

**A PROPOSAL TO IMPROVE INTERCULTURAL COMMUNICATIVE  
COMPETENCE THROUGH VIDEOS IN AN ENGLISH PROGRAM OF A  
PRIVATE UNIVERSITY**

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## ABSTRACT

This research aims at finding a way to improve the awareness of intercultural communicative competence in the students of English through TV series and movies based activities. In order to accomplish this achievement it was decided to work with a sample group of fifty three pre- intermediate English students at a private university in Cali whose ages range from seventeen to twenty eight years old, most of them belonging to the middle and low socio-economic strata. For the purpose of improving the intercultural communicative competence, different surveys, questionnaires and journals were developed. As a result, the instruments mentioned allowed to obtain information to identify the type of activities and features activities should have to improve the awareness of the intercultural communicative competence in students of this particular context through a didactic unit using TV programs and movies. The results obtained encourage teachers and curriculum planners to replicate this experience with the same purpose, keeping in mind the characteristics of each context.

**Key words:** awareness, cultural, communicative competence, didactic, unit, TV programs, movies.

## INTRODUCTION

Much has been discussed and written in Colombia about how to increase students' English level based on the four skills. However, it is usually forgotten to discuss and write about how to teach students to use that foreign language knowledge they know, in different situations where they have to interact with people from different cultures who have different behaviors and perceptions of the world.

The concept of communicative competence not only has to do with the linguistic competence but involves the socio-cultural competence, the strategic competence and the discourse competence.

For this research, the development of intercultural competence, which is related to socio-cultural competence, is a fundamental component of language learning. First, people go through several phases such as the mono-cultural, confronting differences and commonalities. After these phases, people get to the intercultural phase, here people start developing other phases such as intercultural understanding and the intercultural competence.

An important concept found in the intercultural competence phase is the intercultural communicative competence, which is the ability people have to interact properly with people from different cultures. Here people should develop different components such as: intercultural attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction and critical culture awareness.

This research studies the main features TV series and movies' activities should have by implementing a didactic unit in an attempt to determine to what extent it develops students' awareness of the intercultural communicative competence.

## **1. RESEARCH PROBLEM**

### **1.1 BACKGROUND OF THE STUDY**

This research takes place at the Universidad Autónoma de Occidente, a private university located in Cali- Colombia. This university offers 47 academic programs and students have to take English as a requirement to graduate. Most of the students' age in undergraduate programs range is 17 to 25 years old and belong to the middle and low social strata.

The Languages Institute at Universidad Autonoma de Occidente offers a five-semester English language program, where each program lasts 48 hours and students take 3 hours a week during a 16-week semester. When a student enrolls at the University, the Languages Institute gives a placement test to place them in the level they correspond to.

The Languages Institute provides the second language learning process of the students by offering a communicative approach in the teaching of languages, focusing on speaking, reading, writing and listening abilities. Besides, students have access to a state-of-the-art multimedia laboratory for language studies. In addition, the Languages Institute at the Universidad Autónoma de Occidente uses the TELL ME MORE ® platform as independent work in order to help students to improve their skills by practicing at home.

### **1.2 PROBLEM SITUATION**

Nowadays, it is common to see in EFL classes students still focusing on grammar exercises only, repeating and creating sentences without any conversational purpose or knowledge of the target culture. As a result, students have good grammar knowledge but a very low oral performance in real life situations. Therefore, it is important to use

meaningful activities, focusing on the cultural component, because teachers just focus on the grammar aspects but not on the cultural ones. Byram (2000) and Haneda (2007) explain that cultural competence has often been ignored in EFL, because language teaching has been influenced by the study of grammatical forms.

After revising English program at University Autónoma, it was observed that the intercultural competence is not included in the syllabus. Therefore, it is not common to see teachers including the intercultural communicative component in their classes due to lack of knowledge about this topic or lack of time because of the topics they have to cover within a specific time frame.

According to Omaggio (2001), there are three reasons why teachers do not teach culture. First, teachers are usually too busy with the curriculum they have to teach and they do not have time to spend teaching culture. Second, teachers do not have much information about the target culture. Finally, teachers are confused about what aspects they should teach when teaching culture.

Moreover, according to Brown (2009), reading materials about culture are limited. Stryker and Leaver (1997) claim graded language textbooks contain “artificial language” which does not provide students with models of how people really communicate in the foreign language.

Finally, regularly a curriculum does not include culture as a component to be learned or the intercultural communicative competence as an ability to be developed.

### **1.3 IMPORTANCE OF THE STUDY**

Nowadays English has become one of the most important languages in the world, because of the impact of globalization, ICT, commerce of several products, television, and



movies from everywhere in the world. Besides, students from different majors at

Colombian universities are required to have at least a B2 level in the Common European Framework and to have good academic reading skills. There is also a wide diversity of companies from many countries, which require Colombian professionals with a good English communicative level. In addition, there are many people planning to travel abroad and to adapt themselves to a foreign culture.

In addition, learning a second language is a complex process for most people. A good number of students finish their English courses without being able to use in real communicative situations in a foreign country the English language they learned. One of the reasons for this is the lack of intercultural communicative competence in the English classes that helps students to communicate properly in a foreign country or with foreign English speakers in Colombia.

Moreover, this study expects to provide teachers with several activities and ideas to prepare students to interact with different foreign cultures when visiting other places or when interacting locally with people from abroad.

#### **1.4 RESEARCH QUESTIONS**

The specific questions to be responded are the following:

What kind of TV series and movies activities are more appropriate in English lessons in order to have young adult English learners develop their intercultural communicative competence better?

What are the main features that these activities should have in order to help English learners develop their intercultural competence better?

## **2. OBJECTIVES**

### **2.1 GENERAL OBJECTIVE**

To improve the awareness of intercultural communicative competence in the students of English of intermediate level in a private university, through TV series and movies based activities.

### **2.2 SPECIFIC OBJECTIVES**

1. To identify the main features that activities using videos and TV series should have to raise awareness on intercultural communicative competence.
2. To design an instructional unit based on a selection of activities as a learning tool in improving EFL young students' intercultural communicative competence.
3. To analyze the effectiveness of using this didactic unit to improve different abilities students need in order to develop their intercultural communicative competence.

### **3. JUSTIFICATION**

The author of this research has worked as an English Teacher at English institutes, universities and public institutions for ten years teaching young adults and kids. Therefore, he has seen the difficulties some learners have at developing their communicative skills effectively.

One of the reasons of these difficulties students usually have is that many teachers keep focusing mostly on grammar aspects in their lesson plans. Moreover, when teachers try to develop students' listening and reading skills, teachers use non-authentic materials most of the time. To support this, according to Brown (2009) reading and listening materials about culture are limited. Stryker and Leaver (1997) claim graded language textbooks contain "artificial language" which does not provide students with models of how people really communicate in the foreign language. As a consequence, students are not exposed to real conversational situations that they are going to face when going to a foreign country or communicating with people from other cultures.

Therefore, it was considered important in this paper to do the research about including foreign TV programs and movies in activities in EFL classes as a source of authentic materials. Also, it was intended to develop the awareness of the intercultural communicative competence in students using activities based on foreign TV programs and movies.

