Development of Intercultural Competences: Perceptions From the Past and the Future

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Abstract

The objective of this project consisted in to establish the perceptions both from students and from teachers regarding the intercultural competences than can be developed through a intercultural experience. Within these perceptions it was considered point of views since the past, based on the experiences from teaches; and point of views towards the future, based on the expectations that students had. In this way, it is identified how these competences can be implied within the work and personal aspects from the participants. Regarding the type of study that was implemented, it is developed with a qualitative methodology, which is based in a constructivist paradigm. The data analysis evinces the collected data from the subjects of study and how these contributed for the correct achievement of the research. Thanks to the development of the instruments and the method in which data were analyzed, it could be established a series of intercultural competences that presented both a relationship and differences between the perceptions from students and teaches. These competences could be codified in such way that it could provide a viable response to the proposal of the current research.

Keywords: Intercultural competences, expectations, experiences abroad, communication.

Resumen

El objetivo de este proyecto consistía en establecer las percepciones tanto de estudiantes como de los docentes con respecto a las competencias interculturales que se pueden

desarrollar por medio de una experiencia intercultural. Dentro de estas percepciones se consideraron puntos de vista desde el pasado, basado en las experiencias de los docentes; y puntos de vista a futuro, basado en las expectativas que tenían los estudiantes. De esta manera, se identifica cómo se implican estas competencias dentro de los aspectos personales y laborales de los participantes. Con respecto al tipo de estudio que se implementó, se desarrolla con una metodología cualitativa el cual se basa en un paradigma constructivista. El análisis de datos evidencia los datos recolectados por parte de los sujetos de estudio y como estos contribuyeron para el correcto desempeño de la investigación. Gracias al desarrollo de los instrumentos y el método en que los datos se analizaron, se pudo establecer una serie de competencias interculturales que presentaron tanto una relación como algunas diferencias entre las percepciones de los estudiantes y los docentes. Estas competencias se pudieron codificar de manera tal que se pudo brindar una respuesta viable hacia el propósito del presente estudio.

Palabras clave: competencias interculturales, expectativas, experiencias en el extranjero, comunicación.

Table of Content

Introduction

Nowadays it is evinced that there are presenting opportunities to be able to meet more people beyond the borders. These opportunities can represent changes in the manner as we can see the world and start considering put aside our comfortable zone for opening our mind and experiment new things in favor of the personal and work growth.

 The decision of being abroad can contemplate significant aspects as be willing to meet new cultures, interpreting their thoughts and believes, their customs, the way how they speak and express themselves and more. Also to raise awareness by know that there are differences, which could represent some issues for the interaction and communication with the others.

Throughout the current research, it can be observed how the interaction with people from other cultures may affect the one's perceptions about the others; also how can a person develop intercultural competences in order to improve the experience of communication with the other people who speak a different language. Related with the last, another relevant aspects to see what kind of complications can a person have with that communication and how is it able to resolve them if they are presented.

The following paragraphs within the research are going to be exposed by means of five chapters in which it is sought to explain how was structured and developed the research. The first chapter evinces the general aspects of the proposal, by stating the problem and what is pretended to reach by means of the study.

Second chapter embraces the theoretical part of the research, where it could be found the whole conceptualization to the concepts considered for the research within the context that they are used for.

Chapter number three contains the explanation of the methodological phase of the investigation, where it can be found concepts that conform the design of the research, as well as the instrument used for the data collection and how they were implemented and developed in the process. Also there is the description of subject if study who granted their participation for the research.

In chapter number four, there are exposed the results that were collected with the instruments in such way that both responses and results from students and responses and results from teachers were managed to explain what was found in the process. There is also the whole data analysis that was implemented in order to provide the previous results.

Together with the last part of the research, chapter five shows the conclusions for the project with the expectations that were proposed at the beginning of the study. There can also be found some limitations presented in the process and also suggestions for further researches with similar perceptions.

Chapter 1: Problem Statement

Communication is seen as one of the factors that present more influence when it is wanted to transmit an idea; some kind of thought or even to be able to converse with someone else. This term strengthen to the moment in which it is decided to arrive to a country where there exist differences that evidently could get to present as an obstacle to be able to create any kind of communication with the others. Most of these differences firstly comprise cultural aspects such the spoken language in the territory, behaviors from inhabitants living in that society, cultures that are rooted in its traditions. Just as the previously mentioned, although there are some other factors that can be interpreted as obstacles, these can be interpreted as cognitive enrichment opportunities both personally and professionally.

It is essential to consider that the idea of being in another country embraces perspectives that are seen both positively and negatively. On the one side, the person desires traveling to another country in order to know and learn about that new culture. By the other side, due to distinct social issues for which a country is going through.

As societies evolve based on their own ideals and ideologies, territories commonly denominated has countries may be covered by imposed laws through the constitutions which govern a country. The last can be interpreted as immigration, one of the most common phenomenons of social issues that are presented nowadays.

People do not expect to be forced to leave their countries and start looking forward better opportunities in order to reach a decent life. Together with immigration, there are distinct components or aspects that can present big obstacles for people who migrates to another country; these obstacles are the cause of the lack of awareness about the cultures from others. Cultural aspects such customs, languages, ethnics, and believes are seen as the essence from a culture and its inhabitants, taking them as pillars that serve to build their

identity. Within those territories with more than one cultures living in the same space, people needs to adapt and learn to live with others. There is where the communication takes place as the means in order to be able to transmit features from cultures and people. Some of the features may differs between one culture to other, bringing as a consequence possible cultural shocks that can be evince misunderstandings that, if are not treated properly, could lead to altercations.

1.1 Justification

As it is well known, the world is currently in a constant cultural evolution and the necessity to communicate evidently is increasing as long as the cultures spread themselves for all around the world.

It is considered that within the societies there appear multicultural environments where more than one cultures living in the same territory are being observed; this because of the immigration that has been presented with the passage of time. However, as a result of this phenomenon that exists today, diverse of cultural conflict situations can occur between these groups of people. These conflicts happen according with the difference in the language as the main barrier for people when understanding the other, following by ideologies, believes, customs, behaviors and other aspects that make one group different of the other one.

Here is where the importance of the interculturality is appeared, because it considers the fact of show interest towards others creating a direct communication environments between them, where through dialogues, cultural traits are transmitted, designing the interaction which makes the development of new intercultural and communicative competences easy.

Evidently, the importance of being able to live any experience abroad, involves the use of the communicative abilities of a person. It is just in that moment when the knowledge of the language and all the perspectives about a culture are clarifying as the person lives for long periods. As an intercultural speaker, it is necessary to know the consequences that would exist into the new country and to consider how significant will be the impact of its visit, as much for itself as for the native people, what could it take from them and what could they take from it

The approach to a completely different culture includes the fact of take control of the quotidian or work situations through a correct communication, these kind of situations from one way to another include the cultural stereotypes, both personal but the others can be identified. In the book 'Dictionnaire de l'altérité et des relations interculturelles' is treated a description of stereotypes, which mentions that: "ils constituent une vision généralisant et réductrice de la réalité qui entraîne souvent un manque de tolérance vis-à-vis d'autrui" (Ferréol & Jucquois, 2003, p. 176).

From the above, it is assumed that a cultural stereotype is a generalized vision towards others; sometimes this vision could get out of the real context or from what is really the essence of the person. Here is where the importance of the intercultural abilities comes in, if a person has the aptitude, the knowledge and the capability to open its mind in order to become more tolerant with the others thoughts; likewise, the impact of this stereotyping would present a slight impact.

It would present a big challenge for the visitor when interacting with foreign people because that person have an image of the culture and the reality is other completely different, so that provokes cultural shocks. When the person knows how to differentiate a situation of cultural shock, it would have the certainty of knowing how to provide a

solution between a misunderstandings, either the meaning of a word or the behavior of a person and if the acting of the other is intentionally. With the last, it can be affirmed that most of the cases with cultural shocks always will be existing. These inconveniences would be resolved just in the moment when the person is involved with the other culture, observing and analyzing from different perspectives the real behavior of the population internalizing new aspects of the culture in order to act in a proper way.

1.2. Scope

Most of the experiences abroad represent for people a significant change in many aspects in their lives, the opportunity of being out of the country implies to be in an environment completely different to the usual, with a new language, new costumes, new believes and more, one way or another the challenges would come either as an opportunity or even a difficulty.

What is sought by means of this research is to be able to provide various points of views about the perceptions of intercultural competences developed abroad, with the purpose of students enlarge their expectations and professional projects.

It is considered that identifying the perceptions from students, it can get to evince how students are feeling prepared of make a cultural experience in another country different from theirs, in the same way, is can get to perceive the strength of students' skills and knowledge and how they can generate a considerable impact within that foreign culture.

In contrast to the previously mentioned, there are people who has already experienced life out of their country, as a consequence of this, they assimilated what they learned from the other culture, what they improved in their intercultural skills, the way in which they express towards others and more. This project allows knowing the perceptions from

teachers about what they have managed to develop abroad and how they managed to overcome the obstacles that could have been presented.

1.3 Research Question and Objectives

1.3.1. Research question.

How do the perceptions respecting the development of the intercultural competences change before and after a cultural exchange abroad?

1.3.2. General objective.

To establish the perceptions respecting the development of intercultural competences before and after the cultural exchange abroad based on the experiences of modern languages teachers and the expectations of students in their last semester from the Universidad ECCI.

1.3.3. Specific objectives.

1. To identify perceptions respecting the development of intercultural competences from students' expectations and teacher's experiences abroad

2. To analyze the difference between such perceptions related to intercultural competences development before and after experience abroad.

Chapter 2: Reference framework

2.1. Theoretical Framework

In this theoretical framework, it is tried to explain the most important and relevant terms for the research, all of the concepts were selected according the different contexts that were found throughout the process. The following paragraphs are directed around the objectives considered for this study; in the same way, these paragraphs are developed in order provide a wider explanation for each term.

2.1.1. The relation between language and culture.

The necessity of provide the clarity about the relation between language and culture in communicative aspects is considered as something imperative. The communication process embraces ideas and concepts that must be understood properly through the interaction that seeks to generate with the inhabitants of a new culture.

Initially, It is taken the concept for culture from Carcedo (1996) who mentions that culture can be perceived as: "conjunto de modos de vida y costumbres, conocimientos y grado de desarrollo artístico, científico, industrial, en una época o grupo social, etc. (DRAE: s.v., quoted by Carcedo, 1996)" (p. 166). Based on this concept, it is understood that relevant aspects such costumes within a culture are observed, people's own knowledge, lifestyles and else; with this, it is evinced languages as essential part for being included within the culture in favor of the communication. Carcedo (1996) makes the following synthesis:

La cultura, por tanto, a la par que se hace patente en unas formas

lingüísticas determinadas, actúa como aglutinante y factor uniformador de la

lengua, impidiendo la fragmentación de ésta. La lengua, por su parte, ayuda a

mantener la cultura, si bien hay usos y costumbres que han permanecido

aunque la lengua de la comunidad de la que eran propios haya desaparecido (p.

167).

Based on the above, it is mentioned that the culture unifies the language within linguistic

forms, in the same way, the need to continue spread the costumes of a community is

focused, for this, language is seen as a tool for maintain those purposes and the culture as

such. Additionally, Carcedo highlight the fundamental objective of language is that its

knowledge is indispensable in order to the act of communicating to acquire its true

dimension.

From the linguistic perspective, it is made an emphasis in the need to be able to acquire

certain communicative competences not only for transmit, but also for perceive cultural

aspects that are shared within a cultural experience out of the native country. Firstly, It is

brought into context what Carcedo (1996) comments: "el dominio de una lengua implica no

sólo un conocimiento de las propiedades formales de la lengua como sistema, sino también

un conocimiento del uso social de la lengua y de su funcionamiento en las situaciones

comunicativas diarias (Menéndez, 1993: 297, quoted by Carcedo, 1996)" (p. 165). Which is

a valid point to understand not only if it is enough to have knowledge about the language of

certain culture, but rather to attempt the how that knowledge is used in a social

environment, how the language is used in situations of daily communication with the others

members of the culture.

In contrast with the above, it should be pointed out that intercultural competences also

play a very important role in terms of transmission of ideas and cultural contexts; for the

fact of being able to interact with the others, by sharing experiences and knowledge through

the interaction. This is where Carcedo infers that languages is taken by the community as a means to express the most important aspects of its culture, such ways of living, the coexistence between them and the importance of its customs and needs that are presented inside it.

2.1.2. Competence definition.

As it is well known, at the same time that people interact with a distinct culture to their own, they are more prone to experience this kind of changes with their skills and communicative competences; either in speaking, writing, listening or reading. According with Roegiers (2006) a competence is defined as "la possibilité, pour un individu, de mobiliser un ensemble intégré de ressources en vue de résoudre une situation problème qui appartient à une famille de situations" (p.231). This sense of 'competence' points out to people possesses a reasoning in which certain resources or abilities inside itself can be controlled in favor of the resolution of any problematic that can be presented as long as it is within their own capabilities.

In the same way, it is necessary to keep in mind that these competences can be used according to the skills and attitudes of the person, with the purpose of being able to give the solutions towards situations in many of the context within the society. According to the project made by the OECD (2005), which takes as a name DeSeCo, the competences are classified in three groups in order to identify them correctly based on the necessity that the person can require. It is important that people can act reflexively so that they can control those challenges, in the same manner they can be able to adapt themselves to the change.

These categories introduced by the OECD firstly talks about use tools interactively, such technology and language; people must adapt these tools for their own purpose. Once people

keep in mind the scope on these tools, secondly, they will be able to interact with

heterogeneous groups since they know new people from different origins and most of the

time being in touch with them. Thirdly, it talks about being autonomous at the time of

acquiring the responsibility for their own lives in a modern world. Through DeSeCo, the

OECD (2005) establishes some capabilities and skills for consider in these three categories

mentioned previously.

> First category: Use tools interactively (e.g. language, technology), the ability
>
> to use language, symbols and text interactively, the ability to use knowledge
>
> and information interactively and the ability to use technology interactively,
>
> Second category: Interact in heterogeneous groups, the ability to relate well to
>
> others, the ability to cooperate and the ability to manage and resolve conflicts.
>
> Third category: Act autonomously, the ability to act within the big picture, the
>
> ability to form and conduct life plans and personal projects and the ability to
>
> assert rights, interests, limits and needs (p. 10 - 15).

Already mentioned the most important aspects that competences embraces. Although

competences are found in the first category as the ability to use language, symbols and text

interactively; the other categories are relevant within the research too, all of the capabilities

and skills are considered because if the person develops each one, it will have the versatility

to get along in any social or cultural situation or adversity.

As it can be evinced, second and third categories are directly related to intercultural

competences, considering that they develop and go together with a cultural exchange

experience, besides it is perceived in the way that how our mind and mindsets have

changed. There is an important aspect into intercultural competences, the fact of create a

direct interaction with the members of a new culture because it could take advantage from

the new knowledge, enriching and expanding thoughts towards other horizons not seen previously.

2.1.3. Intercultural competences.

This competences have a relationship with the appropriate and relevant knowledge about the particular cultures, when people is interacting with each other; in addition, it could be inferred in the following quoted, where Byram (2001) mentions that "[...] not primarily knowledge about a specific culture, but rather knowledge of how social groups and social identities function. If it can be anticipated with whom one will interact then knowledge of that person's world is useful [...]" (p. 5). Beyond having knowledge about the culture, it implies to have a complete, wide and dipper knowledge in order to embrace all of the aspects of that culture, so we can become prepared when it is going to treat with other culture. In the same way, Byram (2001), mentions a significant concept of a speaker who is inside a multicultural environment, he defines an intercultural speaker as "[...] someone who has an ability to interact with 'others', to accept other perspectives and perceptions of the world, to mediate between different perspectives [...]" (p. 5). This is very important to take account of the because of the reason of people needs to be prepared for get new perceptions both their own culture and the others.

Following the search of sources of information, there is an article provided by the Unesco, 2017, and adapted by the Universidad Nacional de Colombia. In which is mentioned that intercultural competences could be divided into independent capacities: "Differentiate between *saberes* (knowledge of culture), *saber comprender* (interpretation/relation skills), *saber aprender* (finding/interaction skills), *saber ser* (disposition to curiosity and openness) and *savoir s'engager* (critical cultural awareness)

[...]" (Byram, 1997, 2008, quoted by UNESCO, 2017, p. 20). Based on the above, an intercultural speaker could manage an optimal interaction with the members of the other culture, keeping a real conversations and that person could be able to know when should be suitable speaking certain topics in order to avoid a possible misunderstanding and get into a conflict with the other person.

In the article, there is also mentioned some of the specific requirements that should always be taken into account, such

Respect (referring to value the others)/ Self-awareness/Identity, (to understand the way how we see the world)/ See from other perspectives/worldviews (inferring the how these perspectives are similar and different)/ Listen (it means to create and participate in an authentic intercultural dialogue)/ Adaptation (to be able to make a temporary change in our perspective in order to understand and fit in the other culture)/ Link building (referring to make long-lasting relationships for keeping in touch and acquiring more things) and cultural humbleness (this last one, makes a correlation with the respect and self-awareness mentioned above) (Unesco, 2017, p. 28)[1].

According with this, people with the ability and the aptitude to put these requirements in practice effectively in an intercultural context, the idea of reduce the negative impact during the interaction between people from different cultures and thoughts is considered.

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[1] Own translation.

Competences		Resources		
(Macro-) Competences	(Micro-) Competences	Skills	Knowledge	Attitude
C1: Competence in managing linguistic and cultural communication in a context of "otherness"	Competence in resolving conflict, overcoming obstacles, clarifying misunderstanding	Can explain misunderstandings		
	Competence in negotiation		Knows that cultural differences can be at the source of problems in verbal /non-verbal communication / interaction.	Communicating (°production / reception / interaction / mediation°) with confidence.
	Competence in mediation	Can compare different cultures of communication		Willingness to put into words / discuss the way one represents certain linguistic features (loan words/ "mixes" of languages...).
	Competence of adaptability			Willingness to adapt / to be flexible in one's own

				behavior in interaction with people who are linguistically / culturally different.
Intermediate zone	Competence of decentering	Can take accounting of socio-linguistic / socio-cultural differences in order to communicate		
	Competence in making sense of unfamiliar linguistic and/or cultural features		Knows that there are similarities and differences between different systems of verbal and non-verbal communicatio n	
	Competence of distancing			Willingness to distance oneself from one's own cultural perspective and watchful of the effects that it can have on one's perception of manifestations of cultures / being prepare to take account

			of characteristics of one's own culture which influence one's perception of the world outside of one's daily life, one's way of thinking.
	Competence in critical analysis of the (communicative and/or learning) activities one is involved in	Can analyze the cultural origin of variations linked to communication.		
	Competence for recognizing the "Other", and otherness	Can identify [recognize] [perceive] cultural specificity / cultural features.	Knows that the way other people interpret our conduct may differ from one's own Interpretation.	
C2: Competence in the construction and broadening of a plural linguistic and cultural repertoire	Competence in profiting from one's own inter-cultural / inter-language experiences		Is familiar with (aware of) one's own possible reaction towards differences (linguistic /, language related /, cultural).	

