Gutiérrez
Diego Fernando Quintero Peralta**

Estimado practicante,

Esta encuesta tiene como propósito (a) Analizar cómo las percepciones de los estudiantes de inglés como lengua extranjera nos informan sobre su comprensión del CCI en sus prácticas pedagógicas, (b) Identificar las percepciones de los estudiantes de inglés como lengua extranjera hacia la integración de la competencia comunicativa intercultural en sus prácticas pedagógicas, (c) Examinar las percepciones que tienen sobre la integración de la competencia comunicativa intercultural en sus prácticas pedagógicas, (d) Establecer cómo su comprensión sobre la CCI se refleja en sus prácticas pedagógicas, y (e) Nombrar y describir los posibles aspectos que pueden afectar la integración y fomento de la CCI en sus prácticas pedagógicas.

Por favor, lea y responda todas las preguntas lo más honestamente posible. Usted no recibirá ninguna compensación económica por responder esta encuesta. Tómese su tiempo y gracias por colaborarnos.

1. Escriba su nombre completo

   · _____.

2. ¿Había enseñado inglés antes de iniciar su primera práctica docente?

   · Si

   · No

3.   Si su respuesta fue afirmativa en la pregunta anterior responda: ¿Cómo fue su experiencia enseñando inglés?

_____
_____
_____
_____
_____

4. ¿Cómo entiende usted la competencia comunicativa intercultural? Por favor explique y mencione un ejemplo.

_____
_____
_____
_____

5. ¿Qué piensa usted sobre la integración de la competencia comunicativa intercultural en la enseñanza-aprendizaje del inglés?

_____
_____
_____
_____
_____
_____
_____

6.   ¿Qué estrategias de enseñanza-aprendizaje del inglés considera importantes para promover/integrar la competencia comunicativa intercultural en sus prácticas pedagógicas?

_____
_____
_____
_____

7. ¿Considera usted que el desarrollo de material para la enseñanza-aprendizaje del inglés también ayuda a promover/integrar la competencia comunicativa intercultural?

·   Si ___

· No ___

8. Explique su elección

_____
_____
_____
_____

9. ¿Piensa usted que la competencia comunicativa intercultural es tan importante como el desarrollo de las otras habilidades del inglés, tales como escucha, habla, lectura, y escritura?

· Si ___

· No ___

10. Explique su respuesta.

_____
_____
_____
_____
_____
_____

Muchas gracias por su colaboración en esta encuesta, que tenga un excelente día.

<div align="center">**Appendix E: Semi-Structured Interviews**</div>

<div align="center">Universidad Surcolombiana
Primera Entrevista Inicial Semiestructurada</div>

Título del Estudio: **Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers' Perceptions at a Public University**

Investigadores: **Yudier Morales Gutiérrez
Diego Fernando Quintero Peralta**

Estimado practicante,

Esta primera entrevista semiestructurada inicial se desarrollará y será grabada mediante la plataforma de Google Meet sin la participación de terceros (solamente los investigadores principales del estudio). En caso tal que se presente algún problema con esta plataforma, recurriremos a la plataforma de Zoom. Pero, si desafortunadamente presentamos algún otro inconveniente con dicha plataforma, la entrevista se realizará y será grabada mediante una llamada telefónica a los números personales de los participantes. Recuerde que la entrevista inicial tomará una hora de su valioso tiempo.

Esta entrevista semiestructurada inicial tiene como propósito (a) Analizar cómo las percepciones de los estudiantes de inglés como lengua extranjera nos informan sobre su comprensión del CCI en sus prácticas pedagógicas, (b) Identificar las percepciones de los estudiantes de inglés como lengua extranjera hacia la integración de la competencia comunicativa intercultural en sus prácticas pedagógicas, (c) Examinar las percepciones que tienen sobre la integración de la competencia comunicativa intercultural en sus prácticas pedagógicas, (d) Establecer cómo su comprensión sobre la CCI se refleja en sus prácticas pedagógicas, y (e) Nombrar y describir los posibles aspectos que pueden afectar la integración y fomento de la CCI en sus prácticas pedagógicas.