## **4. THEORETICAL FRAMEWORK**

### **4.1 COMMUNICATIVE COMPETENCE**

The concept of communicative competence was developed by Hymes (1972), who criticized the idea that many linguists had about how first language acquisition depends only on the grammatical competence. Hymes (1972), argued that in the process of first language acquisition, we should not only pay attention to the way we acquire grammatical competence but also to the way we acquire the ability to use the language appropriately in a given context. He also claims that the sociolinguistic competence is one of the most important aspects in the way people acquire language. This assertion was vital in order to develop the idea of the communicative language teaching. His concept of communicative competence was further developed by Canale and Swain (1980). They proposed the following model of four competences:

- Linguistic competence: this is the knowledge of the language code; it is the way utterances are produced and interpreted according to grammar rules. It also includes sentence patterns, morphological inflections, phonological and lexical resources.
- Sociolinguistic competence: the pragmatic competence plays a vital role in this competence. It is the relation between the linguistic signals and the situational meaning. Social norms, status of the participants, rules or social conventions are included in this competence. For instance, knowing how to request information and accept or refuse assistance.
- Strategic competence: these are the strategies used when there are problems in the communication process. It is the way people manipulate verbal and nonverbal language in order to achieve their communication goals. Strategies to clarify meaning or enhance communication such as rephrasing, asking for clarification, using body language or changing tone of voice are used.
- Discourse competence: it is the knowledge of using strategies in the construction

and interpretation of spoken or written texts. It is also the ability to combine and connect phrases and sentences in conversations. This competence requires alternating adequately the roles of sender and receiver.

In addition, Celce–Murcia et al. (1995) complemented these competences by changing the name of the sociolinguistic competence to socio-cultural competence. They claimed that “the socio-cultural competence refers to the speaker’s knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced”.

Finally, they added a new competence called the actional competence which is the knowledge the speakers have when performing and interpreting speech acts. Finally, Usó-Juan and Martínez-Flor (2006a) complemented the communicative competence by highlighting the importance of the intercultural aspect.

## **4.2 CULTURE**

Culture is a topic known and heard by everybody but most people have the wrong concept and misunderstand its real meaning. When people think of the word culture, they tend to associate it with typical music of a country, reading books, behaving in a good and respectful way, etc. However, the meaning of culture is really different and complex from the meaning people usually have.

Culture is a complex topic that has to do with the way the human being has evolved during decades and centuries. In addition, culture has to do with the way human beings communicate in a deep way. To support this, Fowler (1986) cited by Claire Kramsch (2001) in his book “Context and Culture in Language Teaching” points out that “the context of culture is the community’s store of established knowledge that consists of structures of expectations that allow people to make sense of the world around them”.

According to Tannen (1979: 144) cited by Claire Kramsch (2001), people do not approach the world in a naïve, independent and objective way with no experience and background about the world. Instead, people approach the world with a vast prior experience and relating events and objects to each other according to this prior experience they have.

Then, according to Lakoff and Jhonson (1980), and Lakoff (1987), native speakers are not just individual voices, they speak using the established knowledge of their native community and society. This is the reason why native speakers find it easy to communicate to each other, because they can predict the way of speaking among them. However, this is also the reason why nonnative speakers find it difficult to understand native speakers when they are communicating because they do not share the native-speaking community's memory and knowledge.

### **4.3 INTERCULTURAL COMPETENCE**

Bennett (1998) explains the stages people go through when developing the intercultural competence. First, Bennett starts describing the monocultural phase where people show a strong adherence to a single culture-bound view of reality. People just believe and act according to the culture where they belong to and they have a rejection toward any other culture in an unconscious way.

Then, Bennets explains that there are three stages in the monoculturalism: no experience, confronting differences and seeing commonalities. In the first stage of no experience, people have no experience with cultural differences. When they find people with cultural differences, they just categorize them as strange people that act in wrong ways; they build up defenses and judgments against these people that act differently according to other culture behaviors.

According to Bennett (1998), in the second stage of confronting differences, people

confront cultural differences and assume a defensive position toward it. People in this stage categorize the other people as “them” and they use negative stereotypes to dismiss other people that belong to other cultures.

In the third stage of seeing commonalities people start learning to accept and care groups that they used to judge and stereotype before. People at this stage are concerned about stereotyping or do unfair actions toward people that belong to other cultures. After these first three stages Bennett describes the Intercultural phase. Some of the stages that Bennett describes in this phase are the following:

- Intercultural understanding: People in this stage start seeing and recognizing that there are different points of view of reality. People also recognize that there are different cultures with different behaviors, beliefs, values and points of view and they start accepting them and learning about them.
  
- Intercultural Competence: in this stage, people develop competence in communicating across cultures. To develop this competence people have to learn to shift into different cultural contexts and behave according to the way people behave in that other culture.

#### **4.4 INTERCULTURAL COMMUNICATIVE COMPETENCE**

Bachman (1990) and Savignon (1983) defined the intercultural communicative competence “as the speaker's ability to interact effectively with people from other cultures that he/she recognizes as being different from his/her own. It is understood as the ability to cope with one's own cultural background in interaction with others”. To complement this Byram, Gribkova, & Starkey (2002), claim that intercultural competence is defined as the “ability to ensure a shared understanding by people of different social identities, and [the] ability to interact with people as complex human beings with multiple identities and their own individuality”.

In order to communicate effectively using the target language in a foreign country, it is not only necessary to know the language, but also to know and develop abilities that help us to deal with other cultures. Some people study a foreign language for five years or more. However, when they go to a foreign country, they have communication problems in simple situations such as buying bread in a bakery, giving a present, etc. This is the reason why intercultural communicative competence has become an important aspect in communication.

The Common European Framework of Reference for Languages (CEFR) emphasizes the importance of moving towards intercultural education by claiming that “in an intercultural approach, it is a central objective of language learning to promote the favorable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture” (2001: 1). According to Byram (1997) the components of intercultural competence are the following:

1. Intercultural attitudes: it is about having nice *attitudes* such as openness, empathy, readiness, and curiosity about cultural expressions that may be similar or quite different from someone’s. These are the abilities to be open to change beliefs and perspective a person has about other cultures or about his/her own culture.
2. Knowledge: this is the knowledge a person has not only about the other culture but it is mainly about how social groups and identities work.
3. Skills of interpreting and relating: it is important to realize that misunderstandings can arise at any moment. Then, students should be ready to solve this kind of problems. They need skills of comparing in order to analyze their own culture and other cultures and to be able to see a situation from different perspectives.
4. Skills of discovery and interaction: this is the ability to acquire new knowledge from other cultures and integrating it with the knowledge we already have. It is about asking people from other cultures about their beliefs, values and behavior.



However, when you ask people from other cultures questions about these topics, they usually do not know how to explain these topics because these are unconscious processes. Therefore, it is important to develop skills of discovery and interaction.

5. Critical culture awareness: it is the ability to evaluate perspectives, practices, and products critically in each one's culture and in other cultures. This competence reduces the stereotypes, prejudices, and misrepresentations of others.