	Competence in applying systematic and controlled learning approaches in a context of otherness		Is familiar with strategies to solve intercultural problems.	Being ready to face the difficulties inherent in plurilingual / pluricultural interaction°.

Chart1. Analysis grid: Competences and resources. Adapted from CARP (2007).

2.1.4. Multiculturality.

The term of multiculturality can present certain confusion with the term of pluriculturality, since both of the can be misunderstood by the meaning. On the one hand, the prefix "pluri" refers to "many" indicating many cultures. Since a sociological point of view, this would have presence of ideological tendencies and social groups. By the other hand, the prefix "multi" refers to certain amount of elements, therefore, according to Bernabé (2012) multiculturality "can be defined as the presence of different cultures in a territory which are limited to coexist but not to live together." (p. 69) such that means those cultures which dwell in a same geographic space, being respectful one culture to other but nevertheless they do not promote any kind of intercultural activity which they do not get to interact nor live together as the author says.

Likewise, it is important to clarify that the term of multiculturality should not be confused with the "multiculturalism" one, because both of them have a different definition due to the context in which it is being observed. According with Hernández (2004) it is exposed that multiculturalism "expresses a concept that refers to society models that can be serve as guides in order to establish or modify social relationships, design and justify public politics, decision making and make actions [...]". Followed by this, it is clarified that: "[...]

in difference with multiculturality, which has a descriptive sense; the multiculturalism concept has a normative sense (Ibid: 22, quoted by Hernández, 2004)" (p. 432). It can be inferred from the above that multiculturality is presented from a descriptive way, taking into account the literal factor of cultures living in a territory, while in a normative way, multiculturalism would be the established model for regularize the relations between both cultures. With that said, it is suggested that both concepts are directed towards cultural diversity.

2.1.5. Interculturality.

Taking into account what entail the multiculturalism concept, now an approach to interculturalism is made whose prefix "inter" can be defined as "between cultures" giving to understand the importance of knowing the relation within the cultures that live in a same territory. From the interculturalism, it is expected promoting the integration of the cultures in favor of the diversity through the communication between these cultures. The exercise of carry out meeting in order to meet one culture from the other, to arrange awareness of the differences existing for the conflicts resolution, as Bernabé (2012) contemplates. She also mentions that within the interculturalism "it can be observed how it refers to a recognition and acceptance of difference, which will leads to the establishment of relationships and finally to an integration of cultures" (p. 70). She indicates that along with interculturalism the fact that people want to be able to live together in an entirely and peacefully environment is implied. It is essential that people have empathy towards the others and accept the cultural differences between them.

The same as with multiculturality and multiculturalism, on this side, the concept of interculturalism is also considered. As a possible definition for interculturality, Hernández (2004) emphasize that:

"Interculturality refers to the interaction or the encounter between two or more cultural groups, supposing that societies are multicultural. [...] the interculturality, assumes that there are momentary encounters of cultures where one culture is unknown to the other one [...]" (p. 434)

With the above, it is clarified that this concept takes into account the interpersonal relationships that are created and they are focused in the interaction. By the other way, Interculturalism shares similar characteristics with multiculturalism, because it is conceived as an intercultural project from a social model perspective in order to carry out in favor of the cultural diversity. In difference with multiculturalism, biculturalism is one of the aspects and premises that interculturalism considers that it is complemented next to bilingualism because it is talked about the ability of handle two cultures at the same time, avoiding overshadowing one culture from the other one (Hernández, 2004). It is pretty important take into account the previously mentioned when interacting with other culture given that it is imperative to have the knowledge about the other group of people language; so that in this way create a transmission and a reception of learnings with the others.

2.1.6. Otherness / Alterity

It should be mentioned that the concept of otherness is something complex to be able to determine. For this, some definitions from a psychoanalytic point of view are taken, in which it is observed that: "l'altérité est l'antonyme du même. On réserve la majuscule à l'Autre pour désigner une position, une place dans une structure. Ainsi en use la

psychanalyse lacanienne" (Ferréol & Jucquois, 2010, p. 4). It is noticed that the capital letter comes from the Lacanian psychoanalysis, which award it to the Other in order to appoint a position and a place in a structure.

On the other hand, from a philosophic and anthropological position it is said that: "l'altérité s'emploie davantage, en philosophie et en anthropologie, pour désigner un sentiment, une emprise, un régime: il y a des autres, ils sont différents, suis-je leur semblable?" (Ferréol & Jucquois, 2010, p. 4). From this, it is inferred that otherness is used for designate a feeling, a command or a regime; in a few words, to think in the others, how many differences are there between us and if am I part of those people.

Another position contemplated in the research, mentions that: "Ce qui se joue, depuis Platon, entre le Même et l'autre comme genres de l'Être (Sophiste Timée) se décline chez les Modernes comme jeu entre le «moi» et le «non-moi»" (Ferréol & Jucquois, 2010, p. 4). From the previously quoted, it is understood that from the Platonic position, the relation is presented between the Same and the Other, both as the genders that form the Being. Likewise, it is declined as a play between the "me" and the "not-me".

Having mentioned various concepts that were found into the term of otherness, is is important to highlight that within otherness, three perspectives and problems are crossed such the perception of the otherness of others, the recognition of otherness through the experience and the meeting of others.

The first perspective attempted, the perception of the otherness of others, opens an investigation field between the ego and the alter ego considering that these are always given in an original coupling. This coupling can define a natural experience of others, which is seen immediately as other myself.

Regarding the recognition of otherness, it is considered the appearance of the others as a sensitive experience, nevertheless not sensorial. In this way, the following is indicated: "Le corps d'autrui que je perçois est un corps animé, c'est-à-dire un corps qu'une âme habite. Or, c'est bien d'une expérience sensible qu'il s'agit dans la reconnaissance du semblable." (Ferréol & Jucquois, 2010, p. 5). Based on the above, people are only able to perceive the body, the physical of a person, but behind everything, experiences together with the soul are involved in the process of recognition.

Talking democratically, within the societies, people perceive themselves as members of the humanity; with the following: "[...] ressentent d'emblée autrui comme un semblable. Chacun bien entendu perçoit autrui en tant que : homme ou femme, ami ou parent, inconnu, tec, mais toujours, en même temps, comme semblable." (Ferréol & Jucquois, 2010, p. 5). The previously mentioned is taken as a reference from Robert Legros, who calls for follow a double movement of democratization, also named «equal footing» whereby it seeks to tear down pseudo-chastisements, stigmatizations and exclusions.

The last perspective, the meeting of others, thanks to the reference book 'Je et Tu' (1992) from Martin Buber, firstly it is discerned the correlation between the I/that and the relation of the I/You. Based on this, the author mentions that the life of the human being does not only consist of activities that contain a thing as an object. In opposition, Buber comments:

> On ne parle pas d'altérité des choses relevant du Cela, y compris lorsqu'on évoque un état psychologique, une intentionnalité : je sens, je veux, je me représente… cela. En ce sens, la relation Je/tu n'a pas la structure de l'intentionnalité. Au contraire, elle la conditionne. Le Cela est de l'ordre du

neutre, de l'anonyme. Le Tu es l'ordre de l'unique, du singulier de

l'incomparable [...] (p. 6).

From the above, it can be comprised that otherness not only treats the fact of thinking of

yourself, the other way around to understand the others situation, likewise, otherness does

not contain an intentionality structure but in the opposite direction, this conditions it; in a

way that indicates that the You is the only order.

2.2 Literature Review

In the following paragraphs, a synthesis of researches is presented. It is conducted in

different contexts with methodological designs, study objects and similar purposes, which it

is expected to use in this study. The objectives, methodology and main results are

synthesized in order to highlight the most important contributions that can be taken for this

exercise, in particular, and in the scientific community in general.

The first study taken for contextualize the topics, is made by Vinagre (2004) who

presents an investigation quali-quantitative is carried through with it in the city of Madrid,

Spain. Inside a university environment with two institutions, One of them native and the

other one foreign. This is a tele collaboration project, made with students of a university

from Madrid and students already graduated of a university from United Kingdom, which

seeks to promote and develop communicative competences between the students with a

high level on English language and the graduated who learn Spanish.

Vinagre (2014) seeks to implement a process called 'Tuning Structures in Europe'

(Gonzalez & Wagenaar, 2008, quoted in Vinagre, 2014) with the purpose of give

importance to the developments of instrumental, systemic and interpersonal

competencies. Some of them considered as essential for be able to communicate in

contexts and intercultural and internationals environments, appreciating the

diversity and the multiculturality.

Approximately, there were 30 students in groups of three people, took part in this study. Both the Spanish students and the United Kingdom students (on distance). Firstly, they went through an introductory and inductive phase, where help tools that will be used in this process, such as Wiki, where they have access to the creation of pages, editing, upload multimedia files and more; the use of emails, synchronized chats and more telecommunication helps that were put at their disposal.

After this, conceptual focus tasks were assigned to the students. Within these tasks, five points are established to take into account: to introduce themselves, to visit the partner country, to compare the tourisms pages of Spain and the United Kingdom and the generalization against stereotypes. Not before, having filled out a pre-project questionnaire talking about their expectations and a post project questionnaire when they finish their tasks.

Once the study has finalized, the students were able to have developed attitudes of curiosity and opening, increase the knowledge of the social groups and expand not only discovery and interaction skills but also interpretation and relation skills, besides generate cultural and critical awareness in front of the foreign culture.

Concluding this study, Vinagre (2014) says that according with the students, the exchange program made does not presents any repercussion about what they had as the vision of the foreign culture, due to everyone had already been at least once in the other country. Likewise other aspect is identified, it talks about the superficial way in which students did not addressed many of the controversial cultural topics because for fear of

asking about it or hurt their partner if they expound different opinions, in addition the fact that students wanted to defend their own culture.

Finally, the author presents the solutions in order to avoid this kind of situations in future exchange programs. She says that it would be necessary to include the projects from the study in the foreign language classroom so the teacher can clarify the misunderstandings that can be presented. In the same manner, the incorporation of two tools of communications 'synchrony' and ' asynchrony' when developing the pre and post project. Through the asynchrony make easier the discussion, analysis, reflection process and hypothesis formulation process of the participants about their partners culture. By the other hand, the synchrony in order to use the tool Skype and in that way, discuss and confirm if their ideas and opinions are well informed.

The next study that is taken, in relation to the study above, it has as focus the development of the linguistic and intercultural competences through a cultural exchange program. In difference with the last study, (Chamorro, Rey, Rosado, 2009) by means of their investigation develop a cultural exchange completely virtual with the purpose of incentive the students from two educational institutions to interact in a directly way with their future study partners through technological tools and platforms like WebCT and Skype.

The Languages institute of the Universidad Del Norte, in Colombia and the Richmond Senior High School in North Carolina, participate in this project. There is a sample of students from second level of English with ages between 17 and 19 years old and there are students from first and second level of Spanish with ages between 16 and 18 ages respectively; all of them are accompanied by their teachers who made and designed the interactive activities. Nagel, 1999, mentions, in the research, that:

The use of this TIC was an effective mediation so that accomplish the interactions that are developed to miles of kilometers of distance between people that had never met except on internet. These interactions can be classified as social activities which are an element that motivate the students (quoted by Chamorro et al., 2009, p. 126).

Chamorro et al., 2009, took the last quoted from Nagel in order to back the mediation of the technologies of the information and the communication. It is about the importance of the use of TIC, which can be understood as technologies used to connect people thought Internet. This mediation will be the one to carry out in their study.

A balance in the accomplishment of the activities is made a mention, both synchronic but asynchronyc. On the one hand for developing reading and writing skills with the platform WebCT, where students make their own personal presentation also more detailed questions were made in order to ask for personal information and find out similarities and differences. By the other hand, to develop the listening and speaking skills through Skype, they had to make the same presentations but interacting directly with their partners.

The authors says that all the perspectives of the students were achieved satisfactorily from the beginning, due to at the end of the experience; they made an inquiry to the students in order to know and get the point of view from each one. These inquiry showed that most of the students felt at ease with the obtained results, their embraced knowledge, like the vocabulary, new expressions and slangs that were not taught before in class, also it is evince that most of the students developed sense of belonging and pride towards their own culture, strengthening their personal identity as Colombians and Americans.

Besides the strengthening of their communicative skills, the find of an unexpected result is highlighted, which most of the students express satisfaction and feel more confident when starting an interaction with someone of foreign origin.

The next investigation is focused in the process of social integration of the immigrants who live in Granada city, Spain. First, it is sought to identify the personal and familial circumstances that made these people to migrate towards this country, in the same way, know the personal and social expectative and recognize the intercultural competences that people develop for the reconstruction of their identity.

In the study, a quantitative investigation is considered making use of the interview and the questionnaire so that generate a data recollection from the immigrant population. Buendia, Golzález, Pozo, Sánchez (2004) emphasize the research towards immigrants' children who are studying in the educational centers in Granada city, for this, they begin for recognize these schools; afterwards, they assist to the eight schools localized in the province; three of them, primary education and the other five in high school. Obtaining a sample of 128 students who are divided into five study groups according with their origin; Maghreb, Latinos, Eastern Europeans, community and collective from diverse origins.

It took approximately 15 minutes per child for making the interviews, where it is made a series of questions that includes issues like origin, religion, familiar members, and friendships inside and outside the schools and what kind of activities children do or make to include themselves into the Spanish culture. On the basis of this, for the homologation of the obtained data, five items are established, to talk about of students characteristics enclose personal qualification data per groups; by the other hand, cultural competences of the student body that come off the declarative, procedural and affective-attitudinal competencies.

Concluding the article, the authors presents all of the results showing the responses to the objectives contemplated at the beginning of the writing, so that expose the three components of the interviews per each groups of students interviewed, starting for Maghreb immigrants; followed of Latinos Immigrants, Eastern Europeans and finalizing with the minority of immigrants of diverse origins. It is explained all the personal characteristics, children not Spanish speakers talked about some issues and how hard for them is trying to speak Spanish. But at the same time the way that they give their best in order to assimilate the situation and putting effort to try to fit and keep doing better in order to learn more about le language, behaviors and the general aspects of the culture. The authors also make a highlight in the way children make easy the interactive process with other kids from another cultures.

The personal circumstances show the whole process of adaptation both parents and children must perform from their work and educational environments; in which way, they assimilate the Spanish culture. Within the personal expectative it is showed the desire of people who want to stay for a long time in order to get a good future, with better opportunities in scholar and university studies, likewise the whole disposition that immigrants have for accepting the cultural diversity which is even more positive than negative.

Following one of the key concepts from the articles previously mentioned, another study that we take into account, talks about the development if the intercultural communication in a travel agency in Havana, Cuba. Morales (2017) through this study propose an education of the transversal intercultural competences model, so that measure the cultural knowledge of German speaking tour guides. For this, the author makes use of a qualitative paradigm, with ethnographic, theoretical and empirical methods; techniques used for the data

collection, data analysis and data presentation, the use of a documental analysis and inquiries; in a certain way to validate the professional skills if the guides once they assisted and concluded the inductive course.

The study consist in make a series of capacitation courses towards the German speaking tour guides, with the purpose of create the necessary knowledge and competences about the foreign tourist from Germany culture. All of this, based on the clear increasing of the tourism in Cuba by German speakers and the low rate in the cultural knowledge presented in the tour guides group. Additionally, the increase in Swiss and Austrian tourism, although it is lower than the German one, these are also taken into account for the research and try to obtain an internal perspective both the tour guides group but the tourists.

The German speaking tourists' perspective is centralized that the guides should be suitable in the cultural aspects, they should be competent as regard to the verbal interactions, because they are considered as the only directly communication spot in that place. In the same way, it is expected that tour guides create empathy with German culture so that sets a great experience during the stay of the visitors. Just as Morales (2017) says:

> German speakers visitors does not tolerate ambiguity and face the conflict situations, so an identified characteristic by many researches is the cultural empathy which was described by Dignes (1983), when referring to the respectfully observation skill and react to the communication process, by means of verbal and nonverbal communication and the sensibility (p. 4).

What the author tries to make the emphasis with the above is that German speakers expect their guides have the necessary skills to be able to provide the solution of a cultural shock whenever they need them. He also expose the importance of establish the achievement which tour guides should arrive, the must know how to create interpersonal

relationships through the help of communicative and intercultural skills with people. Likewise, Morales (2017) mentions that these skills would allow the guides to act propitiously with the quality of the interaction so that it would improve and repair that interaction between people from different cultures and languages.

Other term and aspect identified in the writing, the author introduce the concept of multiculturalism mentioning: "the tourist guidance is multicultural, given that, at least two cultures are almost always in one direction: we direct our culture so the guide works as an expert, while the opposing party assimilate the other in its culture as receptor." (p.8) because it is essential the fact of create a mindset in tourist guides who are practicing their labor and sharing experiences with the foreign.

Finally, the study explains within its results, all the aspect that could get better if this capacitation with tour guides is implemented constantly. Morales (2017) propose as discussion a conceptual framework so that generate that intercultural competence that is expected from these guides. With pedagogy and technological parameters, the help from German language licensed who are beginning a training phase in German tourism agencies, will be needed. Equally, developing this model in the superior level institutions working with the capacitation in German language with tour guides.

Another study taken into account for this exercise, talks about the use of the inter-institutional tele collaboration within a case study that is made with university students who learn English as a foreign language. Guadamillas (2017) propose to increase the practice time of the language in order to improve the linguistic, in the same way, benefit the intercultural awareness between the study subjects. For this, the author seeks to make a virtual exchange in which, three phases re developed: decision-making, developing and

evaluation. Afterwards, positive and negative comments of the experience given by students are analyzed.