Siéntase libre de solicitar un "descanso corto" para tomar agua y aclarar sus ideas, y así poder continuar la entrevista con normalidad para cumplir con todas las preguntas preparadas por los investigadores.

Esta entrevista semiestructurada inicial fue adaptada de uno de los apéndices utilizados por Cuartas Alvarez (2020) en su estudio *Intercultural Communicative Competence: In-Service EFL Teachers*

Building Understanding Through Study Groups. Por ende, la entrevista inicial se desarrollará en cuatro etapas distintas. Las etapas son: Etapa A: Romper el hielo con los practicantes, Etapa B: Percepciones de los practicantes, Etapa C: Prácticas para promover la CCI, y finalmente la Etapa D: Conversación basada en los documentos oficiales.

Etapa A: Romper el hielo con los practicantes

1. ¿Nombre? ¿Edad? ¿De dónde es usted? ¿Cómo se encuentra el día de la entrevista?

Etapa B: Percepciones de los practicantes

1. ¿Considera usted que es fácil/difícil integrar la CCI en sus clases de inglés? ¿Por qué? ¿Podría darme algunos ejemplos?

2. ¿Qué aspectos relacionados con la educación del idioma inglés son importantes para usted con el fin de promover la competencia comunicativa intercultural (CCI) en sus prácticas pedagógicas?

Etapa C: Prácticas para promover la CCI

1. ¿Considera usted que el desarrollo de la CCI hace parte de la planeación de sus clases en la práctica docente? ¿Por qué?

2. ¿Desarrolla usted prácticas de enseñanza para promover la CCI en las clases de inglés? Si la respuesta es afirmativa, por favor mencione algunos ejemplos de lo que usted realiza en sus clases. Pero, si su respuesta es negativa, cuéntenos el porqué no desarrolla este tipo de prácticas para promover la CCI.

Etapa D: Conversación basada en los documentos oficiales

1. ¿Qué temas considera usted que se pueden desarrollar en el aula de clase para promover la competencia comunicativa intercultural? (valores, formas de saludar, de despedirse, san valentín, día de la mujer, animales y sus productos, insectos, gustos y disgustos, países, nacionalidades, personas, y lugares representativos del contexto de los aprendices, etc.)

2. Hablando de factores externos que dificultan el proceso de enseñanza - aprendizaje del inglés, ¿cuáles serían esos factores que dificultan la integración del CCI en el aula de clase?

3. ¿Qué retos presenta actualmente la educación virtual? ¿Cómo afectan dichos retos para la implementación de la CCI?

4. ¿Cómo influye tener grupos homogéneos o heterogéneos en la implementación de la CCI, teniendo en cuenta el estrato social, su nacionalidad, maneras de aprender, edad, género, etc?

5. ¿Cree usted que el currículum del programa de inglés de su Universidad incentiva el desarrollo de la CCI en sus prácticas de docente?

Muchas gracias por sus respuestas y tiempo, realmente como investigadores de este estudio apreciamos enormemente su gran disposición y contribución a nuestra investigación.

Universidad Surcolombiana
Segunda Entrevista Final Semiestructurada

Título del Estudio: **Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers' Perceptions at a Public University in Neiva - Huila**

Investigadores: **Yudier Morales Gutiérrez**
Diego Fernando Quintero Peralta

Estimado practicante,

Esta segunda entrevista semiestructurada inicial se desarrollará y será grabada mediante la plataforma de Google Meet sin la participación de terceros (solamente los investigadores principales del estudio). En caso tal que se presente algún problema con esta plataforma, recurriremos a la plataforma de Zoom. Pero, si desafortunadamente presentamos algún otro inconveniente con dicha plataforma, la entrevista se realizará y será grabada mediante una llamada telefónica a los números personales de los participantes. Recuerde que la entrevista inicial tomará una hora de su valioso tiempo.