However, there are some negative aspects and situations that have played a negative role toward the teaching of intercultural competence. Omaggio (2001) gives the following three reasons:

1. Teachers do not have enough time to teach intercultural competence because of the overcrowded curriculum they have in schools or universities.
2. Many teachers feel they do not know enough about the foreign culture and they do not feel confident enough to teach this subject.
3. Finally, teachers are confused about what topics or aspects they should cover due to the lack of knowledge.

In different curricula in institutions, it is common to see that culture or intercultural communicative competences are not included. Lazar (2003) claims that despite the recommendations of the Common European Framework of Reference to Languages (CEF), language teaching and learning continue focusing mainly on the grammatical and lexical aspects.

Byram (1997) and Haneda (2007) complement this idea by saying that cultural competence has been ignored due to the influence of the grammatical forms. For instance, textbooks do not include components of intercultural communicative competence. To support this Stryker and Leaver (1997) point out that graded language textbooks contain

“artificial language which does not provide students with models of how people really communicate in the foreign language.” Then, it is important to analyze if the material teachers are working with in the classroom with their students is simply offering conversations that are going to be really difficult to find in a real conversational context.

When textbooks do not offer students authentic language, it is the responsibility of teachers to look for different ones, because if teachers do not provide students with an input that they will find in real communicative situations, students will feel a lot of frustration when facing those situations.

#### **4.4.1 Teaching Intercultural Communicative Competence Through Reading Skills.**

It has been said that intercultural communicative competence needs to involve language competence and cultural competence. Sihui (1996) says that language cannot be separated from culture because language is the tool we use to communicate and create beliefs, ideas and identities. In addition, Byram (1997) claims that authentic literary texts and materials play an important role in teaching intercultural competence because they are loaded with the real language.

However, Brown (2009) noticed that most of the textbooks only have readings from magazines and articles, which lack of other kind of genres as poetry and short stories.

In addition, Berardo (2006) argues that most of the textbooks have artificial language because they adapt the reading to the grammatical forms they have to teach in each unit. As a result, these produce something that he calls “false text indicators”, because adapting these readings to the grammar forms that have to be taught make these text non authentic.

Kramersch (2001) emphasizes that the most important factor to take into account in order to develop the intercultural competence in students is to stop giving importance to

the grammar rules through non-authentic materials and to start focusing on developing the language knowledge and cultural awareness through the use of authentic materials.

According to Gomez (2012) most of the readings taken from magazines, newspapers and books have diverse levels of cultural content because they are products produced by particular communities. Kramsch (2001) claims that many teachers avoid using authentic materials because they are told that they can only use regular textbooks readings. It is important to keep in mind according to Kramsch (2001), that students should be exposed to different types of readings like textbooks, newspapers and magazines, because they offer opportunities for the negotiation of meaning while learning about different cultural representations.

#### **4.4.2 Teaching Intercultural Communicative Competence Through Writing Skills.**

In order to improve intercultural competence in students through writing, activities such as tandem e-mail learning, designing stories and story continuation can be used. According to Dodd (2001) using tandem e-learning promotes cross-cultural dialogues, motivates students and engages them in using the writing skills to improve intercultural competence. This activity can be done by having students write emails using 50% of the time in each other's language with a native person of the target language who at the same time is also interested in practicing the local native language. The idea is to have students talking about a particular cultural topic of a project.

According to Omaggio (2001) teachers can also have students writing stories in the target language by using several magazines where they select pictures that show people in strange situations. Then, the group is divided in small groups and each group has to describe in writing one of the pictures generating their opinion about what is happening in the picture.

#### **4.4.3 Teaching Intercultural Communicative Competence through Listening Skills.**

When improving students' intercultural competence through listening skills teachers can use activities such as video-taped cultural dialogues, audio or video-taped cultural misunderstandings and taped recorded interviews with native speakers. For instance, in video-taped cultural dialogues, teachers can show the students a video where two native people discuss a cultural aspect focusing on a project the students are currently working.

According to Lynch and Mendelsohn, (2002) teachers can show students a listening audio or video-tape where they can see a cultural misunderstanding. Then, students will have to discuss in small groups about what the explanations are for that misunderstanding.

In addition, White, (2006) suggests to make students work in groups and to prepare some questions to interview an English native speaker. Then, students will have to record this interview and to show the video to the class. The questions to be asked to the foreign person should be based on a cultural topic and after listening to the interview, the whole class will discuss the answers of the video with their own opinions. With this activity students will be exposed to natural language by listening to a native speaker. Besides, they will listen to their own grammar and pronunciation mistakes in order to correct themselves.

Finally, teachers can look for songs, jokes, stories or anecdotes from typical films from the target culture in order to expose students to native speakers' accents and to give them information about the target language as much as possible.

#### **4.4.4 Teaching Intercultural Competence Through Speaking Skills.**

Teachers can have students ask questions to a native speaker or role play situations where they develop the intercultural competence. If it is possible for teachers use internet in order to have students communicate orally with native speakers of the target language and to discuss a particular cultural topic to work on a specific project.

To conclude, developing intercultural competence in students has many advantages on their process of learning a foreign language. Students will develop the four skills while learning how to use the language in different cultures. They will develop abilities in order to think critically and to solve cultural problems where they can be involved. Moreover, students will enrich their points of view about other cultures and they will be able to see their own culture from a different perspective. Consequently, they will be open to change their minds about different stereotypes.

#### **4.5 USING VIDEOS TO PROMOTE CULTURAL DIFFERENCES**

According to Condon (1986) moving pictures (films, videos and television) are famous because of the capacity they have to combine the power of the story, the impact of the senses and the emotional rhythms of music. Therefore, teachers should be aware of the realism and emotional power of the moving pictures. Summerfield (1993) points out that he uses the realism of moving pictures for replaying intercultural interactions to help students observe how “words, gestures, facial expressions, eye contact, intonation and silences are all tied to culture”.

Summerfield emphasizes on the usefulness of using moving pictures to develop the intercultural competences. She suggests that “if we experience intercultural contact with our eyes and ears, we begin to understand it” (1993, p.1). She continues giving arguments about this topic by claiming that “viewing the film allows us to enter into this world and feel its conflicts; we can almost believe we have lived certain events ourselves” (1993, p

1).

According to Condon (1986) videos have a huge ability to create an understanding of intercultural relations. He also suggests that culture is hidden and that film can influence people's deepest attitudes and behaviors toward foreign cultures.

Cortés (1991, 1992, 2000) believes that moving pictures can influence in negative and in positive ways. He claims that “the popular press and the mass media (including films and television) educate more people about issues regarding ethnicity and race than all other sources of education available to US citizens” (Bartolome & Macedo as cited in Cortés, 2000, p. 17). Cortés (2000) also suggests that teachers should be aware of the power and impact of the media when helping students to be constructive participants in a multicultural society.

#### **4.6 TASKS AND SYLLABUS DESIGN**

One of the most important components of the learning and teaching process is the syllabus design. There are different definitions of syllabus design given by several authors. For instance, Yalden (1984:14) cited by Nunan (1988) points out: “the syllabus replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner and the activities which will take place in the classroom.” (p.8)

In addition, it is important to know the difference between the concept of curriculum and syllabus design. Allen (1984: 61) cited by Nunan (1988) claims that “curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught as distinct from how

they will be taught, which is a matter for methodology.”