For the development of this research. Approximately 120 students are taken into account, 60 of them from a Spanish University and the other 60 from a British university, all of them with an intermediate level in English and Spanish respectively. Firstly, the teachers identify the cultural lack, cultural beliefs, and lexical lack and based on this short analysis, the first phase of the study starts.

This phase talks about the decision-making, it stipulates the telecommunication tools that will be used such Facebook, Whatsapp and the most important, Skype; because through this last one, the students will be making the direct interaction face to face in a period of 60 minutes. They also explain the tasks to be performed and the platform where they could be found, Moodle in the UCLM in Toledo, by the other hand the Blackboard in the Warwick University.

The second phase. Implementation, it consist in carry out some activities in a time lapse of seven weeks, each week contain a specific topic with the preparation method description and questions for the interaction with their partners.

The last phase, Evaluation, shows the perceptions that the students have in relation to virtual exchanges, taking as a helpful tool a pre-project and a post-project in order to collect the necessary information and create a design for future studies.

Finalizing the case study, the author expose that the 70% of the students made the interactions and the activities completely, the other 30% presets some unfinished activities, likewise, she presents the negative comments given by the students with issues in the connectivity, the lack of time and interest from their partners and tech issues with Skype.

Finally, the author mentions that the perception of the students regarding the activity is positive since most of them obtain satisfactory results, such as the increase of their vocabulary, increased confidence of young people, and the motivation they have when they want to start a conversation with a foreign language.

The last article used for this research, despite this is not an investigative article but a magazine; It is considered within this written because it has as objective to be able to develop an intercultural experience between a Christian-occidental culture and a Muslim Arabic culture, as well as gypsy, Jewish and Indian population in Ceuta. A multicultural society that evinces relationships and interactions with conflicts that are presented by socioeconomic exclusion and spatial segregation due to the ignorance between both groups. López (2018) mentions that the project's challenge consist in benefits the interculturality and the personal and professional development of the students, making use of the audiovisual media.

This project named as CeSocialTV, which started with a pilot phase with twenty participants and a duration of six months. By the other hand, the experience phase, with forty participants took the pilot phase as a model where communication activities are developed with audiovisual contents such investigative reports, newsreels, film shorts, animations and others.

Within the text, (López, 2018) affirms that for this experience to be considered as something intercultural, the challenge reside in avoid the sectorization for collectives, with characteristics as the formal education in many experiences, leading to the segregation and exclusion in recreational activities and free time for questions of socio-economic nature, religious gender, among other. According to the above, there should be a good planning of the activities to be carried out with the students that are involved. In the same way, make

sure of avoid gathering the students according their social group but on the contrary, gather all of them in order to make the learning about their cultural differences, behaviors and the others.

In conclusion the most relevant findings of previous studies that serve as guidance for this exercise are:

The different perceptions of the participants in each of the studies, which show different points of view regarding the expectations that were before and after the experiences.

Likewise, within the objectives in most of the researches, it is found that they seeks for identify those perspectives, as regards to the development of intercultural and interpersonal competencies, discovery of communication skills, development of their own identity and the acquiring of sense of belonging towards their own culture. Each study, all of the participants discover new cultural aspects both their own and foreign. By the other hand, there are many positive and negative comments that are taken as constructive contributions in each of the studies carried out.

<center>**Chapter 3: Methodology**</center>

3.1. Type of the Study

Regarding the study design, it is decided to implement the use of a qualitative research with a constructive-interpretative model of the knowledge in order to guarantee a data collection that allows identifying the perceptions of the participants. Instruments such a focus group, surveys, and interviews were made with both students and teachers of the institution. Both students and teachers presented diverse events in which significant information could be extracted in order to establish the intercultural skills that can be developed throughout an intercultural experience. Next, it is proceeded to contextualize the terms of the chosen methodology, this following part will include at the beginning a theoretical part where there can be found general concepts such the type of paradigm and investigation implemented, there will also be found the concept for every chosen instrument. Afterwards, the theoretical part of decision about data collection, decision about data analysis and the strategies for qualitative data analysis.

3.1.1. Paradigm.

Firstly, it is taken as a referent of Martinez (2013) that an investigative paradigm can be supported by philosophical systems and it can be operationalized through an investigation system. Subsequently, a paradigm can be inferred as "[…] los marcos teórico - metodológicos utilizados por el investigador para interpretar los fenómenos sociales en el contexto de una determinada sociedad (Vasilachis, 1997, quoted by Martínez, 2013)" (p. 1). On the basis of this, It could be said that a paradigm can be used within a research in order to make an approach to the reality to know it so that understand how humans life is

developed; considering the fact of knowing where one is, where one wants to go and how to do it.

3.1.1.1. Interpretative paradigm.

The interpretative paradigm is interpreted by means of the relation with the constructivism. Since the basis of the conception of learning is presented in how the person is able to learn through its interaction with the physical, social and cultural world in which it is immersed. What Martinez (2013) mentions, refers to the fact that learning of a person can be observed and perceived once this person is in the middle of a cultural experience out of the own. Followed by this, other concept that an interpretative paradigm takes makes an emphasis in:

> (…) que nos lleva a aceptar que los seres humanos no descubren el conocimiento, sino que lo construyen. Elaboramos conceptos, modelos y esquemas para dar sentido a la experiencia, y constantemente comprobamos y modificamos estas construcciones a la luz de nuevas experiencias. Por lo tanto, existe una ineludible dimensión histórica y sociocultural en esta construcción. (Schwandt, 2000, quoted by Martinez, 2013) (p. 4)

According with the above, it is understood that the knowledge that a person acquires is built as the person gathers experiences, the progressive construction of this knowledge is based on the interaction that is carried out within social and cultural environments

The use of this paradigm is imperative in a research; it presents a great focus on the understanding of social phenomenon with the help of the development of concepts, whose importance is taken from the intentions, experiences and opinions from all the participants of the research.

3.1.2. Qualitative Investigation.

It is considered a qualitative methodology as a complement for the use of interpretative paradigm; this methodology allows covering the aspects of subjectivity that were mentioned previously. In order to provide a concept for what is a qualitative research, it is taken as referent the work of Bruhn (2014), who mentions that: "los estudios cualitativos suelen ser el resultado de un proceso iterativo, mediante el que los investigadores gradualmente obtienen una mejor compresión del campo investigativo y aprenden de él" (p. 428). Based on this, it is inferred that researchers can obtain a better comprehension and learning of the investigation through a repetition process inside the study.

A qualitative research can be presented in different aspects in order to stands out through the interpretation; Bruhn (2014) indicates that this kind of investigation has as a purpose: "[...] la reconceptualización, la operacionalización de las categorías y los procedimientos analíticos, debido a que a partir de un estudio cualitativo se puede aprender directamente del campo" (p. 429). The author includes that a qualitative research comprises three common denominators, the first of them points out that qualitative investigations are focused on the meaning, at the same time in the object of study and as an explanatory concept. The last, makes reference that researchers assume the fact of interpret the interpretations that individuals have of themselves, these interpretations come from the extraordinary successes that people experience and how they interpret those successes in order to communicate them.

Secondly, Bruhn comments that qualitative studies are focused on the ways in how people understand *the perspective of a native* about its reality. Continue saying that qualitative studies assume that communication must be examined in its naturalist contexts. The contexts that analyze particulars communicative phenomenon are considered by their

naturalist attitude, at the same time it is recognized that most of these aspects cannot meet each other.

The third aspect that Bruhn (2014) includes is the investigators' conception as interpretative subjects. He says that human subjects acting as interpretive actors where the interpretation process is carried out in a delimited and sequential way make all scientific researches, it also is pretended to segregate the phases of the conceptualization, data collection, the analysis and the discussion.

3.1.3. Method research.

It is important to mention that, in the research process, there must be a relationship between research questions, data collection methods and triangulation of different methods. The importance of knowing how to implement this part of the process properly would generate an easier understanding in what is sought to do within the research.

In the first instance, there has to be clarified that research questions and data collection methods are completely distinct and separate one of the other so they should not be confused in the study. Maxwell, 2005, affirms that "your research questions formulate what you want to understand, your interview questions are what you ask people in order to gain that understanding" (p. 92). Here is the distinction between the method and the research question and the clear emphasis in the purpose of each of them. The research question is the general objectives about what is expecting to find out with the research; by the other hand, method is the combination of procedures, techniques and strategies that the researcher uses in order to collect the information (Research Methods: What…, 2019, par. 1) and answer the research question and reach the proposed objectives. The method used in the current research is Case Study; this method seeks to describe and analyze of a group of people

immersed in a particular situation, time and context that we can denominate *case* Starman, 2019. In order to go deeply inside the phenomenon, it is needed to inquire on the perceptions of participants, for understanding their expectations and regards about the developed intercultural competences.

3.1.3 Instruments for data collection.

According with the methodology of the research, there were selected three data collection instruments that are seek to give to the research the necessary tools for response the research question. The first instrument considered for this process was a focus group, it made in a classroom at the Universidad ECCI. After this instrument, as the second step of the process, there were structured two surveys, the first one for students which was made as just as the data collection started; the other one for teachers implemented at the end of the research. Finally, it was decided to make two interviews, in the same order than before, one for students and the other one for teachers. These methods were chosen with the purpose of get a wide knowledge and perspectives from the study subjects.

Within the research, the procedure of data analysis was developed as each instrument for data collection was concluding, it is meant that having finished the focus group, it was preceded to make the synthesis of the information in such way that ideas from each student who participated in the activity could be organized in order to get a wider understanding. These results were divided according to a specific topic that was expected to identify through the four questions.

The first aspect taken into account were the expectations that students have about being abroad, the most highlighted were to learn and acquire knowledge living in the other

culture, students also commented the fact of knowing the likes of the other cultures and finally they expect to gain useful experiences for their lives.

Another evinced aspect talks about what students thought about the intercultural competences together with perceptions and experiences in a travel, the fact of experience new things with interest and they give importance to the knowledge that they would acquire in relation to the cultural differences that exist between the new culture and their own.

The other aspect from the questions that results showed evinces some point if views from students regarding the development of intercultural competences; one of them mentions the fact of knowing more about the history of the other culture; other refers to respect the cultural differences from the others; there was also mentioned to be willing to have an open mind against any cultural aspect that arises.

Finally, the other aspect to be identified treats about adaptation and assimilation. Students commented that people must adapt to the other culture due to the complexity of this, it is seen as a symbol of respect towards the other culture and there was also an example which says how people must adapt them to the Japanese culture.

The data analysis of the surveys, as with the focus group, started to get developed once the results were obtained. In this opportunity, the seven papers from the students who participate were taken in order to transcribe the information of each survey in order to be able to manipulate the information properly. Afterwards, it was time to make the synthesis of the data collected in each survey, this synthesis reflect the most relevant data that all students provided per question. These data were extracted in a general way in order to have a broader understanding of the same. After the synthesis making, it was preceded to make the open categorization of data, in this way more specific data could be determined for each of the seven questions asked.

3.1.3.1. Focus group.

This data collection technique consists of asking a series of questions to a group of individuals so that obtain certain useful information for the investigation. One of the definition for focus group that Hamui-Sutton et al take points out the next: " [...] es un método de investigación colectivista, más que individualista, y se centra en la pluralidad y variedad de las actitudes, experiencias y creencias de los participantes, y lo hace en un espacio de tiempo relativamente corto" (Martínez, quoted by Hamui-Sutton et al, 2012, p. 56). With this concept, it can be clarified that using a focus group implies collecting data collectively in a short period of time so that a variety of data by the participants can be obtained, these data would comprise some aspects as experiences, attitudes, believes and knowledge from people.

The authors continue mentioning the fact of being able to make this exercise within a group of people can make easier the discussion between the interviewer and them, they would be able to expose their opinions and their point of views collectively which makes the testimonies to contain additional information for the research.

Other aspects to be taken into account with this instrument are the theoretical fundamentals that it presents; Hamui-Sutton et al. (2012) comment two approaches, a quantitative one and a qualitative one. An emphasis is placed on the latter since in this investigation a focus group is seen with a qualitative approach. From this perspective, the instrument is taken as a qualitative epistemology, which pretends to define the constructive-interpretative nature of knowledge.

Based on the above, it is established that the qualitative use of the focus group within a research is seen as a construction produced by confronting the researcher's thinking, this allows it to create new constructions and articulations.

This was the first developed method; before proceeding with the activity, the teacher who was in charge of the group signed the consent, this consent allows being able to make the exercise inside the classroom and also to be able to record the responses provided by students.

There were made four semi structured questions in French which were directed to a group of twelve students, these students belonged to a seminary in French, that's the reason why the questions were made in that language. Just as the question was said, students had the possibility to give their opinion voluntarily; this opinion was given according what they perceived or knew. The process took approximately nine minutes, the whole session was recorded in a voice recording and some notes written while students spoke.

Afterwards, it is proceeded to organize the information so that make easier the analysis process. The main objective of this focus group was to be able to identify the level of knowledge that students had in relation to the intercultural skills, based on the results of this group, the next step was to organize the structure of the next instrument.

3.1.3.2. Survey.

Just like the interview, surveys are also known as an useful instrument for data collecting in a research. Ibarra (1988) defines a survey as "uno de los instrumentos que sirven de guía o ayuda para obtener la información deseada, sobre todo a escala masiva" (p. 116). Next to the provided concept, it is emphasized that a survey is constituted by significant questions for the study, with the purpose of obtain the answer from the study subjects. These questions must be designed and organized in such way that the survey can have a clear structure so people can give the answer according to the requested.

By the other side, Bruhn (2014) exposes two types of surveys which can be applied within a qualitative research, the first one is the self-filling survey; the author mentions that

in this modality surveys are sent by email towards people who will response them; These people fill the instrument up in their house, afterwards they resend it to the investigator. "Estos cuestionarios deben ser muy claros, ya que los participantes no tienen la guía, en el procedimiento de recolección de datos, del investigador en persona" (p. 389). Based on this, it is important to point out that people would not have any help or the researcher with them when they receive the survey. So it is understood the importance in the clarity of the questions within the format so the survey respondents do no present the less confusion when they are filling it up.

Opposite to the previously mentioned, there that exposed the group surveys which can be simultaneously supplied to the group of participants either a theater or in a room, with the help of this kind of survey, it is more feasible to be able to attend all the concerns presented by the survey respondents.

Just as the focus group, there were a consent, which the teacher in charged signed it. Once it was done, the objective of the research was explained to students in order to let them know what all was about, after this the papers with the surveys were distributed for every student who wanted to participate. Due to some of the students presented certain issues with some questions, they got the explanation personally so that will not disturb the others activities in the classroom. There were distributed approximately fourteen papers, from which, in the next day, it was given to the teacher seven of them fulfilled.

These documents provided a lot of information and many perceptions by the students, after received the seven papers, these were totally read and afterwards these were transcribed to computer so the information could be organized correctly for the analysis of the obtained data.

3.1.3.3. Interview.

The interview is known as one of the instruments of data collection most used within an investigation, this instruments is another way where the interrogation is used with the subjects of study in order to get the most relevant data for the research. For this, Ibarra (1988) established the following concept:

> La entrevista es una de las dos formas que adoptan la encuesta (la otra es el cuestionario) y que tiene la particularidad de realizarse mediante un proceso verbal, que se da, generalmente, a través de una relación "cara a cara" entre al menos dos individuos (p. 142).

According to previously quoted, it is inferred that an interview must be made verbally, which means that the interaction must be between the interviewers and the interviewed gathered in order to carry out that exercise. This interaction face to face helps the researcher to get a correct position in order to understand the information properly; likewise, the interviewer would be able to analyze the other person and the way in which that person is giving the information.

Another perspective that is taken into account is the one exposed by Bruhn, who mentions that an interview presents some kind of difficulty due to people do not always say what they think or think what they say; as a consequence of this, researchers must that the results through the inference of what people say. In the same way, Bruhn postulates that: "la mejor manera de descubrir lo que las personas piensan sobre algo, es preguntándoselo (Bower, 1973, quoted by Bruhn, 2014, p. 433). This last fragment embraces the most obvious conclusion but at the end of the day, it is right. Speech is a primary and family mode of communication, it is used as a way to catch the idea of what does a person thinks or even to know its opinion of something is creating a conversation with that person and establishing some specific questions focused on what it is wanted to know.

Once the information collected from the surveys was identified, it was time to make some questions; these questions were even more prepared in order to be able to structure the interview for students and teachers. The formulation of the questions was made in such way that participants feel comfortable and free to answer any kind of information that they wish to provide. Both for students and teachers, there were structured six and seven questions respectively based on a series of intercultural competences that were previously analyzed and thus be able to obtain knowledge that both parties have regarding the perception of development of these skills during an experience abroad. The matters were focused in topics like what kind of differences or similarities could be found in another country, some elements to be taken into account in cultural chock situations and how they would be willing to adapt in that new culture that is completely different from their own.

In the same way as with the previous instruments, the consent was signed by the teacher in charged were it was said to allow students to participate with the study and also to be able to record them during they was responding all the questions. This interview was developed with thirteen students who decided to participate voluntarily and conceded their time to response the questions of the research. Each interview was recorded with their own consent and the beginning of the session. In order to give the some confidence, it was allowed to let them to read the questions before they response them. The duration for each interview varies approximately in six minutes per student, this time is in proportion of the information that they wanted to provide.

During the process of formulating the questions, students were willing and attentive to know what they had to response. Likewise, accompanying them was useful for giving them a personal advising in order to clarify any issue with the questions, this strategy made them feel more comfortable and confident for responding the questioning.

In contrasts with the above, there were eleven teachers who participated with this instrument. in this case, the same six questions were made but in difference with the questions for students, these questions had some alterations in the tense regarding the formulation of them; due to they had to answer the questions according to their developed experiences throughout their travels abroad.

With the interviews for teachers, each of them obtained their own consent in order to put them in context with the activity. They were able to read what was the purpose of the interview, what kind of risk could it represent for them and based on that, they signed the paper. Together with their signature, teachers accepted to be recorded while the interview by using the recorder voice of a phone.

Throughout the interview. The process was similar to the students, all the teachers were able to read the questions if they wanted, some of them required some explanation about some questions so after having given them the clarity, it was proceeded to response the interview. Each teacher took even more time than students due to they had experiences to talk about and they was given the chance to share them with the activity.