Esta entrevista semiestructurada inicial tiene como propósito (a) Analizar cómo las percepciones de los estudiantes de inglés como lengua extranjera nos informan sobre su comprensión del CCI en sus prácticas pedagógicas, (b) Identificar las percepciones de los estudiantes de inglés como lengua extranjera hacia la integración de la competencia comunicativa intercultural en sus prácticas pedagógicas, (c) Examinar las percepciones que tienen sobre la integración de la competencia comunicativa intercultural en sus prácticas pedagógicas, (d) Establecer cómo su comprensión sobre la CCI se refleja en sus prácticas pedagógicas, y (e) Nombrar y describir los posibles aspectos que pueden afectar la integración y fomento de la CCI en sus prácticas pedagógicas.

Siéntase libre de solicitar un "descanso corto" para tomar agua y aclarar sus ideas, y así poder continuar la entrevista con normalidad para cumplir con todas las preguntas preparadas por los investigadores.

Esta entrevista semiestructurada inicial fue adaptada de uno de los apéndices utilizados por Cuartas Alvarez (2020) en su estudio *Intercultural Communicative Competence: In-Service EFL Teachers Building Understanding Through Study Groups*. Esta segunda entrevista se desarrollará en cuatro etapas distintas. Las etapas son: Etapa A: Romper el hielo con los practicantes, Etapa B: Percepciones de los practicantes, Etapa C: Prácticas para promover la CCI, y finalmente la Etapa D: Conversación basada en los documentos oficiales.

Etapa A: Romper el hielo con los practicantes

1. ¿Nombre completo, por favor? ¿Cómo se encuentra el día de la entrevista? ¿Qué espera usted al final de este proyecto de investigación?

Etapa B: Percepciones de los practicantes

1. ¿Piensa usted que todas las prácticas de enseñanza-aprendizaje del inglés promueven la competencia comunicativa intercultural? Explique su respuesta.

2. ¿Piensa usted que sus estudiantes están familiarizados o no con el desarrollo de actividades que involucren la competencia comunicativa intercultural? Explique su respuesta.

Etapa C: Prácticas para promover la CCI

1. ¿Qué tipo de artefactos/material/producto/guía elaboran sus estudiantes cuando usted diseña e implementa actividades para integrar la CCI?

2. ¿Qué dificultades se pueden presentar cuando se va a desarrollar la competencia comunicativa intercultural en las clases de inglés?

Etapa D: Conversación basada en la observación de clase

1. ¿Qué actividades se pueden desarrollar en el aula de clase para promover la CCI?.

2. ¿Considera que los libros que ha utilizado para el desarrollo de sus clases de inglés, promueven la competencia comunicativa intercultural? Explique sus razones.

3. ¿Considera que la implementación de la CCI ayuda o no a desarrollar un aprendizaje dinámico y activo del inglés en los estudiantes?

4. ¿Considera que hablar de la cultura regional del estudiante ayuda de alguna manera en el desarrollo de la CCI?

5. ¿De qué forma contribuye el asesor de práctica en el desarrollo de la CCI en las prácticas de docencia?

Muchas gracias por sus respuestas y tiempo, realmente como investigadores de este estudio apreciamos enormemente su gran disposición y contribución a nuestra investigación

Appendix F: ICC Workshop Handout

Handout based on the ICC Workshop

"Intercultural Communicative Competence: A Qualitative Case Study on EFL Student Teachers at a Public University"
Lead Researchers: Yudier Morales / Diego Fdo. Quintero

Definitions of ICC

Author	Definition
(Tylor, 1994)	ICC is a transformative process through which the stranger adapts himself/herself to the demands of the host culture. Hence, dealing with these differences effectively requires cultural awareness, communicative competence, self-awareness, and understanding of others' values, norms, and beliefs.
(Kramsch, 1998)	ICC is not only about knowledge but "shared rules of interpretation" that are thoughtfully applied to familiar and new contexts to make sense of the world.
(Byram, Gribkova & Starkey, 2002)	ICC is an ability to share an understanding with people of different social identities and interact with people with multiple identities. So, ICC represents an opening to new possibilities for learners towards cultural values, beliefs, perceptions, attitudes, and behaviors of those who represent other cultural milieus.
(Wiseman, 2002)	ICC refers to the knowledge, motivation, and skills to interact effectively and appropriately with members of different cultures.
(Barret, 2011)	ICC is the set of attitudes, skills, knowledge, and behaviors which are required for appropriate and effective interaction and communication with people who are perceived to be from a different cultural background from oneself
(Chun, 2011)	ICC involves an understanding of the culture and language being studied and the readiness to disbelief and judgment about the other culture (culture 2 or C2) and the willingness to reflect on one's own culture (culture 1 or C1).
(Fantini, 2012)	ICC comprises aspects related to (i) personal characteristics, (ii) motivation, (iii) language proficiency, (iv) intercultural areas, and (v) intercultural abilities.