When teachers have to design a syllabus, one of the most important components is the “learning purpose”. It is important to use information from and about learners when making decisions on the syllabus design. In order to collect this information, teachers can use many techniques and procedures, which are also referred to as needs analysis.

In accordance with Nunan (1988) in the needs analysis teachers should collect information about why the learners want to learn the target language, the social expectations that they have, and the constraints and the resources available for implementing the syllabus.

Furthermore, it is important to identify the “learning goals” which will provide a rationale for the course. Nunan (1988) claims that in order to get the learning goals, it is important to take into account the needs analysis, learner’s data, Ministry of Education specifications and so on. Goals will also be set according to the syllabus specifications, the length of the course, and the types of communicative and pedagogic objectives.

According to Nunan (1988), there are different types of syllabi. For instance, there is the grammatical syllabus, which has been severely criticized because most of the students just learn grammatical knowledge but they are unable to use it in real communicative situations. In addition, Nunan (1988) also mentions the functional-notional syllabi. In this type of syllabus the topics should encourage the students to use the language for communicative purposes.

Another aspect to take into account when designing a syllabus is the methodology. Widdowson (1983) claims that “methodology would engage the learners in problem-solving tasks as purposeful activities but without the rehearsal, they should be realistic or 'authentic' as natural social behavior”. Moreover, according to Widdowson (1983), when

students develop these kinds of problem solving tasks, they should do it in the natural process of the language where learners achieve communicative outcomes.



## **5. RESEARCH METHODOLOGY**

### **5.1 RESEARCH DESIGN**

Before designing the didactic unit, a diagnosis phase was established. During this phase, a needs analysis survey was done to fifty three students in order to collect information about their background on the kind of movies and TV programs they prefer and about the perception they had about culture in an English classroom and how relevant culture is for them.

Then, a didactic unit was designed using all the information collected in the results of this analysis survey during the diagnosis phase. These activities were designed according to the kind of movies and TV programs students prefer and taking into account the knowledge they had at that point about cultural aspects.

Before applying the didactic unit to the students, a survey was done in order to have a clearer idea about students' prior knowledge on the topic of the activity proposed. This survey was used in order to explore students' acquisition of intercultural communicative competence before starting the process of the didactic unit activities and at the end of the process in order to see if students made any progress. This questionnaire was divided in five sections:

1. Questions related to intercultural attitudes.
2. Questions related to the knowledge students had about other cultures and their own.
3. Questions related to the skills of interpreting and relating intercultural issues.
4. Questions related to the skills of discovery and interaction.
5. Questions related to the critical culture awareness.

Moreover, after some of the activities based on TV series and movies of the didactic unit were done in class, a reflective journal was done by the students in order to reflect

on the significance these activities had for their intercultural communicative competence awareness.

### **5.1.1 Data Analysis**

Before the data was analyzed, all the results of the different surveys and questionnaires were organized in percentages inside charts. This research applied a qualitative and quantitative research. Using the qualitative research, the author analyzed the reflections students wrote after the activities of the didactic units and it was possible to see how students made sense of their world and the experiences they had in the world. Merriam (2009). The author just analyzed the experiences students had in the world based on the intercultural communicative aspects. The type of approach used was phenomenology because the author focused on individual experiences, beliefs and perceptions students had about the intercultural communicative aspects. Smith, Flowers and Larkin (2009).

In addition, a quantitative research was also used in order to complement the information the author got in the qualitative research. The type of quantitative research used was the survey research. Sukamolson (2007). The need analysis survey and the surveys done before and after applying the didactic unit were analyzed using the survey research method.

## **5.2 PARTICIPANTS**

This present study was developed with fifty three students from two different groups of pre- intermediate level. These two groups were composed of thirty two men and twenty one women at the Universidad Autónoma de Occidente, in Cali.

In this study, the level three students were chosen because they are supposed to have a B1 English level according to the common European framework. Therefore, they have a good level of English in the four skills in order to develop their intercultural

communicative competence through reading, listening, speaking and writing activities.

### **5.3 INSTRUMENTS**

For the study two data collection instruments were used:

1. Needs analysis survey (see appendix A): This survey was done in the diagnosis phase through the moodle platform. With this survey the author was able to identify preferences students have when watching movies and TV programs, and to know the concept and perception they had about cultural aspects.

2. Survey (see appendix B): This survey was focused on the knowledge, perceptions and attitudes toward intercultural communicative competence. Students had to do this survey at the beginning of the process before applying the didactic unit and students had to do the same survey after having done all the activities of the didactic unit to keep track of their process. This information was analyzed in order to see how the students improved or if it was necessary to make changes in the activities in a future research.

3. Journals: students wrote their reflections about each of the activities done in class. They also thought of similar situations they had lived or where they thought a situation similar to the video might have happened to them. These questions were in each activity of the didactic unit and students wrote their answers in journals. Besides, in some of the journals, students answered some of the following questions:

1. What cultural knowledge have you acquired through the video activity?
2. What was your experience of watching different cultural aspects through TV series?
3. Do you have something to criticize or point out about the methodological procedures used in these activities?

## **6. RESEARCH FINDINGS**

### **6.1 FINDING 1**

#### **Types of TV Programs and Movies That Are More Appealing and Effective in Developing the Intercultural Communicative Competence in Students**

Research question 1. What kind of TV series and movies activities are more appropriate in English lessons in order to have young adult English learners develop their intercultural communicative competence better?

First, a needs' analysis survey (see appendix A) was done to fifty three students from two different groups in order to find out what preferences they had when watching movies or TV programs as well as to find out the intercultural communicative competence background they had. This was an important phase, because with the results of this survey, the author was able to design the activities of the didactic unit according to the students' needs and preferences.

When these fifty three students were asked what kind of movies they usually like to watch, students expressed that they like to watch all kind of movies. However, most of them said that if they had to choose a category, 70% of students prefer action movies; 20% prefer comedies; and 5% of the total of the students rather science fiction movies. The rest of the students liked other kind of movies and one student expressed that he did not like watching movies.

When they answered the same question about TV programs, it was interesting to see that the majority of the students preferred to watch sitcoms and cartoons. In the survey most of the students expressed that they liked all kind of TV series. However, 30% of students answered in the survey that if they had to select one category, they would choose sitcoms as their favorite kind of TV programs. Another 30% of students liked

cartoons and the rest of the students wrote in the survey that they liked other kind of TV programs such as sports, news, musicals and drama.

Based on the results of this needs analysis survey, two comedy TV programs (Modern Family and The Big Bang Theory) and an action movie (Reservoir Dogs) were selected to start designing the activities of the didactic unit. It was important to have the genre of the TV program and movies that students prefer in the didactic unit, because this aspect would increase students' motivation and they will have a positive attitude toward the activities designed.

In addition, the author wanted to establish what language students feel more comfortable with in the audio and subtitles when watching TV programs and movies. Then, a question was designed to find out if students preferred to watch movies and TV programs in English or Spanish. 40% of students answered that they sometimes watched movies and TV programs in English. 22% expressed they usually watched movies or TV programs in English. It was also interesting to see that 10% of students said that they never watched movies and TV programs in English and 5% answered they always watched movies and TV programs in English.