Once the information from students and teachers was collected in the voice recorders, the next step was to transliterate all of those records so the information would be easier to handle and organize them efficiently. Likewise, when analyzing the collected data, the process was the proper due to each idea could be interpreted and internalized properly and if it was needed, it could be repeated as many times as necessary.

3.2. Context

3.2.1. Participants

The study was centralized in students from the last semester of the Modern Languages career and teachers from the same career of the Universidad ECCI. In the first instance, there were considered students from their last semester who were doing a seminary in French language as a degree option, given that they would have certain personal and work expectations once they have finished the student cycle and they decide to travel abroad. What is expected to identify with these students is to be able to look forward what future expectations they present; these expectations comprise how can they get along in a cultural environment completely distinct than they are used to.

Thirty-three students participated in the research. From the beginning they really showed interested in the purpose of the study, likewise they provide their collaboration in every single instrument for collection data that was developed.

On the other hand, fourteen teachers were agree to participate in the study, these teachers, just as students, are from the modern languages career. This is an important aspect for the research because it is considered that most of them have been at least once abroad, for a minimum period of four months; in this way, they were able to provide their perspectives based on the experience that they have already acquired after having been in an intercultural experience. In the following chart, it is presented the duration they were above and the country they visited.

Teacher cod.	Duration	Country
Teacher 1	3 months	United States

Teacher 2	9 months	Germany
Teacher 3	1 year	8 months	Canada	Brazil
Teacher 4	6 months	United States
Teacher 5	2 years	Spain
Teacher 6	1 year	France
Teacher 7	3 months	Korea	Japan	United States
Teacher 8	7 years	France
Teacher 9	9 months	United States
Teacher 10	One year	France	Spain	French Equatorial Guinea
Teacher 11	One year and 6 months	Germany

Chart 2. Teacher's information

3.2.1.1. Sampling.

By sampling it is talked about the kind of participants that were used for the data collection of the research, it is necessary to highlight that there are two methods for sampling, the qualitative and the quantitative one. According to the methodology of this research, the accurate sampling method used for the study is the qualitative sampling. This sampling, "typically focuses in depth on relatively small samples, selected purposefully" (Patton, 1990, p. 169). Another idea to be taken into account is that within those small samples, there can be considered just one person. According to Patton, 1990 there is also an

emphasis in the purposeful sampling whose logic consists in selecting information-rich cases for study in depth, these kind of cases can provide a great learning in how to deal about issues of central importance to the purpose if the research.

Throughout the reading, Patton listed several sampling strategies of which there was chosen one for this research; it would be talking about the convenience sampling. As the name implies, it is made by convenience. It is considered the most common strategy used by evaluators of qualitative researches due to it can permit generalizations no matter the sample size or how the cases are picked. For Patton, convenience sampling is a real consideration but this have to be the last factor to be taken into account for using with the collected information

This method was considered due to the lack of time there was for doing the current research, considering that it was made in a period of two months and the other strategies implied more time for developing them properly.

The participants who cooperate with the instruments throughout this research were selected thanks to the ease of being able to reach them and request their collaboration.

Both students and teachers where available at the university during these two months, the difference is that students only could be found for about one month and a half. Considering that, most of them probably would have a desire to travel abroad for developing both personal and professional experiences; in this order of ideas, they were chosen because they are building their professional profile and that is a key useful factor for the purpose of the research

In contrast with students, teachers were most of the time at the university either for several reasons, that is what made easy to find them for their participation. There was just considered teachers who had been at least four months abroad, it was completely necessary

to establish the period of time in which a person can develop intercultural experiences and these subjects where the appropriate. The most important aspect taken into account were their experiences since this information could be corroborated with that of the students.

3.2.2 Researcher's role.

Just as the participants of the study, I am also a Modern Languages student at the Universidad ECCI; most of the students who participated in the research were my classmates who I met through the time I studied at the university. The fact of being able to share with them in classrooms day by day, was a potentially viable resource at the moment of deciding the purpose of the research because and, in one way or another, we all shared some classes, expositions, tutorials and more; but, beyond this we all shared similar expectations, achievements and future goals to reach. By the other hand, teachers from the institution were the ones who instructed us and shared their knowledge with us during the whole career; in the course of classes, accompanied by the lessons came one or another anecdotes about experiences that they had lived. Most of them shared those experiences in order to encourage us to do our best in every aspect both personal and professional and they used to teach us the advantages of living an experience abroad, those kind of speeches were what made us consider that possibility. So that, I, as a researcher was deeply involved in the study, then I could say that I had the opportunity to analyze the perceptions from the *inside*, as it is common in qualitative approaches.

Speaking about the theme of intercultural competences, I decided to make an emphasis based on some experiences that I lived. I had the opportunity to travel twice abroad, throughout these two experiences I was able to meet new cultures with people from many parts of the world. There was an intercultural environment where I learnt many aspects,

which were useful for my life. Professionally, I learnt about the languages which I used to study I even tried to learn others completely different, there was also the acquiring of skills both communicative skills and interpersonal skills. Culturally, as it was said above, there were many cultures, which I learnt several things, each one of those cultures were a world completely distinct to mine and there was always people who shared thoughts and experiences with me during that time.

3.2.3 Research phases.

Before having started to develop the current research, it was made a structure in order to guarantee a proper management of the information and internalize each aspect and step that composes the whole process.

Before having started to develop the current research, it was made the planning of the structure for the document in order to guarantee a proper management of the information and internalize each aspect and step that composed the whole process.

In the same way it was sought to establish what was pretending to reach with the study. For this, it was made the research question according with the relevant topics that the Modern Languages career involves. Together with this, there were made the general objective and two more specific objectives of the study that will help to find the response to the proposal. The second phase was to collect the resources of information for the construction of the literature review, which evinces some scientist articles, study cases and investigations that were proposed by researches in order to expose some situations that they considered as relevant to make them know. As just as the information was found, this was being entered into a format denominated RAE; it is an analytic summary for systematize that information for a best understanding. RAEs are composed by a chart in which the information was

organized in such way this could be used to start writing the literature review phase. Afterwards, it was given the guidelines for the elaboration of the theoretical framework, this phase collected other sources with theoretical information that sought to explain the main concepts that this research embraced in order to put the concepts in context for an accurate understanding of the topics for the proposal.

The statement of the problem and justification were developed with the intention of explaining why is it important to have an experience abroad and what kind of implications does it bring during the stay in a foreign country, also to set the contexts in which it could be found the need of developing intercultural competences. The scope pretended to give to understand what such purpose of the research is by developing it.

The next phase of the study consisted in organize a planning matrix in other to identify deeply the real intentions of the research. It sought to determinate who will be studied with the research and how it was going to be the developed the process in order to establish the instruments that will be used for reaching it.

The methodological design phase explained how was the research going to be conducted: the selection of the method of study, the type of data analysis that would be implemented and the techniques that must be used through the whole process; then it was described all the instruments and the reasons why these were selected. Finally, there were defined the subjects of study who would participate in the research for the data collection.

It was made a chart, in which, based on the information collected about the competences, a series of competences and resources were named and listed according to the ones that it is pretended to identify with in the proposal. Once the last part was complete, there were proceeded to start implementing the instruments. It was thought to build some methods for data collection with questions that were structured with the purpose of identifying those

competences that students and teachers could perceive to develop abroad. The next step was to transcribe the whole information and put it in charts to make them possible to analyze. The collected data was categorized in order to be able to find out the most viable data or the final phase of the study.

Lastly, there were taken all data and it was started to write the synthesis of the results, these results showed the most relevant collected information from students and teachers. Afterwards there were made one more confirmation instrument as a help to support the information from teachers and start structuring the conclusions for the research in order to provide the respective responses to the research questions.

3.2.3. Ethical considerations

As part of the research ethics, informed written consents (Appendix A) were made to the participants to apply the instruments: surveys, interviews and focus group. Their voluntary participation was verified and the protection of their anonymity was guaranteed. Likewise, authorization was requested to use the name of the ECCI University in this document.

3.3.2. Validity

It is considered that validity is one of the most important components that can be observed within a research, since by means of validity, the conclusions take strength and credibility of what is being transmitted through them. Just as Maxwell, 2005, affirms that validity can be a way that serves to refer to the correctness or credibility either in a description, an explanation, an interpretation or even in the conclusions of the study. With the last, it is understood that what this component seeks is to afford the truth about the results that are being exposed, these results must prove coherence and according what is really pretended to transmit. While it is clear that validation cannot be taken lightly, it is

necessary to take into account that the synthesized information corresponds to what participants pretend to say.

Together with the validity, Maxwell put in context something that is known as validity threats, "a way you might be wrong". He explained that threats could also be conceived as alternative explanations. In addition to this, the author makes an emphasis that validity component consist to have certain strategies that can be developed in order to identify and try to rule out these threats.

From the qualitative perspective of a research, Maxwell, 2005 mentions that in comparison with the quantitative one, on rare occasions, qualitative researchers have benefits as panning comparisons, sampling strategies or statistical manipulations, due to it have to dismiss most of the validity threats as soon after the research has begun. in the same way, validity threats can get to make use of the evidence collected during the process in order to create alternative hypotheses implausible. In contrast with the previously mentioned, Maxwell proposes to address the validity threats after the account has been developed instead of pretending to delete those threats through the features mentioned above.

In the reference text, there are proposed some validity strategies that can be implemented within this component. This time, the method that can be implemented within the current research, is the one that is known as triangulation.

Triangulation can be observed as an information gathering information from a diverse range of individuals and setting using a variety of methods Maxwell (2005). It is named a discussion entitled as Fielding and Fielding, which considers the triangulation as a validity-testing strategy. Maxwell (2005) exposes that the Fielding and Fielding points out that the first methods to be triangulated may have the same preferences and sources of invalidity,

and thus can get to provide a false sense of security. By the other hand, it is said that Fielding and Fielding emphasizes "the need to recognize the fallibility of any particular method or data to triangulate in terms of validity threats" (p. 112). Which makes the triangulation a strategy that needs to watch the relationship with the collected data in terms of validity threats. since as well mentioned earlier, triangulation can receive data from various sources; these data present a variety of perspectives that as well the author mentions, there could exists some sources of error or bias; based on the last, the researcher should look for specifics way to deal with those aspects.

Going back with the context of the research, the triangulation implemented for the validity presents just a type of sources for the data collection; these are students and teachers from Modern Languages at the Universidad ECCI.

It is decided to make the students selection based on those people who were finishing the last semester of the Modern Languages career. Due to the season in which these research begun, the only group of students that were available was the one where they were doing a seminary in French language. They as students of Modern Languages were the appropriate in order to obtain the information of the future perspectives about the development of their own intercultural skills, they are the most suitable thanks to the high knowledge that they have in languages and other cultural aspects than can be presented in a cultural environment abroad.

The selection of teachers was somewhat more complex, although it is true that teachers of the career know several languages, not all of them has had an experience abroad. That is why there was considered to do a list with the teachers with possible experiences in order to be able to develop the respective data collection instruments. They expound have traveled to different countries such USA, France, French Equatorial Guinea, Spain, Germany,

Canada, Brazil, Japan and Korea by periods of time from four months to about one year and

a half.

Chapter 4: Data analysis and results

4.1. Data analysis

    The data analysis process was divided into two phases. The first phase is based on the inductive logic; this logic goes from the particular to the general. Within this phase it is made an opened categorization where there are created emergent categories about what teachers said, this do not pretend to be based on something because the purpose of the phase is to allow these categories to emerge based on the commented by students and teachers. Afterwards, it is proceeded to organize and synthetize those categories as stated by the resources that were taken into account in order to make the instruments, then it was made a triangulation with the purpose of confirm the categories.

    The second phase is based on the deductive logic. Opposite to the last phase, this logic goes from the general to the particular and this is based on the competences that were planted into the theoretical framework. Through this process it is sought to analyze the emerged categories so that be able to response the objective number one and number two from the research in order to identify the competences respecting to the expectations and competences respecting to the experiences with the purpose of identify the differences between them

    In this research, there were taken two categories of competences established as follows: macro competences and micro competences. Macro competences encircle two general components which are seen as competences in managing linguistic and cultural communication in a context of otherness (C1) and competences in the construction and the broadening of a plural linguistic and cultural repertoire (C2). Macro competences (C1) are composed by a group of micro competences that embrace in how to overcome obstacles in

order to resolve a conflict for clarifying a misunderstanding, some other competences could be presented in negotiation, in mediation and adaptability. Within macro competences (C2) there are involved two micro competences, these firstly consider competences in profiting from one's own intercultural and interlanguage and secondly competences in applying systematic and controlled learning approaches in a context of otherness.

Additionally, in the middle of these categories, there is exposed an intermediate zone whose competences can fit in both of the macro competences mentioned above; This intermediate zone is composed by micro competences that include decentering, distancing from one's own culture, competences in making sense of unfamiliar linguistic and/or cultural features, there is also a competence in critical analysis of the activities one is involved in, these activities can be communicative activities or learning activities and lastly a competence or recognizing the Other and otherness.

All of the competences previously mentioned comprise the general aspects to be taken into account for developing intercultural competences; these competences can be determined throughout an intercultural experience. It is important to highlight that a competence is seen as a combinations of resources, which are divided into Skills, Knowledges and Attitudes. In this manner, these three resources are structured by some aspects or components which can be used as tools in order to identify at what kind of resources they belong. This last means that components for skills are used in order to know-how, components for attitudes serve to identify the know how to be and by knowledge, components identify the wisdoms.

4.1.1. Open categorization: induction.

In the following paragraphs there will be exposed the synthesis of the collected results with the help of eleven teachers who provided their perceptions, opinions and lived experiences. The structure of the chart was made in such way that indicators could be synthetized properly. In there, it can be found the three resources skills, knowledges and attitudes; all of them are complemented by a series of components and aspects which are briefly explained within a short description. In front of the description for each component, there can be observed the comments collected from the subjects of study these data is interpreted as indicators.

4.1.1.1. Teachers' data.

4.1.1.1.1. Resource of Skills.
There could be assigned five components when interpreting the resource of skills, the first one establishes if the person can analyze the cultural origin variations linked to communication, which gives importance to the proper use of the language in the new culture in order to acquire significant knowledge by analyzing the variations in communication between both of the cultures. Regarding this competence and according what the subjects of study said, one of them mentioned that there could be linked that behaviors of the inhabitants of a territory are related with their manner; another person said that there exist difference of conditions between the cultures such being a cultural, ethnic and linguistic minority and other teacher answered that there are social issues that are similar to ours.

The next component that was studied inside skill resources refers to how can people compare different cultures of communication where it was said by one person that formal communication is less used in order to establish a conversation with a foreign, other

commented that there is a lack of awareness or a low language level from those who travel to a new culture. These previous comments supports that it does not matter the formality within a conversation because people not always speak politely daily.

The third aspect implies if the person can identify cultural specificity or cultural features where people is able to perceive the differences such customs and behaviors between cultures. Within this component, the responses mentioned that some of the cultures are completely distinct from ours because most of them are more developed and organized, other person commented that the cuisine is a cultural aspect that differentiates one culture to the other and another teacher said that some cultures shares religion. With the last, it can be inferred that based on their experiences, some of the participants could perceive the cultural differences which make them unique.

The fourth component asks if the person can take accounting of socio linguistic or socio cultural differences in order to communicate, to which it was answered that a language could be assimilated if we are in touch with the other culture, other teachers shared that there are made loan words from other language in order to give an idea. This last is very linked with e the current aspect because of the given strategy by the participant. Other opinion came from a teacher who said that the knowledge of our own culture helps to explain misunderstandings in the communication. This competence includes skills profitably because even if they did not have the complete command of the language, they could take accounting of other language in their favor.

The last aspect that could be studied within the skills resources was to know if people can explain misunderstandings by being ready to handle a conflict presented with other person either by the meaning of a word, a behavior or the way of being of the person. What people mentioned for this aspect was the importance to be open minded in order to know

how to listen the others and try to understand and accept their culture. Other teacher said that it is needed to take the situation with calm, to be honest with the others and taking control of things that we want to say will help to clarify the situation. Another advice provided, is that we must be patient, humble and respectful with the other person in order to avoid a quarrel.

4.1.1.1.2. Resource of Knowledge.
Regarding with knowledge, competences that were linked with this resource comprise the cognitive aspect that teachers could have developed. Just as with skills resources, knowledge resources embraces five competences whereof the first one implies if the person is familiar with one's own possible reactions towards differences whether related with the language, linguistic or cultural ones. The responses for this component showed that we cannot misinterpret things because of some actions from other persons with this point it can be considered an advice given for skills and it is to be calmed with the situation so that we would not misunderstand others' actions; another provided point says that the knowledge of our cultures helps to elucidate certain prejudices and stereotypes about the one's own culture. Since other perception, a teacher said that for him, cultural differences presented the opportunity for learning the interactions forms. This last response could be interpreted as one similar particularity between the participants.

The second component pretends to reflect if the person knows that cultural differences can be at the source of problems in verbal and non-verbal communication or interaction where one teacher gave a solution which says that inquire into the other culture could mediate the lack of knowledge this connected with the fact that the interaction in a conversation could be affected due to some differences in their thoughts or acting.

The next aspect that was included within knowledge questions if the person knows that there are similarities and differences between different systems of verbal and nonverbal communication referring to take advantage of those similarities and create an environment where both person and the foreign can rely on each other. One of the teachers responded that by knowing certain differences between the cultures, the communicative intention can be recognized; other participant mentioned that by learning cultural and linguistic skills there could be improved the level of the language.

The following component in the group implies if the person knows that the way other people interpret our conduct may differ from one's own interpretation. With the last it could be understood that there will always be another interpretation from our conduct and most of the times that would not be the same than ours since the others cultural perceptions this could not be well seen. Based on this, one teacher commented that knowing how people perceive us open the perspective of one; other of them, said that being abroad present changes in the personal life and helps us to self-assess.

The last aspect linked this the knowledge resource seeks to know if the person is familiar with strategies to solve intercultural problems, it can be inferred that a person can count n its experiences and its knowledge in favor of solving or avoid a hard situation making use of the correct tools for it. One of the teacher commented that it would be valid to keep an assertive communication when the cultural shock is presented, connected with the las, other teacher added that we can ask for the inconvenience reason and if so we can explain the motive of certain behaviors. One last advice given by other teachers mentioned that there should be interest and respect in order to learn from the other culture.