Byram's Model of ICC (1997)

1. Attitudes
2. Awareness
3. Knowledge
4. Skills of Discovery & Interaction
5. Skills of Interpreting & Relating

Strategies to Promote ICC in Lesson Planning Regarding Byram's Model (1997)

N°	Dimension	Strategy
1	Attitudes	Value his/her culture
		Value the host culture
		Avoid making judgements to different cultures (food, dress, sexual orientation)
2	Awareness	Differences across cultures
		How context affect/alter interactions
		How she/he views himself/herself withing a different culture
3	Knowledge	Contrast aspects of the host culture and language with his/her own
		Know the essential norms and taboos (Greetings, dress) of her/his own culture
		Describe the host's behaviors in various domains (social interaction, time orientation, etc)
4	Skills of Discovery & Interaction	Practice some language features (structures and functions)
		Communicate o concrete topics
		Communicate using non-verbal language
5	Skills of Interpreting & Relating	Understand different models of behaviors within cultures
		Contrast the host culture with his/her own one
		Interact appropiately in a variety of situations

Research Studies on ICC

N°	Title of the Article	Author
1	Fostering intercultural communicative competence through reading authentic literary texts in an advanced Colombian EFL classroom: A constructivist perspective.	(Gómez & Fernando, 2012)
2	Exploring EFL Pre-Service Teachers' Experience with Cultural Content and Intercultural Communicative Competence at Three Colombian Universities.	(Olaya and Gómez, 2013)
3	Relational teaching: A way to foster EFL learners' intercultural communicative competence through literary short stories.	(Gómez Rodríguez, 2014)
4	A proposal to improve intercultural communicative competence through videos in an english program of a private university	(Jaramillo Ante, 2015)
5	Evidence of Intercultural Communication Competence in Tenth Grader's Narrative Texts.	(Guerrero Moya, Muñoz Ortiz & Niño Díaz, 2016)
6	Reflective teaching, a way to enrich teachers' intercultural communicative competence at Luis Carlos Galán Sarmiento School.	(Higuera Lagos & Lozano López, 2016)
7	Using social networking sites for language learning to develop intercultural competence in language education programs	(Álvarez Valencia & Fernández Benavides, 2019)
8	Intercultural Communicative Competence: In-Service EFL Teachers Building Understanding Through Study Groups	(Cuartas Álvarez, 2020)
9	Pre-Service Language Teachers' Knowledge and Practices of Intercultural Communicative Competence.	(Esteban-Núñez, 2021)

Thank you for your participation in this Project!

Appendix G: Guidelines for the Development of the Teaching Practicum Process in Times of COVID-19