With these results it was possible to see that the number of students that liked to watch movies in English is not as big as expected. Perhaps, this phenomenon is due to the good quality of the movies dubbed into Spanish, lately. Therefore, this didactic unit could be an opportunity to foster an interest in watching movies and TV programs in English in order to practice their English skills and to improve their intercultural communicative competence.

Finally, it was also found that 80% of the students watched movies and TV programs in English but with Spanish subtitles, and only 20% of the students watched movies and TV programs with English subtitles. Therefore, when students watch videos using subtitles in Spanish, most of the time they do not pay attention to the audio in English

because they have to focus on reading in Spanish in order to understand. Then, it was decided to use the movies and TV programs of this didactic unit with English subtitles in order to show students it is not as difficult as it looks to watch a movie or TV program with English subtitles and to understand it easily while improving the different foreign language aspects.

### **6.1.1 Students' Perception about Cultural Aspects in EFL Classes and Their Intercultural Competence Background.**

An important aspect to take into account before designing the activities was to know the perception students have about activities that include cultural aspects. Besides, in this needs analysis survey (see appendix A) it was intended to find information about the intercultural competence background students have. These were important questions in the survey, because using this information, the author could establish if students needed extra lessons in order to make them aware of the importance of cultural aspects in EFL lessons.

In the results, it was found that only 8% of the students have traveled to an English speaking country, 82% of the students have been to Spanish speaking countries and 10% of students have never been abroad. However, it was found that 70% of the students have friends from other countries and they usually interact with them once a week or at least once a month. This amount of students interacting with people from other countries is an important indicator that they might have developed some intercultural communicative competence awareness.

In this needs analysis survey's results, it was unexpected to find that students were really interested in learning topics related to foreign cultures in an English class. 93% of the students considered that culture is an important topic to see in class because it is necessary when interacting with foreign people. It was amazing to find out that students considered culture as an important topic because sometimes teachers, coordinators and

institutions think that culture or developing intercultural communicative competence is an unnecessary topic and they think this is a topic students do not find interesting or useful.

Finally, the author decided not to use extra activities to make student aware of the importance of cultural aspects in the EFL classes because of the positive results of the survey in this aspect. Instead, the author decided to design the activities to improve the intercultural communicative competence using the TV programs and movies students prefer according to the results of the needs analysis survey.

## **6.2 FINDING 2**

### **Main Features That These Activities Should Have in order to Help English learners Develop Their Intercultural Competence Better.**

Research question 2. What are the main features that these activities should have in order to help English learners develop their intercultural competence better?

To establish the main features that the activities should have to develop the intercultural competence, a survey (see Appendix B) was done before doing the activities of the didactic unit. In this survey, it was possible to find out the students' background about the intercultural communicative competence in a deeper way.

By using the results of the survey shown in Table 1, it was possible to design the type of activities students needed to develop their awareness about the intercultural communicative competence. Students' results of this survey show that most of the students were aware about cultural diversity, appreciated different cultural behaviors and were interested in learning about other cultures. These results were of great help to select the TV programs and movies that were appropriate for the students to develop some of the intercultural communicative competences they needed to improve the most.

### **6.2.1 Activities That Develop Skills of Interpreting and Relating.**

It is possible to see in Table 1, that according to the results of the questions number 12, 13, 15 and 22, it was found that students were using stereotypes toward other cultures. Some of them thought their culture was better than other cultures and some students think negative toward people who think and behave different. Therefore, the

activity 1 in the didactic unit was designed to make students aware of the consequences and effects of stereotyping other cultures, and to make them aware that it is necessary to respect people who behave and think in a different way. In the video shown in this activity, students can see the negative stereotypes foreign people usually have about Colombian people. Then, students will know how it feels when other people generalize a particular group and culture, and students will be able to give their opinions about this issue.

Positive results were found in the reflective question done in this activity 1 of the didactic unit about stereotypes, it was found that in the survey (see appendix B) done after all the activities of the didactic unit were done, it was possible to see how students improved in this topic about stereotypes. In question 13 about students' perspective on stereotypes, 70% of the students expressed a negative feeling about using stereotypes and about the need for changing this way of thinking some people have. They think this can be achieved by learning and by being in more contact with other cultures to understand and accept differences in the way other people behave and act. However, there are 30% of the students still thinking that stereotypes are just a normal and acceptable reaction people have when they see other people from other cultures behaving and thinking in a different way.



**Table 1:**  
Survey Done Before Doing the Didactic Unit

ITEM	SD	D	N	A	SA
1. Aware about cultural diversity	5%	0%	15%	5%	70%
2. Comfortable being with similar communities	15%	20%	40%	15%	10%
3. Appreciate different cultures' behaviours	5%	5%	10%	20%	60%
4. Interested about learning about other cultures	5%	0%	10%	30%	55%
5. Uncomfortable with people speaking other languages	15%	5%	75%	0%	5%
6. Interested in learning and socializing with people	5%	5%	10%	55%	25%
7. Do not notice cultural differences	35%	25%	25%	15%	0%
8. Have two or more cultural frames of reference	5%	15%	30%	30%	20%
9. Have and use knowledge about different cultures	5%	0%	30%	65%	0%
10. Assume that everyone from the same culture are the	70%	20%	5%	5%	0%
11. Respect cultural differences	5%	0%	20%	25%	50%
12. Analyze and evaluate situations from different	0%	10%	30%	50%	10%
13. Question my own prejudices and cultural stereotypes	10%	20%	20%	45%	5%
14. Have the ability to see events from different	5%	5%	35%	50%	5%
15. Think my culture is better than other cultures	30%	15%	55%	0%	0%
16. Use verbal and nonverbal communication skills of	5%	10%	35%	45%	5%
17. Can give up my own world view to participate in	15%	15%	45%	20%	5%
18. Can shift between two or more cultural perspectives	0%	0%	45%	30%	25%
19. Incorporate attractive aspects of other cultures into	5%	20%	35%	40%	0%
20. Feel self-confident socializing with people from other	5%	0%	30%	55%	10%
21. Ability to deal flexibly and adjust to new people,	5%	0%	25%	50%	20%
22. Think negative about people who act or look	35%	45%	10%	10%	0%
23. Consider what other people say about my culture	5%	10%	30%	50%	5%
24. Can act as cultural mediator and serve as a bridge	10%	5%	55%	30%	0%

**Source:** The Author

**Note:** **SD:** Strongly Disagree; **D:** Disagree; **N:** Neither Agree nor Disagree; **A:** Agree; **SA:** Strongly Agree

### **6.2.2 Activities That Develop Skills of Discovery and Interaction.**

In the results of questions 16 and 19 in Table 1 showed that students needed to improve their knowledge about differences in verbal and nonverbal communication skills from other cultures. For instance, students could improve their knowledge about differences in the way Colombian people apologize and other cultures do in specific situations. Therefore, it was important to include the activity 3 in the didactic unit in order to make students aware and learn about different kinds of expressions that other cultures use when apologizing.