4.1.1.1.3. Resource of Attitude

Just as with the previous resources, attitude resources include five components that are evinced in the following way. The first aspect is seen from the perspective of being ready to face the difficulties inherent in pluri-lingual and pluri-cultural interaction, this goes together with the attitude of overcome any obstacle in the interaction with other cultures and languages as well; with the previous, it was mentioned that the lack of knowledge for our own culture would give privilege to the other culture, which highlights the importance of knowing our culture so that to create consciousness of the cultural identity.

Attitudinal resources also contain the component of communicating with confidence; this aspect embraces production, reception, interaction and mediation that will should be implemented with confidence in order to communicate with others. Based on the last, one of the teacher shared that he always liked to have initiative to get communicate even to interact with the others; other teacher affirmed that acquiring vocabulary helps to expose our point of view.

Other component of this resource tends to interpret the willingness to distance oneself from one's own cultural perspective and watchful of the effects that it can have on one's perceptions, this aspect includes how a person can be influenced by the other culture and how is that person for willing to let it happen. One of the teachers mentioned that being willing to adapt to habits, customs and rules from the other culture. Other contribution said was that coupling to the other culture allows us to acquire cultural behaviors from people in favor of my development. in contrast the previously mentioned, one of the teachers id that the context of the society is already established so we should not expect for the society to couples but we couple to it.

Willingness to adapt or to be flexible in one's own behavior in interaction with people who are linguistically and culturally different is another of the components that is included into the attitudinal resources. This takes account of the behavior from others at the moment of interact with that person. One teacher contributed that an adaptation process is hard but we must be aware that we are not in our country and other of the teachers commented that the cohabitation with foreign was seen as an obstacle due to cultural differences that had.

Lastly, there could be identified that component that interprets the willingness to put into words the way one represent certain linguistic features. Teachers highlighted the importance of the reading and being in a constant learning of vocabulary by asking what the words meant and asking for the spelling of the words for a best understanding.

Once the responses were exposed in such previous way, it could be said as a conclusion that the structure of the questions for the interview allowed collecting data from the experiences from teachers, they had answered the questions providing most of the responses as suggestions, advices and one way or counseling with their knowledge. The intention with the recognizing of each one of the components served to identify to what category of resource they belonged, either skills, knowledge of attitude. Together with this, components into the skills resources work in the interest of being able to identify the know-how of the person; components into the knowledge resources can be analyzed for identifying the person's wisdoms and components into the attitude resources help to identify the know how to be of the person.

Accordingly, as a competence is the combination of those three resources which are internalized inside a person so that it is essential to highlight that collected data from teachers were linked to components that conform the resources of a competence. These data can be used to identify how it is developed inside a person competences about the wisdoms

of the person (knowledge), competence to know what to do (skills) and how to act (attitude) in order to get along in a situation of cultural conflict.

Emergent teachers' categories	Skills	Knowledge	Attitude
Use of the informal communication	X		
Broadening the perception of the world			X
Acquiring and internalizing of vocabulary	X		
Identification of the one's own identity		X	
Development of listening and the understanding of the other	X	X	X
Mediation for solving the cultural shock	X		
Valuing one's own culture			X
Linguistic loan from a third language	X	X	X
Increased self-confidence			X
Vision of the integration as adaptation			X

Chart3. Emergent categories from interviews addressed to teachers

4.1.1.2. Students' data.

In the following paragraphs, as well as with teachers, there will be exposed the synthesis of the collected results with the help of fourteen students who provided their perceptions, opinions and expectations about being abroad. The structure of the chart was made in such way that indicators could be synthetized properly. In there, it can be found the three resources skills, knowledges and attitudes; all of them are complemented by a series of components and aspects which are briefly explained within a short description. In front of

the description for each component, there can be observed the comments collected from the

subjects of study these data is interpreted as indicators.

4.1.1.2.1. Interview results.

4.1.1.2.1.1. Resource of Skills.
   The components that compose the skills resources can be observed into five groups, the

first one seeks to identify how a person can analyze the cultural origins of variations liked

to communication. Referring to those differences, one of the students commented: in the

other culture there are different attitudes from ours. Other partner said that there are

presented distinct ways of communication in the interaction with someone. These responses

are related with the component because they as students consider and keep in mind that

many differences can be presented in the other culture.

   The next aspect of the resource refers to how can the person compare different cultures

of communications. One of the responses said that we have thoughts distinct to the others

when we communicate with them. Other students supposed that if we know the language of

the country where we are going, it can make easy the communication. The component

differentiate and identify what language is being spoke in the conversation, this in relation

with the responses infers that identifying and knowing the language could make easier the

conversation with the foreign.

   Other component belonging to skill resources establish if a person can identify cultural

specificity or cultural features by being able to perceive differences such customs and

behaviors between cultures. One partners said that believes from some cultures are similar

to ours and the other student added that Latin countries share a lot of customs, and

mentioned that the cuisine is also similar.

The fourth component questions if the person can take accounting of socio-linguistic and socio-cultural differences in order to communicate referring to the ability to establishing a conversation with a foreign by means of the knowledge from the culture to avoid uncomfortable situation between people. One of the students explained that we always tend to compare the other cultures with ours. While other student proposed that we should know the differences that exist between both cultures in order to not offend the others.

The last aspect within skills resources contains the abilities to explain misunderstandings either by words meanings or the way of being of the others. As a solution one student proposed that we can make our thoughts and ways of acting known. Other of them said that we have to see the weaknesses of the other person and see if that person is failing, so that looks for a solution. Other partner commented: I would try to find a funny way to clarify the misunderstanding and lastly another student signaled that it is necessary to be patient and understand that we are not in our country.

4.1.1.2.1. 2. Resource of Knowledge.
In terms of knowledge, knowledge resources are composed for another five components whereof the first one comprises if the person is familiar with one's own possible reaction towards differences whether related with the language, linguistic or cultural ones. Students gave as a response that when there are differences with someone else you, should be tolerant and understand the other person which makes emphasize in the importance of being tolerant in order to do not overact in front of the others.

The second component implies to the knowledge of the cultural differences and how can they be at the source of problems in verbal and nonverbal communication or interaction. In this aspect one of the students exposed that the ignorance that we have from the other cultures are an obstacle when we are in that environment. The other partner highlighted his

opinion commenting that it is important to know how to listen to the others and respect their knowledge and their behaviors.

The third component pretends to evince if the person knows that there are similarities and differences between different systems of verbal and nonverbal communication referring to take advantage of those similarities and create an environment where both person and the foreign can rely on each other. For this current aspect, one of the students exposes that there exist differences in the way of body communication from one person to the other. Another partner commented that each person is used to the customs within its own culture; in addition there was said that there is something in common between people, it is that there will always be a desire to meet each other.

Regarding with the fourth component, it is focused in if the person knows that the way other people interpret our conduct may differ from one's own interpretation. With the last it could be understood that there will always be another interpretation from our conduct and most of the times that would not be the same than ours since the others cultural perceptions this could not be well seen. Some responses provided for this aspect, one student said that we are the image of our country so being abroad, we must represent our own culture in the best way. Some other students concluded that we can make the good things from the culture known and in that way change the mindset of the other people.

The last studied aspect in knowledge resources would identify if the person is familiar with strategies to solve intercultural problems; it can be inferred that a person can count n its experiences and its knowledge in favor of solving or avoid a hard situation making use of the correct tools for it. A student proposed as a strategy that we must integrate into the other culture to learn from them. Other partner said a viable way to solve a misunderstanding is to apologize for the inconvenient and respect the cultural differences

4.1.1.2.1. 3. Resource of attitude

The first component included within the group of attitude resources seeks to analyze if the person is being ready to face the difficulties inherent in pluri-lingual and pluri-cultural interaction. This goes together with the attitude of overcome any obstacle in the interaction with other cultures and languages as well. Students commented that knowing how to speak another language in order to meet other people from other cultures, we could learn communication methods to make us understand with them.

Attitudinal resources also contain the component of communicating with confidence, this aspect embraces production, reception, interaction and mediation should be implemented with confidence in order to communicate with others. Based on the last, one student said that they would lose his shyness to be able to talk with other people and thus learn to perfect a language. Following the previous idea, other partner commented that he could use communication methods to understand the others and learn new vocabulary.

Other component of this resource tends to interpret the willingness to distance oneself from one's own cultural perspective and watchful of the effects that it can have on one's perceptions. One student commented that we should be willing to learn the beliefs from the society and adapt us with the help of communication skills. Other student said that we cannot pretend to meet other culture if we do not know our own culture. One additional partner said that we should open our mind to learn and acquire new disciplines. In relation with the contributions from students, it can be inferred that this aspect includes how a person can be influenced by the other culture and how that person is willing to let it happen.

Other component takes account of the behavior from others at the moment of interact with that person, this refers to the willingness to adapt or to be flexible in one's own behavior in interaction with people who are linguistically and culturally different is another

of the components that is included into the attitudinal resources. For this aspect, students commented that one person must to adapt to the customs of the other cultures, an additional contribution mentioned that we have to understand that we cannot impose our culture, instead we have to put aside the ignorance of the situation.

Willingness to put into words or discuss the way one represents certain linguistic features is the las component of the attitude resources where one of the students contributed saying that if we speak fluently, we can improve the communication and thus make us understand what we mean.

According with the previously exposed, it could be concluded that, just as results from teachers, this structure of the questions for the interview allowed to collect data from the perceptions and expectations that students had; this was about threat the information that they thought and considered that were the accurate for the exposed situations with them. Most of the students presented curiosity for the research and accepted to participate, It was a beneficial process to have their expectations and in one to another way to help them to clarify some aspects that they was not considering before.

Emergent students' categories	S kills	Knowle dge	Attitude
Lose the fear and stop being shy.			X
Communicate with more fluency.	X		
Grow personal and intellectually.		X	X
Improve the grammar and pronunciation.	X	X	
Integrate ourselves with the others to learn from them.			X
Respect differences from the others.		X	X

To be tolerant and being open minded to accept the others.			X
Leave the ignorance towards other cultural situations.	X	X	
A person must adapt itself and understand that we cannot impose our own culture.			X
We are the representation from our own culture abroad.		X	

Chart 4. Emergent categories from interviews addressed to students

4.1.1.2.2. Triangulation results: interview, survey and focus group.

Now it is pretended to evince the relation with the collected data from the previous given results and the data collected from the focus group and the surveys. The following data is going to be explained based on the four aspects that were established in the focus group. It is treated about expectations, intercultural competences, developing of competences and adaptation or assimilation.

Some expectations provided into the responses from the focus group, involves the learning into the other country, referring to meet their cultures and their likes and gaining experiences for life. By the other hand, the most relevant data from the surveys about expectations show to learn the good aspects from the other culture and identify the differences in the variations of communications between the languages.

Exposing the intercultural competences from the focus group it is talked about experiences when traveling and acquire knowledges of differences between elements from the societies. From the survey's results, it can be found the mentioning of variations in pronunciation and identify the familiar expressions.

By developing the competences, within the focus group it was commented the importance to speak the language in order to understand the others, also the respect of ideas

or thoughts from all people. From the surveys responses it was identified to reduce the lack of knowledge from the other culture, to learn the terminology, symbolism, differentiate accents and regionalism from the other language.

The last aspect, the responses for adaptation or assimilation from the focus group reflects that a person has to adapt because a single culture is complex and it have to do a lot of things in order to include itself in it, it was said that you must respect and adapt to the culture because that is not your country. Surveys responses showed that it was said as advices that it is necessary to maintain the respect and cordiality and also to respect the beliefs and customs.

Having identified and exposed the most relevant data from the focus group and surveys, the next step is to find the relationship between those previous instruments and the interview. By maintaining the same four aspects from expectations, in which we can find, intercultural competences, developing of competences and adaptation or assimilation.

Into the expectations aspect, students responded in the interview that the hope to improve the grammar and pronunciation of the language, there were also students who express the desire of losing the fear and leave being shy and improving the last aspects they hope to communicate more fluency. Relating the previous responses with the focus group and surveys, it is evinced that the first thing that students want, is to learn the language and internalize it in order to improve it, they expect to acquire some experiences by meeting other cultures and people to learn from.

The next aspect to perceive are the intercultural competences, in the interviews responses, there could be identified that some students proposed that being tolerant and open minded; there is also contemplated to leave the ignorance towards other cultural situations; these last are such good aspects in order to accept the others. Relating the

previous responses with the focus group and surveys, it is evinced that students expect to acquire intercultural competences by means of the experiences abroad in order to identify differences and variations in the communication that can be presented between cultures.

The third aspect, threats about the development of competences. Within the interview results, there can be taken that some students consider including themselves with the other cultures to be able to learn from them. There is also the relation with surveys and the focus group regarding for differences from others respect their ideas or thoughts for avoiding conflicts with them. There were also mentioned that it is important to reduce the lack of knowledge from the other culture and start considering to learn cultural and communication aspects that would be useful for the personal and intellectual growth.

Lastly, considering the aspect of adaptation or assimilation, responses collected in interviews, comprise that most of the students commented that it is important to understand that we cannot impose our culture in the other one, hence we must adapt to the other culture. The fact of adapting to the culture was the most relevant comment between participants. There was also mentioned by students that it is important to have respect and cordiality towards the beliefs and customs from others, to be able to set a good image from us because we are the representation from our culture.

4.1.2. Closed categorization: deduction.

4.1.2.1. Perceptions respecting the development of intercultural competences

4.1.2.1.2. Teacher's experiences abroad.

Emergent teachers' categories	Skills	Knowledge	Attitude	COMPETENCE	Resource indicator
Use of the informal communication	x				
Broadening the perception of the world			x	Competence of distancing	Willingness to distance oneself from one's own cultural perspective and watchful of the effects that it can have on one's perception of manifestations of cultures / being prepare to take account of characteristics of one's own culture which influence one's perception of the world outside of one's daily life, one's way of thinking.
Acquiring and internalizing of vocabulary	x			Competence in critical analysis of the (communicative and/or learning) activities one is involved in	Can analyses the cultural origin of variations linked to communication
Identification of the one's own identity		x		Competence in profiting from one's own inter-cultural / inter-language experiences	Is familiar with (aware of) one's own possible reaction towards differences (linguistic /,language related /, cultural).
Development of listening and the understanding of the other	x	x	x	Competence for recognizing the "Other", and otherness	Knows that the way other people interpret our conduct may differ from one's own interpretation.
Mediation for solving the cultural shock	x			Competence in resolving conflict, overcoming obstacles, clarifying	Can explain misunderstandings

				misunderstandings	
Valuing one's own culture			x		
Linguistic loan from a third language	x	x	x	Competence in mediation	Willingness to put into words / discuss the way one represents certain linguistic features (loan words/ "mixes" of languages...).
Increased self-confidence			x	Competence in negotiation	Communicating (°production / reception / interaction / mediation°) with confidence.
Vision of the integration as adaptation			x	Competence of adaptability	Willingness to adapt / to be flexible in one's own behavior in interaction with people who are linguistically / culturally different.

Chart 5. Competences identified on teachers' perceptions

4.1.2.1.1. Students' expectations.

Emergent students' categories	Skills	Knowledge	Attitude	COMPETENCE	Resource indicator
Lose the fear and stop being shy			x	Competence in negotiation	Communicating (°production / reception / interaction / mediation°) with confidence.
Communicate with more fluency	x				
Grow personal and intellectually		x	x		
Improve the grammar and pronunciation	x	x			
Integrate ourselves with the			x	Competence in mediation	Willingness to adapt / to be flexible in one's own behavior in

				Microcompetence	Description
others to learn from them					interaction with people who are linguistically / culturally different.
Respect differences from the others		x	x	Competence in negotiation	Knows that cultural differences can be at the source of problems in verbal /non-verbal communication / interaction.
To be tolerant and being open minded to accept the others			x	Competence of distancing	Willingness to distance oneself from one's own cultural perspective and watchful of the effects that it can have on one's perception of manifestations of cultures / being prepare to take account of characteristics of one's own culture which influence one's perception of the world outside of one's daily life, one's way of thinking.
Leave the ignorance towards other cultural situations	x	x		Competence for recognizing the "Other", and otherness	Can identify [recognize] [perceive] cultural specificity / cultural features.
A person must adapt itself and understand that we cannot impose our own culture			x	Competence in mediation	Willingness to adapt / to be flexible in one's own behavior in interaction with people who are linguistically / culturally different.
We are the representation from our own culture abroad		x			

Chart 6. Competences identified on students' perceptions

4.1.2.2. Differences between perceptions related to intercultural competences

development before and after experience abroad.

Macrocompetence	Microcompetence	Teachers	Students
Intermediate zone	Competence in critical analysis of the (communicative and/or learning) activities one is	x	

	involved in		
C1	Competence in resolving conflict, overcoming obstacles, clarifying misunderstandings	x	
C2	Competence in profiting from one's own inter-cultural / inter-language experiences	X	
Intermediate zone	Competence for recognizing the "Other", and otherness	X	X
C1	Competence in negotiation	X	X
C1	Competence of adaptability	X	
C1	Competence in mediation	X	X
Intermediate zone	Competence of distancing	X	X

Chart 7. Relations between competences form participants' perceptions

4.2. Results' discussions

4.2.1. Competences identified on teachers' perceptions

The results obtained from the closed categorization of the information were analyzed in order to conceive the perceptions that teachers had regarding to intercultural competences that were previously exposed into the theoretical framework.

For this process, it was used the emerged categories from the results of the interviews, exposed in chart 3, together with those competences from the theoretical framework, in order to build the chart 5. Within this chart, it was evinced toward which type of competences correspond the listed categories. It was about ten categories that were linked with their respect competence with the help of the resources that each competence embraces.

In such way that, from the ten categories introduced in the chart, there could be appeared eight intercultural competences. All of these categories were stablished with an order that

allowed identifying the resource that each of them represented and afterwards it was selected the correct competence that those categories belonged.

Within the skills resources, there could be introduced four competences, such competence in critical analysis of the activities, competence for recognizing the Other and otherness. Competence in mediation and competence in resolving conflicts, overcoming obstacles and clarifying misunderstandings.

With knowledge resources, it was found the competence in mediation, competence for recognizing the Other and otherness and the competence in profiting from one's own inter-cultural and language experiences is seem from the knowledge resources.

In attitudinal competences, it could be found the competence of distancing, the competence for recognizing the Other and otherness, the competence in mediation, in negotiation and the competence of adaptability.