UNIVERSIDAD SURCOLOMBIANA
NIT: 891180084-2

ACREDITADA DE
ALTA CALIDAD
Resolución 11233 / 2018 - MEN

LICENCIATURA EN INGLÉS

COORDINACIÓN DE PRÁCTICA DOCENTE 2020-2

LINEAMIENTOS PARA EL DESARROLLO DEL PROCESO DE PRÁCTICA DOCENTE EN TIEMPOS DE COVID-19

Introducción

La actividad de práctica docente constituye uno de los pilares fundamentales en la formación inicial de docentes. Desde el programa de Licenciatura en Inglés de la Universidad Surcolombiana, somos conscientes del gran aporte derivado de un contacto directo y personal con los estudiantes en su aula de clase y con el contexto educativo en general. No obstante, las circunstancias a las que nos vemos enfrentados en la actualidad nos llevan a tener que repensar el proceso de práctica docente y las labores que desempeñan nuestros docentes, practicantes y asesores, al igual que el acompañamiento que brindan a dicha labor, los cooperadores presentes en cada institución educativa de práctica. En tal sentido, hacemos un llamado para que todos, a través de un esfuerzo colectivo, le demos continuidad al proceso de práctica docente, de tal manera que podamos responder a las exigencias que nos impone nuestra actual condición de confinamiento, en procura de preservar la salud y bienestar de nuestros estudiantes, docentes y comunidad educativa en general.

De igual forma, la actual situación de pandemia y de distanciamiento social nos invita a pensar en lo que puede ser un cambio de paradigma respecto a los procesos de formación de nuestros futuros docentes de inglés y en lo relacionado con las condiciones de enseñanza y aprendizaje para miles de estudiantes en las diferentes instituciones educativas del país y del mundo.

A continuación, les damos a conocer algunos lineamientos y consideraciones para ser tenidos en cuenta durante el desarrollo de las actividades de práctica docente en atención a las condiciones y particularidades de cada contexto de práctica.

Fase Uno: Diagnóstico

El asesor de práctica deberá comunicarse con la institución educativa y el cooperador asignado en cada caso (la coordinación de práctica proporcionará los correos electrónicos) para acordar una reunión inicial (de manera virtual vía WhatsApp, Google Meet, Zoom, telefónicamente u otro mecanismo que resulte conveniente) entre asesor, cooperador y practicante. El objetivo de la reunión será el de fijar un plan de trabajo partiendo de las necesidades manifiestas de las I.E y de cómo se vienen llevando a cabo los procesos de enseñanza y aprendizaje con los estudiantes.

Conocer el actual proceso de desarrollo de las actividades de enseñanza y aprendizaje por parte de los docentes cooperadores de cada institución resultará de gran importancia para

poder determinar, de manera conjunta, la naturaleza de las actividades de práctica que llevarán a cabo los practicantes.

La reunión inicial entre asesor, practicante y cooperador podrá tener en cuenta e incluir en el plan de práctica alternativas para el desarrollo de los procesos de enseñanza y aprendizaje que no se hayan propuesto en este documento, a partir de las necesidades y condiciones particulares de cada institución educativa.

Los elementos a tener en cuenta para la elaboración del plan de trabajo son:

Apoyo al cooperador. Consiste en la colaboración por parte del practicante en actividades tales como: la planeación de las clases (virtuales, remotas o de otra índole, dadas las condiciones de cada contexto), la preparación de material didáctico necesario para el desarrollo de las mismas, la elaboración/redacción de comunicaciones o instructivos para estudiantes o padres de familia. Además, los practicantes podrán, de común acuerdo con el respectivo cooperador, participar directamente en las clases virtuales de carácter sincrónico con los estudiantes, bajo inspección y vigilancia del cooperador.

Apoyo a estudiantes. Los practicantes podrán establecer un horario en el que brindarán asesorías, a manera de refuerzos o tutorías, a los estudiantes sobre los temas que se hayan abordado en las clases regulares con el docente cooperador. Estos refuerzos podrán llevarse a cabo de manera sincrónica (Google Meet, Skype, Zoom, Jitzi, etc.) o de forma asincrónica (correo electrónico, WhatsApp, etc).

Apoyo a la Institución Educativa. Los practicantes podrán aportar a la institución educativa propuestas o sugerencias que puedan constituir una respuesta a cómo enfrentar, de una mejor manera, los procesos de enseñanza y aprendizaje y, en consecuencia, de formación de los estudiantes. Todo esto en consonancia con las condiciones de cada institución y con aquellas que nos imponen las medidas de confinamiento y de distanciamiento social que estamos viviendo.

Duración del Plan de Trabajo. De acuerdo con lo establecido en el Calendario Académico vigente (Acuerdo 019 de 2020), la práctica pedagógica abarcaría hasta el 09 de abril de 2021, por lo que el plan de trabajo solicitado debe tener en cuenta dicha fecha.