With the results obtained in this final survey that was done at the end of the process shown in Table 2, it was possible to identify new features some activities should have in order to develop awareness in the intercultural communicative competences. The survey had 5 different categories according to Byram's (1997) categories on intercultural communicative competence:

1. Intercultural attitudes: Questions 1, 2, 3, 4, 5 and 6.
2. Knowledge: Questions 7, 8, 9 and 10.
3. Skills of interpreting and relating: Questions 11, 12, 13, 14 and 15.
4. Skills of discovery and interaction: Questions 16, 17, 18, 19, 20 and 21.
5. Critical culture awareness: Questions 22, 23 and 24.

**Table 2:**  
Survey Done After Doing the Didactic Unit

ITEM	SD	D	N	A	SA
1. Aware about cultural diversity	0%	0%	5%	15%	80%
2. Comfortable being with similar communities	10%	35%	35%	20%	0%
3. Appreciate different cultures' behaviours	0%	5%	5%	35%	55%
4. Interested about learning about other cultures	0%	5%	10%	35%	50%
5. Uncomfortable with people speaking other languages	25%	40%	20%	5%	10%
6. Interested in learning and socializing with people from other cultures	0%	10%	25%	60%	5%
7. Do not notice cultural differences	30%	20%	40%	0%	10%
8. Have two or more cultural frames of reference	10%	5%	30%	45%	10%
9. Have and use knowledge about cultures outside of Colombia	10%	25%	25%	20%	15%
10. Assume that everyone from the same culture are the same	45%	25%	30%	0%	0%
11. Respect cultural differences	5%	0%	0%	55%	40%
12. Analyze and evaluate situations from different cultural perspectives	0%	0%	25%	55%	20%
13. Question my own prejudices and cultural stereotypes	5%	25%	55%	5%	10%
14. Have the ability to see events from different perspectives	0%	15%	30%	45%	10%
15. Think my culture is better than other cultures	45%	20%	25%	5%	5%
16. Use verbal and nonverbal communication skills of other cultures	0%	5%	55%	15%	25%
17. Can give up my own world view to participate in another one	5%	20%	30%	40%	5%
18. Can shift between two or more cultural perspectives in a given situation and make a choice to act from one of these cultures	0%	20%	65%	15%	0%
19. Incorporate attractive aspects of other cultures into my own way of doing things	0%	5%	60%	35%	0%
20. Feel self-confident socializing with people from other cultures.	10%	5%	25%	25%	35%
21. Ability to deal flexibly and adjust to new people, places or situations.	0%	5%	25%	50%	20%
22. Think negative about people who act or look different.	40%	35%	15%	5%	5%
23. Consider what other people say about my culture	5%	15%	50%	30%	0%

ITEM	SD	D	N	A	SA
24. Can act as cultural mediator and serve as a bridge between people of different cultures	5%	30%	30%	25%	10%

**Source:** The Author

**Note:** **SD:** Strongly Disagree; **D:** Disagree; **N:** Neither Agree nor Disagree; **A:** Agree; **SA:** Strongly Agree

## 7. ANALYSIS AND DISCUSSION

- *The importance of using TV programs and movies in the Intercultural communicative competence activities*

Having these results about the students' intercultural communicative competence background was a vital indicator to the importance of using TV programs and movies in this didactic unit. TV programs and movies are a great opportunity for students that have not been abroad to see and experience situations that they will rarely see or live in Colombia. For instance, in activity 1 students watched a chapter of season one of the TV program called Modern Family, in this video students watched how some North American people use negative stereotypes against Colombian people. This situation is something new for students that have not been abroad or that have not heard about it. Furthermore, doing activities using a movie or TV program that students enjoy while learning and improving the intercultural communicative competence leads students to a more vivid experience than just using reading, listening or speaking activities without using videos.

Therefore, teachers have to take advantage of this kind of activities to improve the awareness of students' intercultural communicative competence. To support this, Summerfield (1993) points out that he uses the realism of moving pictures for replaying intercultural interactions to help students observe how “words, gestures, facial expressions, eye contact, intonation and silences are all tied to culture”.

- *Using comedy and action movies and TV programs in the activities done to improve the intercultural communicative competence*

In this study it was possible to demonstrate how the awareness of intercultural communicative competence can be improved in the students of English through TV series and movies based activities.

Something really useful in this research that should be taken into account is that to design an instructional didactic unit as a learning tool in improving EFL young students' intercultural communicative competence, it is necessary to see first the students' needs

Then, with the results of the needs analysis survey it was possible to select comedy and action TV programs and movies as the genres that students like and enjoy the most. As a result, it was possible to see motivation from the students and an excellent attitude toward these activities. Besides, using this kind of activities not only get students' attention and motivation. These kind of video activities according to Condon (1986) are famous because of the capacity they have to combine the power of the story, the impact of the senses and the emotional rhythms of music.

- *The importance of using Video activities that develop skills of interpreting and relating.*

In the activity 1 of the didactic unit, students were able to analyze and give an interpretation to situations where other people stereotyped Colombian people. Students also interpreted those situations and compared them to situations where they stereotype other people. For instance, when students stereotype in a negative way people from Medellin, Bogota, etc. Then, students were able to be aware of the feeling of being stereotyped as drug dealers or murderers, and this activity intended to create awareness about the negative effects of stereotyping. Besides, students were really interested about seeing this topic on a TV program, as a result, they participated orally and written during the whole activity.

- *The importance of including activities that teach students verbal and non-verbal communication skills from other cultures*

In the activity three of the didactic unit about the different ways of apologizing in different cultures, the participants were asked to express a reason for not going to the party given by a friend to celebrate his graduation.

With the results of this question, it was possible to establish that 40% of the students gave answers that were considered unacceptable because of the first language interference. On the other hand, 60% of the students gave acceptable answers because they admitted not knowing appropriate expressions to be used in this situation in the target culture. In fact, lack of intercultural communicative competence in this situation, is the main reason for not giving the appropriate answer. Therefore, the activities done improved the verbal aspect of the intercultural communicative competence in some students.

- *Intercultural communicative competence skills that should be included in the TV programs and movies activities.*

1. Intercultural attitudes: Questions 1, 2, 3, 4, 5 and 6.

In the results of these questions, it was possible to see that in questions number one, three, five and six there was some progress in developing positive intercultural attitudes. However, in questions number two, and four the progress was not that much. Students developed attitudes such as openness, empathy, readiness, and curiosity about cultural expressions. It is important to take into account that this is a positive result due to the complexity of developing this abilities.

2. Knowledge: Questions 7, 8, 9 and 10.

In the results of these questions, it was possible to see that there was not progress in the survey done. Students have similar percentages of these answers in the surveys done before and after the didactic unit. Therefore, the activities done in the didactic unit were not appropriate to develop knowledge of the target culture.

3. Skills of interpreting and relating: Questions 11, 12, 13, 14 and 15.

In these questions it was evident that there was some progress. Some students developed their skills of interpreting and relating. Students were able to realize misunderstandings and

they were also able to develop abilities to solve these kinds of situations.

4. Skills of discovery and interaction: Questions 16, 17, 18, 19, 20 and 21.

In the results obtained in these answers, it was possible to have enough evidence about the progress students have when developing their skills of discovery and interaction. Therefore, the activities and the TV programs selected were successful when developing these abilities. Students were able to improve their abilities to acquire new knowledge and integrated with the knowledge they already had about other cultures.