As it can be noticed, competences do not present a trend with the resources because it can be observed that most of them belonged to distinct categories. But moreover, it is important to mention the finding that there were two specific competences that are highlighted because those embrace the three resources that can be developed with an intercultural competence. Competence in mediation and Competence for recognizing the Other, and otherness. Giving to understand that, teachers had experiences that allow them to develop competences by considering the others by means of the mediation of the situations.

4.2.2. Competences identified on students' perceptions

In contrast with the exposed above, there was also made two charts for categorizing the emerged information from students' expectations. As it can be observed in the chart 4 there are listed ten categories that came from the treatment of students' interviews. These categories, just as teachers categories, were used for building the chart 6 in where are presented the perceptions that students had about their expectations in relation with the development of intercultural competences.

These categories were structured together with the competences from the theoretical framework and the results were provided in such way that the process was the same as the previous one. Obtaining as the results that identification of the resources helped to select the correct competence where they can belong.

From the ten categories used for the developing the chart 6, there were six competences that could be established in order to identify the expectations from students. Within skills resources there is presented the competence for recognizing the Other, and otherness. In the knowledge component, it can be found the competence in negotiation and the competence for recognizing the Other, and otherness. Next to the attitudinal resources, it can be observed competences in mediation, the competence of distancing, and the competence in negotiation

It is important to exalt the fact that most of the intercultural competences that were established in the chart are found with the attitudinal resources. Considering as a finding that students' perceptions can be linked the most with those resources evincing a majority above all the others.

4.2.3. Relations between competences form participants' perceptions

According with the exposed information in the chart, it can be observed the competences that could have been identified respecting the development of intercultural competences. These results were provided with the help of the perceptions from students and teachers, the perceptions were divided into expectations and experiences respectively.

Firstly, it was made two charts for apart in order to classify the expectations and experiences collected from the results of the interviews. After that process, the whole competences were filtered in order to evince the most relevant competences that were presented between both of the groups of participants.

The purpose of the chart was to establish which competences were the ones that presented differences and which were the competences that presented similarities between students and teachers. Bringing the differences in context, where there are presented four differences belonged to teachers and just one difference belonged to students.

It is identified that only teachers have competence in critical analysis of the communicative and learning activities one is involved in; another competences belonged to teachers is the competence in resolving conflict, overcoming obstacles, clarifying misunderstandings. The competences in profiting from one's own inter-cultural / interlanguage experiences takes part of the group of differences. The last aspect identified is that it was perceived that teachers could develop competences of adaptability

By the other hand, there can be observed four competences that both of the participant share. The first one is the competence of recognizing the Other and otherness, followed by the competences in negotiation, competence in distancing and the competence in mediation.

Chapter 5: Conclusion

5.1. Conclusions

Throughout the whole current research were exposed, the way, in which experiences abroad could imply the development of some competences by a person, this in order to this person be able to provide correct solutions by means of what it is learning during the stay in that new culture. Since a researcher position, it was tried to identify how do the perceptions respecting to the development of intercultural competence change before and after a cultural experience.

Following the last idea, the general objective that was proposed for the study was to establish the perceptions of intercultural competences that can be developed with an intercultural experience. These perceptions were taken from the past, it means, based on the experiences; and for the future, implying the expectations.

For that reason it was decided to take account of the students and teachers involved into the Modern Languages career from the Universidad ECCI; because on the part of the students, they are close to get experiences abroad, where they are going to put in practice what they have learnt at university with desires of meet several things with the purpose of gaining a great enrichment in every sense of their lives. That is why it was decided to take them as the subjects who would provide the expectations about what they thought or considered for developing their own competences through those experiences. By the other side, teachers were the proper subjects of study for getting the perceptions of experiences; since they have been involved in many environments abroad, also they have experienced situations completely distinct from used to. Additionally, in one to another way, they were

able to provide specific information and advices about how did they find out the solutions for the conflicts that they could have presented in the past.

Based on the last, the need of developing intercultural competences for the communication was treated in order to try to identify and establish those intercultural competences that students and teachers could perceive by means of their perceptions. Throughout the development of the instruments for data collection, there were appearing data that were giving an approach to the results that were pretended to get.

If it is talked about the establishment of the perceptions with the development of intercultural competences abroad, there could be identified a total of eight competences perceived by the participants, these competences were seen since expectations and experiences that presented both differences and similarities. Within differences, the only aspects that could be identified is that teacher perceptions present the difference to the students according the experiences that they have because their competences belonged to aspects that can only be developed once they are abroad. Regarding the similarities, there were also four competences that results allowed to identify and introduce within the results.

These similar competences embraces facts that participants are willing to consider the other culture as part essential as the base of knowledge and sources for the development for the intercultural competences; by recognizing the others, people accept the process of integration to the other culture by respecting their differences and if there is the case to put in prove their capabilities to reduce the impact for the situations that can be presented.

Perceptions from teachers' experiences evinced what kind of methods and strategies did they implement for the most of the situations that they lived and how could they take

advantage of some differences in order to make them opportunities of growth and enrichment that helped to improve some aspects both professional and personal life.

Perceptions from students' expectations evinced a good awareness about what does imply to be abroad and have an experience in another cultures, likewise, most of the students presented many points of view that showed specific particularities that could relate one to the other. They had implied some desires to know about personal and professional achievements that they expect to reach in order to improve their communicative skills and the way in which they would interact with the others. Moreover that, it could be observed that students' perceptions are close similar with teachers' due to most of the competences are shared by both of the sides and the differences presented are only separated by the lived experiences from teachers.

It could be inferred that besides students and teachers can present different contexts and perspectives in the way they perceive the world, it is clear that the use of intercultural competences is implied into every participant and its importance takes strength thanks to the fact that by means of these competences, the communication and the interaction with other people from distinct cultures can variate since the first time of the experience.

5.2. Limitations of the present study

In the curse of the research, there were presented some limitations that hampered the flux of the study. The first one was the availability of the time in which it was made the project. There were not enough time for preparing another instrument for the collection data, neither for implementing one more instrument with other participants. Other impediment evinced was the sampling method used in the study; the chosen sampling is known as the one less effective, this was used because of the previous impediment. The last

impediment identified in the research was a lack of participation by the teachers with the confirmatory instrument; the survey. There were only three people who signed the survey but it was considered that this sample was not enough for taking information.

5.3. Suggestions for further research

    Based on the conclusions, it could be interesting to inform the students about the explained differences and the possibilities. Likewise, to verify the extent to which this information would expand their projects, expectations or their professional profile regarding the experiences abroad. Lastly, it is suggested to analyze how to divulge the information within the academic environments in order to realize the competences that can be developed abroad.

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Appendix A. Informed consent

Consentimiento informado

Estudiante: Andrés Yair Usa Pulga; estudiante del programa de Lenguas Modernas, Universidad ECCI, VIII semestre; e-mail: andresy.usap@ecci.edu.co.
Asesora: Angélica Rodríguez Vargas; docente del programa de Lenguas Modernas, Universidad ECCI; e-mail: arodriguezv@ecci.edu.co

Justificación y objetivo del estudio:
Esta investigación se propone como objetivo principal establecer las percepciones respecto al desarrollo de competencias interculturales antes y después de un intercambio cultural en el extranjero, basado en las experiencias de los docentes de lenguas modernas y las expectativas de los estudiantes de último semestre de la Universidad ECCI. De igual manera, analizar las diferencias entre dichas percepciones con el fin de hacer un aporte a los estudiantes del programa que lean el informe de investigación de tal manera que puedan ampliar sus expectativas y proyectos profesionales.

Procedimientos y descripción de actividades:
Si usted como docente de la Universidad ECCI, concede la participación de su grupo de estudiantes o de usted mismo dentro de este proceso, asume que participará en las siguientes actividades de recolección de datos:

- ❑ Sus estudiantes: preguntas estructuradas y semiestructuradas, en entrevistas, encuesta y grupo focal, grabadas en formato de audio, enfocadas en las expectativas que tiene acerca de las competencias interculturales que se puedan desarrollar en el extranjero.
- ❑ Usted como docente: preguntas estructuradas y semiestructuradas, en entrevistas y encuestas, grabadas en formato de audio, enfocadas en las competencias interculturales desarrolladas en experiencias de intercambio cultural en el extranjero.

Riesgos: Debido al tipo de actividad que se llevará a cabo, los participantes de este estudio no se verán expuestos a ningún tipo de riesgo físico; cabe decir que se presentan preguntas relacionadas con sus experiencias o expectativas personales, por lo que, si en algún momento del desarrollo del proceso se llega a sentir incómodo, tanto usted como sus estudiantes están en la libertad de retirar su consentimiento en cualquier momento y así dejar de participar dentro del estudio.

Beneficios: Lo que se busca por medio del estudio es poder brindar varios puntos de vista sobre percepciones sobre competencias interculturales

desarrolladas en el extranjero con el fin de que los estudiantes puedan ampliar sus expectativas y proyectos profesionales.

Confidencialidad: Toda la información que sea compartida para este estudio se tratará de manera confidencial. En ningún momento se va a revelar su nombre o identidad, así como tampoco los datos individuales que está contribuyendo, estos solo serán tratados de manera anónima.

Participación voluntaria: Usted como docente o sus estudiantes no están obligados a participar en el estudio. Si decide no ser partícipe de la actividad o se desea retirar, lo puede hacer en cualquier momento y esto no le generará ningún perjuicio.
Se llega a tener alguna pregunta durante o después del estudio, puede escribir al correo electrónico: andresy.usap@ecci.edu.co.

¿Acepta usted como docente ser partícipe del estudio? _____ Si _____
¿Acepta usted que sus estudiantes sean partícipes del estudio? _____ Si _____
¿Podemos grabar las actividades en audio? _____ Si _____

Reyer Suárz Ruiz
Firma del docente

Martes 9 Julio de 2019.
Fecha

Format1. addressed to students group in charge of a teacher

Consentimiento informado

Estudiante: Andrés Yair Usa Pulga; estudiante del programa de Lenguas Modernas, Universidad ECCI, VIII semestre; e-mail: andresy.usap@ecci.edu.co.
Asesora: Angélica Rodríguez Vargas; docente del programa de Lenguas Modernas, Universidad ECCI; e-mail: arodriguezv@ecci.edu.co

Justificación y objetivo del estudio:

Esta investigación se propone como objetivo principal establecer las percepciones respecto al desarrollo de competencias interculturales antes y después de un intercambio cultural en el extranjero, basado en las experiencias de los docentes de lenguas modernas y las expectativas de los estudiantes de último semestre de la Universidad ECCI. De igual manera, analizar las diferencias entre dichas percepciones con el fin de hacer un aporte a los estudiantes del programa que lean el informe de investigación de tal manera que puedan ampliar sus expectativas y proyectos profesionales.

Procedimientos y descripción de actividades:

Si usted como docente de la Universidad ECCI, concede su participación en este proceso, asume que participará en las siguientes actividades de recolección de datos:Entrevistas y encuestas, grabadas en formato de audio, con preguntas estructuradas y semiestructuradas, enfocadas en las competencias interculturales desarrolladas en experiencias de intercambio cultural en el extranjero.

Riesgos: Debido al tipo de actividad que se llevará a cabo, los participantes de este estudio no se verán expuestos a ningún tipo de riesgo físico; cabe decir que se presentan preguntas relacionadas con sus experiencias o expectativas personales, por lo que, si en algún momento del desarrollo del proceso se llega a sentir incómodo, tanto usted como sus estudiantes están en la libertad de retirar su consentimiento en cualquier momento y así dejar de participar dentro del estudio.

Beneficios: Lo que se busca por medio del estudio es poder brindar varios puntos de vista sobre percepciones sobre competencias interculturales desarrolladas en el extranjero con el fin de que los estudiantes del programa de la Universidad ECCI puedan ampliar sus expectativas y proyectos profesionales.

Confidencialidad: Toda la información que sea compartida para este estudio se tratará de manera confidencial. En ningún momento se va a revelar su nombre o identidad, así como tampoco los datos individuales que está contribuyendo, estos solo serán tratados de manera anónima.

Participación voluntaria: Usted como docente no está obligado a participar en el estudio. Si decide no ser partícipe de la actividad o se desea retirar, lo puede hacer en cualquier momento y esto no le generará ningún perjuicio.

Se llega a tener alguna pregunta durante o después del estudio, puede escribir al correo electrónico: andresy.usap@ecci.edu.co.

¿Acepta usted como docente ser partícipe del estudio? ____Si____

¿Puedo hacer grabaciones de audio? ____Si____

_____
Firma del docente

15 de Julio 2019
_____
Fecha

Format2. Informed consent addressed to teachers

Consentimiento informado

Estudiante: Andrés Yair Usa Pulga; estudiante del programa de Lenguas Modernas, Universidad ECCI, VIII semestre; e-mail: andresy.usap@ecci.edu.co.
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Justificación y objetivo del estudio: Esta investigación se propone como objetivo principal establecer las percepciones respecto al desarrollo de competencias interculturales antes y después de un intercambio cultural en el extranjero, basándose en las experiencias de los docentes de Lenguas Modernas y las expectativas de los estudiantes de último semestre de la Universidad ECCI. De igual manera, busca analizar las diferencias entre dichas percepciones con el fin de hacer un aporte a los estudiantes del programa que lean el informe de investigación, de tal manera que puedan ampliar sus expectativas y proyectos profesionales.

Procedimientos y descripción de actividades: Para este trabajo acerca del desarrollo de habilidades interculturales en experiencias en el extranjero, se solicita la autorización para hacer uso del nombre de la Universidad ECCI dentro de la monografía, la cual cuenta con la participación de docentes y estudiantes de VIII semestre de la carrera de Lenguas Modernas. El estudio recoge información mediante entrevistas y encuestas, grabadas en formato de audio, con preguntas estructuradas y semiestructuradas, enfocadas en las competencias interculturales desarrolladas en experiencias de intercambio cultural en el extranjero.

Riesgos: Debido al tipo de actividad que se llevará a cabo, los participantes de este estudio no se verán expuestos a ningún tipo de riesgo físico ni psicológico; tampoco la institución puesto que no se maneja información sensible acerca de la misma.

Beneficios: Lo que se busca por medio del estudio es poder brindar varios puntos de vista sobre percepciones sobre competencias interculturales desarrolladas en el extranjero con el fin de que los estudiantes del programa de la Universidad ECCI puedan ampliar sus expectativas y proyectos profesionales.

Confidencialidad: Toda la información que sea compartida para este estudio se tratará de manera confidencial. En ningún momento se va a revelar el nombre o identidad de ninguno de los participantes, así como tampoco los datos individuales que están contribuyendo, estos solo serán tratados de manera anónima. Sin embargo, consideramos importante para la validación científica, mencionar y describir bien el contexto del estudio.

¿Acepta usted como coordinador de la carrera de Lenguas Modernas conceder el uso del nombre de la Universidad ECCI dentro del documento monográfico? _____Sí_____

_____   ___84/7/19___
Firma de Coordinación   Fecha

Format3. Informed consent addressed coordination from the Universidad ECCI

Appendix B. Planning matrix

What do I need to know? (Link to the research questions)	Why do I need to know this?	What do I need to do in order to know this?	What kinds of data will response to this question? (What technique for collecting data will be used?)	What kind of specific datas do I need to get? And from whom?	Who should I contact in order to reach the acces?	In which format will the data be in? (once they're collected)	What will I do with collected data?
How the perceptions respecting the development of the intercultural competences are modified through the experience abroad?	To establish the perceptions respecting the development of intercultural competences before and after the cultural exchange abroad, based on the experiences of modern languages teachers and the expectations of	To identify perceptions from students' expectations	surveys Focus group Interviews	From students, it is expected to identify competences that would include the expectations of what will happen when they are abroad and how will they affront the situation.	A group of students who assist to their seminary in the Universidad ECCI.	Voice recording Notes	To analyse the difference between such perceptions related to intercultural development before and after experience abroad.
		To identify perceptions from	Interviews survey	From teachers, it is expected	Teachers from Modern Languag	Voice recording	

	students in their last semester from the ECCI University.	teacher's experiences abroad.		to identify competences which will be based on their experience and knowledge, having been in touch with another culture	es career at Universidad ECCI.		

Chart 8. Data planning matrix

Appendix C. Instruments for data collection

Focus group (Groupe de Discussion)

1. Quelles expectatives avez-vous au niveau personnel et professionnel dans une expérience á l'étranger?

2. Quelles sont, pour vous, les compétences interculturelles?

3. Comment, pensez-vous, que vous pourriez développer ces compétences à l'étranger?

4. Considérez-vous que les personnes doivent s'adapter à la nouvelle culture ou la culture d'accueil doit intégrer les étrangères?

Groupe de discussion - Les réponses.

Expectatives

1. L'apprentissage dans une autre pays
2. Connaître les cultures, les goûts
3. Gagner expériences pour la vie

Compétences interculturelles

1. Expérience de voyager
2. Expérience avec le valeur : goûts
3. Connaissances de différents éléments qu'a une société

Developper les competentes

1. Connaître les cultures, l'histoire
2. Parler la langue c'est important pour entender aux autres
3. Respecter les idées de toutes les personnes même si vous ne le connaissez pas
4. Utilisation de la langue dans la vie culturelle
5. Intérioriser la langue
6. Les aspects culturels avec la pratique
7. Avoir l'esprit ouvert

Adapter ou intégrer

1. La personne doit s'adapter parce qu'une culture est complexe et doit faire beaucoup de chose pour intégré
2. Japon est une culture si différente donc la personne doit s'adapter
3. L'adaptation c'est partie du respect de la culture
4. Il faut s'adapter parce que c'est ne pas votre pays
5. Il faut connaître les traditions pour se communiquer avec ces personnes.

Focus Group - Responses // Translation.

Expectations

1. The learning into other country
2. To know cultures and their likes
3. To gain experiences for life

Intercultural Competences

1. To experience a travel
2. To experience with value: interests
3. The knowledge of the different elements that one society has.

To develop the competences

1. To know the cultures, the history.
2. It is important to speak the language in order to understand the others.
3. To respect the ideas or thoughts from all people even though is you don't know them.
4. The use of the language in the cultural life.
5. To embrace the language
6. The cultural aspects with the practice
7. To be openminded

To adapt or assimilate

1. The person has to adapt because a single culture is complex and must do a lot of things in order to include it.
2. Japan is a culture so different where people have to adapt.
3. The adaptation is part of the respect of the culture.
4. You must adapt because that is not your country.
5. You must know the customs in order to communicate with the others.