Horas de dedicación a la práctica pedagógica. Las horas de dedicación semanal a la práctica docente serán establecidas de común acuerdo entre el asesor, el cooperador y el practicante durante la reunión inicial, siempre y cuando estas comprendan un número de entre cinco y ocho horas semanales en total. Estas horas se deben distribuir teniendo en cuenta el tiempo de planeación y preparación de materiales y actividades, el tiempo de contacto directo con el cooperador y los estudiantes, y el tiempo de asesoría (una hora).

Comunicaciones El plan de trabajo debe contener explícitamente los canales de comunicación entre el practicante, asesor, cooperador y estudiantes de los cursos asignados. Así mismo, se debe expresar el tiempo estimado de respuesta a través de dichos canales de comunicación.

UNIVERSIDAD
SURCOLOMBIANA
NIT: 891180084-2

ACREDITADA DE
ALTA CALIDAD
Resolución 11233 / 2018 - MEN

Nota: El plazo para la entrega del plan de práctica a la Coordinación de Práctica del Programa, es el día 11 de diciembre de 2020. Se deberá subir a la respectiva carpeta en Google Drive con el visto bueno del asesor de práctica y del cooperador de la I.E. Durante la semana del 14 al 18 de diciembre se hará la respectiva verificación del cumplimiento de este requisito.

Fase Dos: Práctica Pedagógica

Una vez se determinen las actividades a realizar en el plan de práctica, se dará inicio a la ejecución del mismo, dando así continuidad al proceso de práctica docente. A continuación, hacemos referencia a los aspectos que se deben tener en cuenta en el desarrollo de la práctica docente.

Rol del Asesor. El asesor de práctica de la Universidad Surcolombiana establecerá una hora semanal para realizar un encuentro virtual o remoto (vía telefónica, WhatsApp, etc.) con el (los) docente(s) practicante(s) asignado(s). Previo al encuentro, el docente practicante dará a conocer al asesor las actividades a desarrollar durante la semana. Durante este encuentro, el asesor verificará la ejecución del plan de práctica y orientará al practicante sobre el desarrollo de las actividades propuestas. Se espera que el asesor se comunique con el practicante de forma asertiva y que esté atento a las condiciones de salud y bienestar del docente practicante. El asesor de práctica deberá comunicar de forma oportuna a la coordinación de práctica cualquier eventualidad que se presente durante el desarrollo de la práctica pedagógica. Así mismo, será el encargado de velar que los formatos correspondientes sean llevados de manera puntual y organizada de parte del practicante.

Rol del Cooperador. El cooperador será el contacto directo con la institución educativa y pondrá de manifiesto las necesidades de la Institución en lo relacionado con el área de inglés y el desarrollo de los cursos. Igualmente, el cooperador facilitará al asesor y al practicante los elementos necesarios para el desarrollo del plan de trabajo acordado entre las partes.

Rol del Practicante. El docente practicante se deberá comprometer a desarrollar su práctica pedagógica teniendo en cuenta los lineamientos aquí planteados y el plan de trabajo establecido en la reunión inicial. Se considera al practicante como el centro de la práctica pedagógica, por lo que en todo caso primará su bienestar y salud durante el desarrollo del proceso. Es importante que el practicante se comunique de manera asertiva con su cooperador y asesor haciendo uso de los canales y horarios establecidos para tal fin. De igual manera, se le invita a presentar sus necesidades ante la coordinación de práctica del programa en caso de que estas no sean atendidas por el asesor.