5. Critical culture awareness: Questions 22, 23 and 24.

According to the results students developed the ability to evaluate critically different perspectives in their own culture and other cultures. They reduced the use of stereotypes and prejudices.



## 8. CONCLUSIONS

The main objective of this research was to improve the awareness of intercultural communicative competence in the students of English of intermediate level in a private university, through TV series and movies based activities. To reach this objective, this study established the following objectives:

1. To identify the main features that activities using videos and TV series should have to raise awareness on intercultural communicative competence.
2. To design an instructional unit based on a selection of activities as a learning tool in improving EFL young students' intercultural communicative competence.
3. To analyze the effectiveness of using this didactic unit to improve different abilities students need in order to develop their intercultural communicative competence.

**Objective 1:** *To identify the main features that activities using videos and TV series should have to raise awareness on intercultural communicative competence.*

Taking into account the importance of this topic, the author of this paper did a research about what kind of activities were more appropriate and what features should they have to develop awareness and knowledge of the intercultural communicative competence in students of English of an intermediate English level in a private university in Cali.

It was identified the type and the main features these TV programs and movies activities should have in the didactic unit in order to improve the awareness of intercultural communicative competence.

**Conclusion 1:** *Using videos is an effective way to improve the awareness of the intercultural communicative competence.*

These results showed the importance of using TV programs and movies in the activities of the didactic unit, because through them teachers can develop intercultural communicative competences easily. Summerfield (1993) claims that “if we experience intercultural contact with our eyes and ears, we begin to understand it” (1993, p.1). In addition, she also points out that “viewing the film allows us to enter into this world and feel its conflicts; we can almost believe we have lived certain events ourselves” (1993, p 1). Then, through the use of activities using TV programs and movies teachers can help students that do not have the opportunity to travel abroad too often to improve their intercultural communicative competence in an effective way.

It was rewarding to see how students improved their awareness of the intercultural communicative competence and how the use of TV series and movies in the didactic unit had a positive impact on the students’ motivation. Besides, TV series and movies facilitate in a great way the development of the intercultural communicative competence because they can show words, gestures, facial expressions, eye contact, intonation and silences that are tied to culture in a powerful and realistic way.

**Conclusion 2:** *Students in this particular context prefer activities using sitcoms or action movies*

Taking into account how videos are a powerful element to be used in our classes, it was important to establish what kind of activities students prefer. Therefore, in a survey done it was found, that in this particular context students like all kind of movies and TV programs, but the ones they enjoy the most are sitcoms, action and cartoons. Once the preferences of the students were found, it was important to use these kinds of movies and TV programs in the didactic unit to get students' attention and motivation

completely and to create a string impact in these learning activities.

**Objective 2:** To design an instructional unit based on a selection of activities as a learning tool in improving EFL young students' intercultural communicative competence.

**Conclusion 3:** *The activities in the didactic unit should be aimed to develop* intercultural attitudes, skills of interpreting and relating, skills of discovery and interaction and critical culture awareness.

After the didactic unit was done, it was found that students developed skills in these components. In addition, based on the results of the surveys, it was found that students needed to have activities able to change or sensitize them about the perception they have about stereotypes. It was also found that it was important to include activities that improve the knowledge they have about differences in verbal and nonverbal communication skills from other cultures.

**Objective 3:** To analyze the effectiveness of using this didactic unit to improve different abilities students need in order to develop their intercultural communicative competence.

**Conclusion 4:** it is necessary to have more activities focusing on knowledge of the target culture, because students did not feel much progress about general information of other cultures.

Analyzing the effectiveness of using this didactic unit to improve different abilities students need to develop their intercultural communicative competence was not an easy task. To measure how exactly students develop these abilities is not a hundred percent accurate. Teachers can get an idea after doing some surveys and observing students, but it is really difficult to measure exactly the effectiveness of using this didactic unit. Nevertheless, it is possible to see how students developed these intercultural communicative competences in a general way.

After the didactic unit was done, it was found that students developed skills in their intercultural attitudes, skills of interpreting and relating, skills of discovery and interaction and critical culture awareness. However, these are complex skills that are difficult to develop in a significant way in a short time period. Therefore, in spite of the progress students had regarding awareness of the intercultural communicative competence, it is evident students need to work in a deeper way using more intercultural communicative activities through TV series and movies during a longer period of time in order to have better results.

In this research the author tried to see how students improved in the awareness of the intercultural communicative competence based on the five components of the intercultural communicative competence proposed by Byram (1997). However, it would be important to do research in the future on each one of them separately, in a deeper way and having more time available in the classroom, in order to have better results on students and to have more precise results.

To conclude, intercultural communicative competence is an important component teachers should take into account in most of their classes when teaching English as a foreign language. These skills will help students to properly use that foreign language knowledge they have, when facing communicative situations involving different cultural behaviors and perceptions.

## **9. RECOMMENDATIONS**

The research done in this thesis has highlighted some topics where further research would be beneficial.

Future studies might, for example, design a didactic unit for each one of the five components of the intercultural communicative competence mentioned by Byram (1997). Due to the complexity of each one of them, it would be important to work on each one of them separately throughout of two academic semesters at least.

The levels of uncertainty associated with the tests and surveys used might be further investigated. The effectiveness of the didactic unit is difficult to measure with the surveys and questionnaires done before and after the activities. Therefore, it would be important to do research in the future about which would be the most effective test in order to measure accurately the students' awareness and development of the intercultural communicative competence.

Likewise, it would be important to do research if by reading the English subtitles in the TV programs and movies activities the students' development of the intercultural communicative competence is reduced. Equally determining is to establish if students miss gestures, eye contact, facial expressions, etc. while reading the English subtitles. This because they are important elements of the development of the intercultural communicative competence.

## **10. DIDACTIC UNIT**

### **Objectives**

- To improve students' intercultural competence
- To make students aware about the negative impact of stereotypes
- To make students aware about the perception people have about their culture.
- To show students differences in the behavior people have according to their culture.

### **How to asses**

- Students can write a reflective paragraph about the topic
- The Intercultural Development Inventory (Hammer, Bennett, & Wiseman, 2003)
- The Test of Intercultural Sensitivity (Weldon, Carston, Rissman, Slobodin, & Triandis, 1975)
- The grade should be based according to the critical abilities the students have.

## Activity 1.

Students are asked to answer three questions:

1. Enumerate the positive and negative stereotypes that define people from Medellin and Cali.

---

2. What is a stereotype?

---

Students watch the following video and answer the questions in small groups  
[https://www.youtube.com/watch?v=aKvgIj\\_OGB8&feature=youtu.be](https://www.youtube.com/watch?v=aKvgIj_OGB8&feature=youtu.be)

3. Where do you think they are from? Write complete sentences



- a. (Phil Dunphy) \_\_\_\_\_



- b. (Claire Dunphy) \_\_\_\_\_



- c. (Jay Pritchett) \_\_\_\_\_



d. (Gloria Pritchett) \_\_\_\_\_

4. What differences did you find in the way people from different nationalities behave during the soccer match scene?

\_\_\_\_\_

5. According to the video, what stereotype does Jay Pritchett have about Colombian people?

\_\_\_\_\_

6. List other stereotypes people from The United States have about Colombian people.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

7. How do you feel when people stereotype you?

\_\_\_\_\_



8. What factors do you think have influenced the way foreign people see Colombian people?

---

9. Prepare a short conversation in small groups where you show a stereotype people have about people from other country or city.