Survey

Nom et Prénom: _____

Semestre: _____

Questions	
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	
Quelles différences de modes de communication vous pourriez trouver à l'étranger?	
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	
Quelles différences importantes il-y-a entre la culture française et la nôtre?	
Est-ce que vous pensez que notre conduit peut être mal compris par le gens à l'étranger, et pourquoi?	
Aurez vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	
Comment ferez vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	

Chart 9. Structured questions for surveys addressed to students

Responses collected from surveys.

Questions	Responses
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	Principalement la langue quand ils parlent une langue différente, les expressions familières et les variations de prononciation.
Quelles différences de modes de communication vous pourriez trouver à l'étranger?	Dans certains pays, il est courant que les gens communiquent davantage par les réseaux sociaux et qu'ils ne préfèrent pas parler directement aux autres
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Il est parfois difficile de se faire comprendre quand les gens parlent des langues différentes, mais les signes ou les images peuvent aider
Quelles différences importantes il-y-a entre la culture française et la nôtre?	Il y a des dates spéciales que nous, Colombiens, célébrons et non les Français, comme le jour de la vierge.
Est-ce que vous pensez que notre conduit peut être mal compris par les gens à l'étranger, et pourquoi?	Oui, à certaines occasions en raison de la différence de cultures, certains actes, paroles ou attitudes d'un Colombien peuvent être offensants pour les Français
Aurez-vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	Non, parce qu'il est important de maintenir sa propre culture, ce qui la différence des autres cultures, il n'est pas logique que deux cultures soient identiques
Comment ferez-vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	Je serais informé des aspects fondamentaux de l'autre culture afin qu'il y ait une bonne communication.

Results from surveys - Student1

Question	Réponse
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	Je crois que les variations peuvent se produire lorsque nous nous trouvons devant une langue différente de la notre. Les dialectes, expressions, terminologies, prononciation et lexique
Quelles différences de modes de communication vous pourriez trouver à l'étranger?	Je peux trouver les symboles, la communication non verbale. et langue des signes
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Dans certains cas, il est difficile de s'adapter à d'autres cultures, mais c'est à nous de commencer un processus d'adaptation.
Quelles différences importantes il-y-a entre la culture française et la nôtre?	La culture française est plus organisée, et nous sommes plus gentils avec les gens.
Est-ce que vous pensez que notre conduit peut être mal compris par les gens à l'étranger, et pourquoi?	Oui, parce qu'ils sont emportés par les apparences et par les choses négatives que d'autres disent
Aurez-vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	Je ferais comparer le monde de manière positive et culturelle et nommerais que notre pays peut s'améliorer d'autre davantage
Comment ferez-vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	Je ne ferais pas de commentaires qui de le sais puissent déranger et te respecterais leurs croyances et leurs coutume

Results from surveys – Student2

Question	Réponse
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	• Pronanciation • Lexical • écriture • signification
Quelles différences de modes de communication vous pourriez trouver à l'étranger?	• Les practiques religieuses • Les habitudes • Les comportements.
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Oui, Parce que chaque culture a ses coûtumes ce qui peut générer des affrontements entre des personnes qui ne les comprennent pas.
Quelles différences importantes il-y-a entre la culture française et la nôtre?	France: le gouvernement investit plus dans l'éducation ... grand Prestige mondial. Colombia la mission ... essentiel de la culture
Est-ce que vous pensez que notre conduit peut être mal compris par les gens à l'étranger, et pourquoi?	Je crois que cela se produit dépend de chaque personne.
Aurez-vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	Oui,
Comment ferez-vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	Au moment d'interagir avec des personnes d'autre culture nous devons maintenir le respect et la cordialité en sont des aspects fin nous caractérisent.

Results from surveys – Student3

Question	Answer
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	Certaines des variations peuvent être la prononciation, les expressions familières, les diminutifs, la grossièreté, etc.
Quelles différences de modes de communication vous pourriez trouver à l'étranger?	Certains modes de communication qui peuvent varier sont les sons spéciaux ou uniques de chaque langue, et la pertinence en termes d'accent.
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Ils peuvent surgir pour des malentendus, parce que le même mot peut être un manque de respect dans un pays et dans un autre un mot normal.
Quelles différences importantes il-y-a entre la culture française et la nôtre?	Habituellement, les expressions non verbales sont très différentes et changent le sens d'une conversation.
Est-ce que vous pensez que notre conduit peut être mal compris par les gens à l'étranger, et pourquoi?	Oui, il peut être présenté comme un malentendu, car les comportements, l'éducation et la culture sont très différents.
Aurez-vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	Oui, il y a beaucoup de comportements d'autres cultures étrangères qui sont bons et dont nous pouvons apprendre, comme les Japonais avec leur incroyable discipline.
Comment ferez-vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	Examinez les bases avant d'interagir avec la personne, en étudiant sa culture, ses coutumes et ses racines. S'il s'agit d'une conversation impromptue, vous essaierez tous les deux de vous adapter ou compléter de l'autre.

Results from surveys – Student4

Question	Réponse
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	La grammaire, la structure et l'accent se trouvent peut-être dans un pays étranger
Quelles différences de modes de communication vous pourriez trouver à l'étranger?	Les régionalismes que nous avons et particularités.
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Oui notre manière d'interpreter les expressions comme s'embrasser peut être différente et génère des malentendus.
Quelles différences importantes il-y-a entre la culture française et la nôtre?	La prononciation, les verbes, les signes de ponctuation
Est-ce que vous pensez que notre conduit peut être mal compris par les genñ à l'étranger, et pourquoi?	Notre façon de saluer, expression pour montrer notre non-compromise
Aurez-vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	Je pense que la chose la plus importante qui sont les accords que Je les copies. Car il est couvert
Comment ferez-vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	Je pense que le moyen le plus efficace est par la pratique et avant d'être dans le pays étranger, faire des enquêtes (recherches) et des informations sur leur culture.

Results from surveys – Student5

Question	Réponse
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	Je pense que la langue, la grammaire, sa pronunciation et tout que contderne la structure, le vocabulaire est aussi très important et connaître la culture.
Quelles différences de modes de communication vous pourriez trouver à l'étranger?	Je crois que les expressions utilisées dans ce pays influencent la communication, qui les étrangers n'en seraint pas conscients.
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Je considère que qu'il y a un manque de connaissance d'une autre culture en termes de costumes et de langue.
Quelles différences importantes il-y-a entre la culture française et la nôtre?	Nous sommes plus heureux et plus vite en confiance la culture française est plus léguée. Nous sommes très expressive.
Est-ce que vous pensez que notre conduit peut être mal compris par les gens à l'étranger, et pourquoi?	Oui, parce que nous sommes très expressifs en terms du bacers et le câlins.
Aurez-vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	Je ne pense pas que/si feront que je vais les integrer a ma personalité.
Comment ferez-vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	Je pense que je serai plus heutre, pour connaître leur comportement et interagir avec eux aussi.

Results from surveys – Student6

Questions	Réponses
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	La langue en elle-même, sa grammaire, sa prononciation, sa symbologie et tout ce qui concerne la structure. Aussi le vocabulaire qui est utilisé et connaître la culture pour pouvoir l'utiliser correctement.
Quelles différences de modes de communication vous pourriez trouver à l'étranger?	Je pense que les expressions utilisées dans ce pays influencent la communication, car les étrangers n'en seraient pas conscients et la conversation serait entravée.
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Je considère que si parce que qu'il y a un manque de connaissance d'une autre culture en termes de coutumes et de langue, il y a un "ingérence" dans la communication.
Quelles différences importantes il-y-a entre la culture française et la nôtre?	Nous sommes plus heureux et entrons plus vite en confiance, je sens que la culture française est plus réservée et froide. Nous sommes des gens qui ont des coutumes plus expressives et joyeuses et les Européens ont tendance à être plus réservés.
Est-ce que vous pensez que notre conduit peut être mal compris par les gens à l'étranger, et pourquoi?	Oui parce que nous sommes plus expressifs quand il s'agit de baisers et de câlins, cela ne nous dérange pas d'être plus proche des étrangers et cela peut être inconfortable pour un étranger qui vient d'une culture plus réservée.
Aurez-vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	Je ne pense pas que je vous les intégrer à ma personnalité, mais il serait inévitable d'adopter certains mots et expressions de cette culture.
Comment ferez-vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	Je serais plus neutre pour connaître leur comportement et interagir avec eux aussi.

Results from surveys – Student7

Appendix D. Information treatment

Question	Students	Réponses
Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	1	une langue différente, des expresiones familières, variation de prononciation
	2	Pronunciation, expresiones familiares, diminutives et groseretes
	3	la langue, la grammaire, la prononciation, la structure, le vocabulaire, la culture
	4	La prononciation, lexique, écriture, signification
	5	Langue, dialectes, expresiones, terminologie, prononciation, lexique
	6	grammaire, culture, accent.
	7	Langue, grammaire, prononciation, symbologie, structure, vocabulaire, culture.

Quelles différences de modes de communication vous pourriez trouver à l'étranger?	1	la communication, la davantage, par les réseaux sociaux et pas directement.
	2	sons spéciaux ou uniques et accents
	3	Expression différentes desquelles les étrangers n'en seraient pas conscients
	4	pratiques religieuses, les habitudes, le comportement
	5	symbole, communication non verbal, langue de signes
	6	régionalismes, particulares
	7	expressions desquelles les étrangers n'en seraient pas conscients, la conversation serait entravée.
Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	1	oui, parce que c'est difficile de faire comprendre mais le signes et les images peuvent aider
	2	oui, parce qu'ils surgissent des malentendus, parce que le même mot peut être une manque de respect

	3	il y a une manque de connaissances d'une culture en termes de coutumes et langue
	4	oui, parce que chaque culture a ses coutumes, ce qui peut générer des affrontements entre les personnes qui ne lui appartiennent pas.
	5	oui, parce que c'est difficile de s'adapter à d'autre culture, mais c'est à nous de commencer un processus d'adaptation.
	6	oui, parce que notre manière d'interpréter les expressions peut être différent et générer de malentendu.
	7	oui, parce qu'il y a une manque de connaissance de notre culture en termes de coutumes et langue; il y a un ingérence dans la communication
Quelles différences importantes il-y-a entre la culture française et la nôtre?	1	Il y a des dates spéciales que nous comme Colombiens célébrons et non les Françaises.
	2	Les expressions non verbales sont très différentes et changent le sens d'une conversation.
	3	Nous sommes plus heureux, très expressive et plus vite en confiance. La culture Françoise est plus reservé

	4	La musique est un élément essentiel de la culture Colombienne. France: Le gouvernement investit dans l'éducation La gastronomie a acquis un grand prestige mondial
	5	La culture française est plus organisée, et nous sommes plus gentil avec le gens
	6	La prononciation, les verbes, les signes de ponctuation.
	7	Nous sommes heureux et entrons plus vite en confiance, Nous sommes des gens qui ont des coutumes plus expressives et joyeuses; la culture française est plus réservée et froid.
Est-ce que vous pensez que notre conduit peut être mal compris par le gens à l'étranger, et pourquoi?	1	oui, à certaines occasions, certains actes, paroles ou attitudes d'un Colombien en raison de la différence de cultures.
	2	Oui, il peut être présenté comme un malentendu, car les comportements, l'éducation et les cultures sont très différentes
	3	oui, parce que nous sommes très expressives en termes de baisers et le câlins
	4	Cette situation dépend de chaque personne
	5	oui, parce qu'ils sont emportés par les apparences et par les choses négatives que d'autres disent

	6	Nôtres façons de saluer, expressions pour montrer notre non-conformisme
	7	oui, parce que nous sommes plus expressifs quand il s'agit de baisers et de câlins, cela ne nous dérange pas d'être plus proches des étrangers et cela peut être inconfortable pour un étranger qui vient d'une culture plus réservée
Aurez-vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	1	non, parce qu'il est important de maintenir sa propre culture, ce qui la différencie des autre, il n'est pas logique que deux cultures soient identiques
	2	oui, il y a beaucoup de comportements d'autres cultures étrangères qui sont bons et dont nous pouvons apprendre, comme les japonais avec leur incroyable discipline
	3	Je ne pense pas que je vais les intégrer à ma personnalité
	4	Oui
	5	je ferais connaître le monde de manière positive et culturelle et montrerait que notre pays peut s'améliorer
	6	je pense que la chose la plus important est les accents car il est courant que je le copies

	7	je ne pense pas que je vais les intégrer à ma personnalité, mais il sera inévitable d'adopter certain mot et expression de cette culture
Comment-ferez-vous pour adapter votre conduit au moment d'interagir avec des personnes d'autre culture?	1	je serais informé des aspects fondamentaux de l'autre culture afin qu'il y a une bonne communication
	2	examinez les bases avant d'interagir avec la person, un étudiant sa culture, ses coutumes et ses racines. s'il s'agit d'une conversation impromptue, vous essaierez tous les deux de vous adapter au comportement de l'autre :)
	3	je pense que je serai plus neutre pour connaître leurs comportements et interagir avec eux aussi.
	4	au moment d'interagir avec des personnes d'autre culture nous devons maintenir le respect et la cordialité qui sont des aspects qui nous caractérisent
	5	je ne ferai pas de commentaire qui je le sais pourraient déranger et je respecterai leur croyons et leurs coutumes
	6	je pense que le moyen le plus efficace est la pratique; avant d'être dans le pays étranger, faire des enquêtes (recherches) et des informations sur leur culture
	7	je serai plus neutre pour connaître leur comportement et interagir avec eux aussi

Chart 10. Emergent results from surveys addressed to students

Appendix E. Synthesis of the results from surveys.

	Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6	Pregunta 7
	Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	Quelles différences de modes de communication vous pourriez trouver à l'étranger?	Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Quelles différences importantes il-y-a entre la culture française et la nôtre?	Est-ce que vous pensez que notre conduit peut être mal compris par le gens à l'étranger, et pourquoi?	Aurez vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère?	Comment f vous pour adapte votre conduit au moment d'interagir des personn d'autre culture?
Estudiante 1	-Une langue différente -Des expresiones familières -variation de la prononciation	-la communication -la davantage -par les réseaux sociaux et pas directement.	-c'est difficile de faire comprendre le signes et les images peuvent aider	Il y a des dates spéciales que nous comme Colombiens célébrons et non les Françaises.	oui, à certaines occasions, certains actes, paroles ou attitudes d'un Colombien en raison de la différence de cultures.	non, parce qu'il est important de maintenir sa propre culture, ce qui la différencie des autre, il n'est pas logique que deux cultures soient identiques	je serais informé des aspects fondamentaux de l'autre culture afin qu'il y a une bonne communication
Estudiante 2	-pronunciation	-sons spéciaux ou	oui, parce qu'ils surgissent	Les expressions non	Oui, il peut être présenté	oui, il y a beaucoup de	examinez les bases avant

	-des expresiones familières - diminutives - groseretes	uniques -accents	des malentendus, parce que le même mot peut être une manque de respect	verbales sont très différentes et changent le sens dúne conversation.	comme un malentendu, car les comportments, l'éducation et les cultures sont très différentes	comportments d'autres cultures étrangères qui sont bons et dont nous pouvons apprendre, comme les japonais avec leur incroyable discipline	d'interagir avec la person, un étudiant sa culture, ses coutumes et ses racines. s'il s'agit d'une conversation impromptue, vous essaierez tous les deux de vous adapter au comportement de l'autre :)
Estudiante 3	-la langue -la grammaire -la prononciation -la structure -le vocabulaire -la cultur	-Expression différentes desquelles les étrangers n'en seraient pas conscients	il y a une manque de connaissances d'une culture en termes de coutumes et langue	Nous sommes plus heureux, très expressive et plus vite en confiance. La culture française est plus réservée	oui, parce que nous sommes très expressives en termes de baisers et le câlins	Je ne pense pas que je vais les intégrer à ma personnalité	je pense que je serai plus neutre pour connaître leur comportements et interagir avec eux aussi.
Estudiante 4	La prononciation lexique	-pratiques religieuses -les	oui, parce que chaque culture a	La musique est un élément	ce situation dépend de chaque	oui	au moment d'interagir avec des

	écriture signification	habitudes -le comportement	ses coutumes, ce qui peut générer des affrontements entre les personnes qui ne lui appartiennent pas.	essentiel de la culture Colombienne. France: Le gouvernement investit dans l'éducation La gastronomie a acquis un grand prestige mondial	personne		personnes d'autre culture nous devons maintenir le respect et la cordialité qui sont des aspects qui nous caractérisent
Estudiante 5	Langue dialectes expresiones terminologie prononciation lexique	-symbole -communication non verbal -langue de signes	oui, parce que c'est difficil de s'adapter à d'autre culture, mais c'est à nous de commencer un processus d'adaptation.	La culture française est plus organisée, et nous sommes plus gentil avec le gens	oui, parce qu'ils sont emportés par les apparences et par les choses négatives que d'autres disent	je ferais connaître le monde de manière positive et culturelle et montrerait que notre pays peut s'améliorer	je ne ferai pas de commentaire qui je le sais pourraient déranger et je respecterai leur croyons et leurs coutumes
Estudiante 6	grammaire culture accent.	-régionalismes -particulares	oui, parce que notre maniere d'interpreter les expresiones peut être différent	La prononciation, les verbes, les signes de ponctuation.	Notre façons de saluer, expressions pour montrer notre non-conformisme	je pense que la chose la plus important sont les accents car il est courant	je pense que le moyen le plus efficace est la pratique; avant d'être

			et générer de malentendu.			que je le copies	dans le pays étranger, faire des enquêtes (recherches) et des information sur leur culture
Estudiante 7	Langue grammaire prononciation symbologie structure vocabulaire culture.	expresiones desquelles les étrangers n'en seraient pas conscients la conversation serait entravée.	oui, parce que il y a une manque de connaissance de notre culture en termes de coutumes et langue; il y a un ingérence dans la communication	Nous sommes heureux et entrons plus vite en confiance,Nous sommes des gens qui ont des coutumes plus expressives et joyeuses; la culture française est plus réservée et froid.	oui, parce que nous sommes plus expressifs quand il s'agit de baisers et de câlins, cela ne nous dérange pas d'être plus proches des étrangers et cela peut être inconfortable pour un étranger qui vient d'une culture plus réservée	je ne pense pas que je vais les intégrer à ma personnalité, mais il sera inévitable d'adopter certain mot et expression de cette culture	je serai plus neutre pour connaître leur comportement et interagir avec eux aussi

Chart 11. Emergent synthesis results from surveys addressed to students

Appendix F. Open categorization of the results from surveys.