Fase Tres: Finalización de la Práctica Pedagógica

Durante la última semana del semestre, los estudiantes redactarán y le entregarán al asesor un informe final que contemple la descripción del desarrollo de los aspectos acordados en el plan de trabajo. Este informe se presentará siguiendo el formato APA y con una

Sede Central / Av. Pastrana Borrero - Cra. 1
Sede Administrativa / Cra. 5 No. 23 - 40
www.usco.edu.co / Neiva - Huila

PBX: 875 4753
PBX: 875 3686
Línea Gratuita Nacional: 018000 968722

Vigilada Mineducación

UNIVERSIDAD
SURCOLOMBIANA
NIT: 891180084-2

ACREDITADA DE
ALTA CALIDAD
Resolución 11233 / 2018 - MEN

extensión de dos a cuatro páginas (el practicante podrá anexar evidencias del trabajo realizado sin que estos anexos superen más de cinco páginas). Así mismo, el estudiante presentará un ensayo reflexivo sobre el proceso de práctica docente (de tres a cinco páginas).

Evaluación Formativa del Proceso de Práctica Pedagógica

El asesor de práctica, previa consulta con el respectivo cooperador, emitirá un eventual concepto de aprobación de la práctica pedagógica basado en los criterios incorporados en una nueva versión del Formato 6, el cual será enviado a sus correos. Los criterios finales para el diseño de este formato dependerán de lo que el Consejo Académico decrete en términos de evaluación.

Información Importante de Interés General

Debido a las actuales circunstancias, el Comité de Currículo del Programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés aprobó que aquellos estudiantes adscritos a la práctica pedagógica que estén actualmente laborando como docentes para instituciones de educación básica y media privadas o públicas podrán adelantar su práctica pedagógica en dichas instituciones educativas. Esta determinación se toma teniendo en cuenta la actual coyuntura social y se justifica en el hecho de que los ingresos económicos que puedan obtener estos estudiantes en época de cuarentena contribuyan a su bienestar personal y al de su núcleo familiar.

En caso de que el asesor de práctica no pueda seguir asesorando a sus practicantes asignados por los motivos a que hubiere lugar, deberá comunicarse directamente con la coordinación de práctica.

Respuestas a preguntas frecuentes

¿Puedo realizar mi práctica docente sin haber asistido al seminario de práctica?

No. La asistencia al seminario de práctica es de carácter obligatorio. El hecho de que en esta ocasión sea de carácter virtual a través de GoogleMeet facilita aún más la asistencia a la totalidad de las sesiones del seminario. En todo caso, cuando haya razones de fuerza mayor (excusas por incapacidad médida, calamidad doméstica, entre otras) se procederá al estudio de cada caso particular de acuerdo con la normatividad vigente para estos casos.

La inasistencia al seminario no podrá ser superior al 20%.

¿Debo realizar un plan de innovación?

Dado que las circunstancias actuales nos obligan a establecer nuevos mecanismos de formación a través de procesos sincrónicos y asincrónicos, esta práctica pedagógica se

UNIVERSIDAD
SURCOLOMBIANA
NIT: 891180084-2

ACREDITADA DE
ALTA CALIDAD
Resolución 11233 / 2018 - MEN

considera innovadora en sí. No se realizará un plan de innovación, sino un ensayo reflexivo sobre el proceso.

¿Debo diseñar y presentar un póster sobre la práctica pedagógica?

No, este requisito no aplica para la presente práctica pedagógica.

¿Puedo cancelar la práctica pedagógica?

Sí. De acuerdo con lo establecido por el Comunicado 007 de 2020, el procedimiento establecido para hacerlo será el siguiente: Se expresará la intención de cancelación del curso mediante correo a la jefatura de programa (lenguaextranjera@usco.edu.co), quienes posteriormente lo remitirán a la Oficina de Admisiones, Registro y Control, para hacer efectiva la solicitud.

¿Se deben diligenciar los demás formatos de la práctica docente?

No. Teniendo en cuenta que nos enfrentamos a una situación atípica, no se deben diligenciar los formatos habituales de la práctica docente. Se debe diligenciar una nueva versión del formato 6, el cual se enviará posteriormente.

¿Debo realizar mi plan de práctica en inglés?

Si. Se debe además seguir el formato que se aprobó para esta oportunidad, garantizando que la redacción y estructura del texto sea de gran calidad. Recuerden que un plan de práctica con evidencias de plagio es causal de cancelación de la práctica docente.

MARCO TULIO ARTUNDUAGA CUÉLLAR

marcot.artunduaga@usco.edu.co