---

## Activity 2.

1. Do you usually tip when you go to a restaurant?

---

2. What is your opinion on tipping?

---

3. How much money do people usually tip in Colombia?

Watch the following video: <https://www.youtube.com/watch?v=ZKKxfeNl4 uk>

---

5. Where are they from? What religion does the guy that doesn't want belong to?

---

6. What are the reasons he gives against tipping?

---

7. What is the reaction of the other people about this behavior of not tipping?

---

8. What do you think about the reasons he gives about not tipping? Do you agree or disagree?

---

9. What do you know about tipping in the US? How much do people in US usually tip?

---

10. What differences are there between tipping in the US and in Colombia?

---

11. Role play a situation about Colombian people tipping and another situation about North American people tipping in a fine restaurant.

---

### Activity 3

1. Your classmate invited you for dinner in an elegant restaurant to celebrate his graduation. Which of the following sentences you wouldn't use to express a reason for not going to the dinner? Select two of the following reasons that you think are incorrect.

- A. "Hey! I can't make it today. I am sorry. I just have too many things to do"
- B. "I am so sorry that I can't attend the party. So instead can I take you to lunch next week?"
- C. "My uncle's uncle was dead. Sorry, I couldn't come to your party"
- D. "I'm really sorry I can't make it tonight. Let's do something this week together"
- E. "I apologize for not coming to the party but believe me I had an excuse for this"
- F. "I couldn't come to your party. My mother was so ill and took hospital, sorry"
- G. "Congratulations! I am sorry. I can't make it to your party. How about meeting upon . . .?"

Watch the following video <https://www.youtube.com/watch?v=Y6n8Ec5ED7Y>.

2. What expressions do they use to apologize?

---

3. Is it different the way we apologize in Colombia and the way people apologize in the United States or do we use similar expressions?

---

4. Write a short conversation where you apologize for being late or missing your friend's wedding celebration. You can use some of the following expressions.

---

## Activity 4

1. What holidays do we have in Colombia?

---

2. What holidays do you know from other countries?

---

After watching the video of Modern Family season 1 episode 10 minute 1:40 to minute 5:00 answer the following questions:

3. What Colombian holidays are they talking about in this episode? What is the explanation the boy gave to the old man about this holiday?

---

4. Do you think North American people are interested in knowing more about the Colombian holidays and traditions when we visit this country?

---

5. Prepare a short presentation about a Colombian holiday.

---

## Activity 5

1. Have you tried food from different countries? How did you like it?

---

2. What typical Colombian food do you think foreign people would and wouldn't like?

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After watching the video of Modern Family season 4 episode 19 minute 14:00 to minute 17:00 answer the following questions:

3. What kind of food are they eating and what is the problem that comes out at this restaurant?

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4. What do you think about Gloria's opinion when she says that when we live in a foreign country we should keep our customs? Do you agree or disagree? Explain.

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5. Role play a situation in a restaurant where you order typical food from a different country.

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## **APPENDIXES**

### **APPENDIX A: NEEDS ANALYSIS SURVEY**

1. What kind of movies do you like?

Action

Aventure

Cartoons

Comedy

Drama

Horror film

Romance

Science fiction

2. What kind of TV programs do you like?

Sitcom (comedy)

Soap

Cartoons

Drama Reality Other

3. How often do you watch a movie in English?

Always

Usually

Sometimes

Hardly ever

Never

4. How often do you watch a TV program in English?

Always

Usually

Sometime

Hardly ever

Never

5. When you watch a movie or TV program in English, you usually...

Read the subtitles in Spanish

Read the subtitles in English

Don't use subtitles

6. When you watch a movie or TV program in English, you usually...

Try to learn new vocabulary and expressions

Try to improve your listening skills Try to learn about other cultures

You just read the subtitles and don't pay attention to improve your English.

7. Have you traveled abroad? For how long did you stay there? Where did you go?

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8. Have you had friends in Colombia from other countries? How often do/did you talk to them?

9. Why do you want to learn English?

Because I want to get a good job

Because I want to live abroad

Because I'm interested in learning about other cultures

Because it is mandatory in my university.

10. Do you consider "learning about other cultures" an important topic to see in the English class? Why?

## **APPENDIX B: INTERCULTURAL COMMUNICATIVE COMPETENCE SURVEY**

### Directions

Please take 15 minutes to complete the following survey. Your responses on this survey will not affect how you are evaluated in this program. These data may be used as part of a research study on the effect of this program.

A. Name:

B. Have you previously traveled internationally (personal and/or school-related)? Please list all experiences and indicate whether personal or study abroad related, and the date and duration of each.

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C. What, if any, intercultural experiences (interacting with people of different cultures) have you had? (Home life, community/neighborhood, work environment, etc.). List and give approximate dates and amount.

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Please answer all the following questions about yourself using a scale of 1 to 5.

There are 48 items.

5 = "Describes me extremely well"

4 = "Describes Me Well"

3 = "Sometimes describe me"

2 = "Seldom Describes Me"

1 = "Never Describes Me"



1. I do not really notice cultural differences.
2. I think that cultural diversity really only exists in other places.
3. I feel most comfortable living and working in a community where people look and act like me.
4. I sometimes find myself thinking negative things about people who look or act differently from me.
5. I acknowledge and respect cultural difference. Cultural diversity is a preferable human condition.
6. I have added to my own cultural skills new verbal and nonverbal communication skills that are appropriate in another culture.
7. I am able to temporarily give up my own worldview to participate in another worldview.
8. I have two or more cultural frames of reference, and I feel positive about cultural differences.
9. I am able to analyze and evaluate situations from one or more chosen cultural perspectives.
10. When faced with a choice about how I am going to respond to a given situation, I am able to shift between two or more cultural perspectives and consciously make a choice to act from one of these cultural contexts.

11. I have substantive knowledge about at least one other culture outside of Colombia, and I apply this knowledge with confidence in my professional work.
12. I appreciate how people from other cultures are different from me.
13. I want to continue learning about world's peoples, cultures, and issues.
14. I question my own prejudices as well as all national and cultural stereotypes.
15. I feel uncomfortable when I am with people who are speaking a language I do not know.
16. I try to learn about people from other cultures so that we can work and socialize together.
17. I incorporate the attractive aspects of other cultures into my own way of doing things.
18. I feel self-confident and comfortable socializing with people from other cultures.
19. I have lived abroad and experienced intense interaction with a variety of people from this other culture.
20. I have long-term friendships with several people from other cultures.
21. I have the ability to deal flexibly with and adjust to new people, places, and situations.
22. I have the ability to psychologically put myself into another person's shoes.

23. I can act as a cultural mediator and serve as a bridge between people of different cultures.

24. I consider what other people from other countries say about people from my own culture.

25. I assume that everyone from the same culture is the same.

26. I think my culture is better than other cultures.