Partici pante	Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6	Pregunta 7
	Quelles variations pensez vous que peuvent être liées à la communication dans un pays étranger?	Quelles différences de modes de communication vous pourriez trouver à l'étranger ?	Les différences linguistiques et culturelles sont-elles problématiques pour la communication?	Quelles différences importantes il-y-a entre la culture française et la nôtre?	Est-ce que vous pensez que notre conduit peut être mal compris par le gens à l'étranger, et pourquoi ?	Aurez vous la volonté de changer la perspective de votre culture propre, sous l'influence de la culture étrangère ?	Comment vous pour adapt votre conduit au moment d'interagir des person d'autre culture?
Estudia ntes	-Une langue différente -Des expresiones familières -variation de la prononciation -Diminutives -Groseretes -La grammaire -La structure -Le vocabulai	-La davantage par les réseaux sociaux -Sons spéciaux ou uniques -Les Accents -Les pratiques religieuses -Le comporte ment -Communication non verbal	-La difficulté pour comprendre les signes -Ils surgissent des malentendus -La manque de connaissances d'une culture -Ce qui peut générer des affrontements entre les	-Des dates spéciales -Les expressions non verbales -Les comportements -Des aspects culturelles comme la musique, la gastronomie, le gouvernement -La prononciation, les verbes,	5 des étudiantes ont dire, Oui. -Certain des actes, la parole ou attitudes -on peut être malenten du car les comportements. -Nous sommes très expressives - Nos expressions pour monter	Il sera inévitable d'adopter certain mot et des expressions de cette culture Non -Il est important de maintenir sa propre culture Oui -Nous pouvons apprendre les bons	-Informer les aspects fondamentaux de l'autre culture -Examiner les bases avant d'interagir avec la personne -Dans une conversation impromptue, vous essaierez tous les deux de vous adapter

re -La culture -L'exique -La terminologie -La symbologie	-Langue de signes -Régionalismes	personnes à cause de ses différentes des coutumes -C'est difficil de s'adapter á d'autre culture -La maniere d'interpreter les choses est différent	les signes de ponctuation (des aspects linguistiques)	notre non-conformisme -Nous sommes plus expressifs quand il s'agit de baisers et de câlins	comportements d'autre cultures	au comportement de l'autre -être dans une position neutre pour connaître les comportements -Maintenir le respect et la cordialité -Respecter les croyons et les coutumes

Chart 12. Emergent treatment results from surveys addressed to students

Appendix G. Interviews addressed to students

1. ¿Una experiencia en el extranjero te permitiría encontrar más diferencias o más similitudes con los otros? Por ejemplo, ¿cuales?

2. ¿Las diferencias culturales y lingüísticas representan un obstáculo o una oportunidad en la comunicación? ¿Por qué?

3. ¿Qué importancia tiene el conocimiento de nuestra propia cultura en una experiencia en el extranjero?

4. ¿Qué elementos deberían tenerse en cuenta en una situación de choque cultural?

5. ¿Qué habilidades específicas se podrían desarrollar durante una experiencia en el extranjero?

6. ¿En quién recae principalmente la responsabilidad de la integración: en una persona que debe adaptarse o en una sociedad que debe incluir a esa persona?

Appendix H. Results from interviews addressed to Students.

Estudiante1

1. creería yo que similitudes ya que usamos varias maneras de comunicarnos, no solo hablando ni usando palabras. Diferencias en la lengua pero podríamos comunicarnos

2. yo pienso que una oportunidad de aprender cosas nuevas y diferentes sobre una cultura y permitiría avanzar a lo que estamos acostumbrados a vivir
3. creo yo que en nuestra cultura nos han enseñado a ser más cercanos el uno con el otro, en otro contexto nos ayudaría a aprender a manejar el espacio personal, aprender a manejar situaciones que serían complicadas en otra cultura
4. creo yo que empezando el conocer la diferencia que hay entre una cultura y la otra, y que dentro de esto vaya el respeto porque si no respetamos las costumbres que la otra persona tenga tenga dentro de su cultura, literalmente vamos a entrar en un choque
5. tal vez perder la timidez, conocer a otra persona, poder hablar con otr persona fluidamente, poderse relacionar, poder explorar otra cultura sin que sea un choque muy fuerte para nosotros
6. creo yo que una persona que tiene que adaptarse, la sociedad ya tiene un contexto establecido y por una persona creo que no se puede dañar ese contexto.

Estudiante2

1. considero que serían más diferencias porque en cada cultura hay actitudes diferentes dependiendo del background de nosotros dependiendo de donde somos, donde nacimos. de que parte de la ciudad somos
2. para mi es un obstáculo, porque en diferentes países tú te comunicas de manera diferentes maneras que la tuya entonces puede que no entiendas un lenguaje o un lenguaje corporal cómo en china, donde lo hacen y puedan que se ofendan por algo que hiciste y tu no sabes
3. es muy importante porque es lo que estás mostrando en el extranjero, si vas a una cultura distinta a la tuya cómo a la americana no sabes lo tuyo entonces cómo que no tendrás tu identidad, es importante que tu sepas de tu ciudad
4. considero que uno debe respetar todos los pensamientos y los behaviours que tiene cada persona se entiende que en cada ciudad los saludos son diferentes puede que te saluden de una manera que te sientes incómodos pero debes entender que cada cultura es diferente a la tuya
5. mejorar la comunicación, hacerse entender mucho más fácil, ejemplo de que estaba en el extranjero y no sabía nada de ingles, entonces fue con la interacción y maera corporal que se hacía entender.
6. considero que una persona debe integrarse a la sociedad, la cultura ya está creada no puedes esperar a que ellos te acepten sino que tienes que integrar y acomodarte a sus costumbres

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Estudiante3

1. pienso que ese tipo de experiencias permite mostrar más diferencias debido a la cultura y choque cultural que se presenta en cada uno de ellas, en el lenguaje, la forma de comunicación la corporalidad, la comida, todo.
2. yo creo que al principio representan un obstáculo porque si no tienes el idioma no vas a entender nada ni te vas a dar a entender nada, pero después puede ser una oportunidad porque después de aprenderla facilita la comunicación

3. me parece que es muy importante porque eso es lo que representamos en el extranjero, es cómo llevar nuestro legado hacia el otro lado, y debemos sentirnos orgullos de eso
4. el idioma que es importante para darnos a entender, nuestras formas de pensar y actuar y tener el cuenta la cultura de los otros para podernos adaptar
5. yo creo que lo principal es la habilidad de la comunicación porque aprendemos el idioma de ellos y la cultura y nos apropiamos y la podemos desarrollar y adaptar a medida del tiempo
6. recase sobre la personas aunque adaptarse es difícil pero es lo más acertado porque nos podemos pensar que los otros deben cambiar con nostros sino que nosotros tenemos que tener habilidades de comunicación para hacerlo

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Estudiante4

1. yo creo que se encuentra de parte y parte, diferencias siempre van a existir porque nosotros estamos acostumbrados a otras culturas y costumbres y similitudes un trato entre ellos que tenemos en común las ganas que tenemos de conocer uno del otro como cultura o el idioma
2. claro que va a representar un obstáculo porque puede que tengamos ganas de aprender pero si no sabemos un idioma va a ser bastante complicado.
3. pues yo creería que muchísimos porque si no conocemos lo que nos gusta las costumbres de cada región va a ser más difícil aprender de otra
4. debemos tener en cuenta que todos tenemos diferentes gustos y otras costumbres debemos respetar las diferencias de cada uno e integrarnos y colaborarnos para aprender de cada uno
5. yo creo que para cualquier de nosotros aprender o perfeccionar un idioma osea en la parte de pronunciación gramática o si deseamos aprender nuevas costumbres.
6. yo creo que en primera instancia debemos adaptarnos, no podemos llegar a otro país a imponer nuestras culturas ni costumbre porque ya están acostumados a ellos mismos pero también es importante que ellos nos acojan y le enseñen de su cultura y aprendan a convivir con ella

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Estudiante5

1. creo que nosotros tenemos una cultura muy diferentes a las otras eso es obvio yo digo que un ejemplo esencial son los norteamericanos que dicen que trabajan muy poquito en su calendario y nosotros en colombia a pesar de los festivos nos quejamos de lo duro que hacemos
2. es una oportunidad debido a que es muy bueno conocer culturas de la otra gente y saber que comunicación tienen ellos que así mismo uno los puede expresar en la cultura de uno y ellos en la de ellos
3. es muy esencial tener información de nuestro patria debido a que para generar una comunicación en el extranjero es interesante tener conocimiento de la cultura de uno al igual que ellos
4. quizar ver las debilidades que tiene la otra persona para uno poder resolver la situación, si en mi caso llego a tener un error en la comunicación busco la solución y quizás si ella tiene un error el mismo tiempo lo haré yo

5. es muy bueno aprenderlos porque en mi caso soy una persona muy timida y creo que uno al comunicarse con una persona que es nueva en mi vida puedo perder el miedo
6. creo que la cultura contraria debe no acostumbrarse a nuestra cultura pero si conocer en sí la cultura de ellos porque es muy importante saber que habilidades tiene en la lengua al igual que nosotros

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Estudiante6

1. yo creo que uno podría encontrar más diferencias que similitudes porque cada cultura tiene sus ideas arraigadas desde mucho tiempo atrás, no creo que vayan a ser similares
2. eso depende de cómo uno lo vea, en un principio podría representar un obstáculo pues porque el hecho de no saber el cómo es la cultura de allá y el idioma puede representar como una barrera pero si uno lo ve desde la parte de recibir experiencia y conocimiento puede ser una oportunidad de entender una cultura y si lengua para crecer personalmente y intelectualmente.
3. yo creo que lo que pasa mucho es que a la gente le gusta conocer el exterior que conocer culturas más avanzadas y si uno o tiene su cultura bien apropiada ni determinada termina por olvidar y aceptar la nueva que para mi sería un error porque si uno nació acá uno debe aprender a querer y aceptar lo que se tiene desde el momento de nacimiento.
4. pues yo creo que en un principio uno al saber que está tratando con una persona que no es de su propia cultura uno debe tener el respeto hacia ellos, de igual maner no tenemos conocimiento conocimiento total del lenguaje entonces pueden ocurrir equivocaciones al momento de hablar, yo creo que una forma divertida de hacerle entender lo que está diciendo no es lo que es o lo que se cree que está haciendo referencia, se debe tener una mente abierta., responsabilidad y respeto frente a esa persona
5. yo creo que el adquirir conocimiento es una de las habilidades que mas de pueden concebir porque el conocer una cultura atrae muchas cosa como historia sociedad tecnología avances, yo creo que las habilidades aparte del idioma es el conocimiento que se puede adquirir para enriquecerse tanto como persona como intelectualmente
6. yo creo que en un principio cuando uno piensa que va a ir al extranjero uno desde antes debe hacerse una idea mental de que puede ser una cosa completamente diferente a lo que ve dia a dia aca, yo creo que uno debe adaptarse a la sociedad porque es más fácil que una persona se adapte a que la sociedad se adapte a una nueva inclusión.

Estudiante7

1. yo creo que no es necesario ir a otro país para encontrar diferencias con otras cultura porque aquí en colombia hay muchos extranjeros que vienen de turistas y se tiene la oportunidad de compartir con ellos pero no es lo mismo estar en el país que hablar con la persona, uno en el país solo visita las calles y aprendes la historia, yo

creo que sí es importante pero no es necesario estar en el país para aprender de la cultura

2. yo creo que depende porque si vas a interactuar con una persona de la india y no conoces tu cultura puedes llegar a incomodar a la otra persona si eres muy afectivo o dices algo indebido entonces es un obstáculo en cuanto a la ignorancia que se tiene ante las otras culturas, pero también se da la oportunidad de aprender de esa cultura y se empieza a saber que no todos tiene las mismas costumbres las mismas expresiones es como una oportunidad y un obstáculo

3. es muy importante porque pienso que uno es una imagen del país, digamos si tu estas en otro país y no sabes de tu cultura o sabes solo lo que muestran los medios, vas a hacer quedar mal a tu país entonces es súper importante tener claro que uno pueda contar en otros paise las cosas cheveres que tiene colombia ya que tono no es narcotráfico ni drogas

4. yo creo que eso va en lo mismo del conocimiento que se tiene de la otra cultura y siempre hay que ser tolerante, hay que tratar de tomar todo con mucho respeto y calma y tratar de entender a la otra persona, de que genero el choque si fue mi culpa o de la otra y llegar a una solución conjunta

5. la fluidez y conocimiento del idioma que se maneja en el país, el conocimiento de la cultura, costumbres, se llegan a crear lazos con personas que te permiten aprender cosas nuevas para tomar palabras, expresiones, es chevere compartir con los demás y aprender cosas de su cultura y que aprendan de la de nosotros

6. de parte y parte, si se va a un país este no tiene las costumbres del tuyo, entender que se es extranjero y que se tiene ignorancia, no hay que hacer sentir mal a los extranjeros y tratar de que entre los dos haya respeto.

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Estudiante8

1. yo pienso que podríamos encontrar más dierencias porque cuando hay extranjeros acá te enseñan o te dan cosas que se pueden aprender del país, cuando se está alla se pueden encontrar mas cosas diferentes que van a cambiar

2. depende de la persona, hay personas que quieren aprender de las diferencias o hay otras que se asustan o se bloquean, personalmente, sería oportunidad porque quisiera aprender y conocer de esa cultura y diferencia lingüística

3. la importancia es dar a conocer las cosas buenas del país, cambiar la mentalidad que el mundo tiene de nosotros

4. la paciencia, entender que no estamos en la misma cultura ni en el país que recidimos, si se presenta un choque debemos callar y darnos cuenta que es la cultura de esa persona y manejar la situación

5. el speaking, saber hablar en otro idioma, aprender otro tipo de saludo, agradecer, principalmente hablar y saber escuchar

6. de parte y parte porque la persona que debe adaptarse debe conocer o investigar antes de viajar, la sociedad debe tener en cuenta que en cualquier momento llegaría alguien extranjero que querrá estar ahí.

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Estudiante9

1. pienso que más diferencias que similitudes, pienso que eso es lo bonito de ir a otras culturas, de no ver lo mismo de mi país por temas culturales, lingüísticos y de comida
2. yo creo que depende, representaría un obstáculo si la persona no conoce mucho en el aspecto lingüístico porque no se va a poder comunicar y oportunidades ya que si conoce la lengua y si ha leido del tema cultural para no tener el choque
3. el hecho de que puedo disfrutar más el viajar al extranjero y puedo ver la diferencia de lo que tengo en mi país. cómo se las diferencias puedo disfrutar de eso y lo nuevo de la otra cultura viendo el beneficio.
4. si se sabe que va a conocer otra cultura debe leer y conocer antes de viajar para evitar el choque, más por el sentido de saber cómo actuar para no tener inconvenientes
5. pienso que cuando se viaja, se conoce muchas personas y cosas y se abrirá la mente
6. puede ser por ambas parte ya que la persona debe adaptarse al otro lugar por sus costumbres o leyes y la sociedad sabe que habrán extranjeros que llegará, entonces prestar el apoyo necesario ya sea económico o educación.

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Estudiante10

1. más diferencias por ejemplo diferencias en acentos si se trata lingüísticamente y en comportamientos de las personas
2. yo pienso que las dos, es un obstáculo al principio y si se maneja correctamente es una oportunidad de aprender más comunicación
3. es importante el conocimiento que dan en casa para poder acoplarse a la otra cultura y querer aprender para que te reciban
4. más que elementos, yo pienso que se debe ser tolerante e intentar no tomarse todo a pecho ya que siempre habrá choques culturales
5. yo pienso que habilidades académicas y profesionales para aprender más y ser mejor de lo que uno es en su país, aprender disciplinas diferentes
6. yo pienso que principalmetne que una persona que debe adaptarse, sin embargo es importante que una sociedad que una sociedad se acople a recibir a alguien que va a aprender de su cultura

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Estudiante11

1. ambas, tanto similitudes como diferencias, en países latinas serían más similitudes aunque en otros factores como alimentación creencias costumbres, vestimenta.
2. se puede representar tanto obstáculo como oportunidad, en el caso de nuestro idioma de español en países de centroamérica se aprenderá vocabulario o refranes, o representaciones lingüísticas que se presentan. Obstáculos porque hacerte entender en otro idioma, de la manera en la que lo dices en tu país se sería distinto en otro país.
3. que nos identifica como persona, tu cultura es lo que eres, ya qué te diferencia y te da identidad cultural. Generar esa identidad en los otros países demostrado nuestra propia cultura, debería cambiar la identidad que dan los medios hacia los demás
4. la comunicación es lo más complicado, el darse a entender, no ofender tener respeto dentro de la comunicación.

5. la tolerancia, ampliar el conocimiento, se aprende a conocer a otra persona, otros estilos de vida y se amplían conocimientos.
6. en las dos porque una persona debe tener tolerancia y estar dispuesto a aprender de creencias y actitudes y la sociedad estar dispuesto a adaptarse y enseñarte. La persona debe aprender a adaptarse ya que la cultura ya tiene sus costumbres y formas de vivir establecidas ya que ellos no van a cambiar por ti

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Estudiante12

1. yo creo que se encuentran más diferencias que similitudes, puede que ambas pero más diferencias ya que se tiene a comparar las cosas a cómo las solemos ver
2. representan obstáculo al momento de darnos a entender cuando nos comunicamos, ya sea por la palabra que no sepamos o podemos ofender a la persona, por lo cultural ya que es diferente una de la otra
3. si es muy importante el apropiarse de la cultura ya que cuando se comparan ver que no son culturas iguales entonces hay que adaptarnos o adquirir elementos de la otra cultura
4. lo que más influye es el contexto en el que se encuentran las personas y que muchas veces se tiende a confundir la cultura ya que los europeos son mas frios y nosotros mas amigables
5. yo creo que la adquisición de un nuevo idioma en un país de habla diferente, en cuanto a un país de legua similar se aprenden comportamientos
6. recae en la persona que debe adaptarse, debe estar dispuesto a hacerlo ya que no será un lugar conocido y tener en mente que puede haber rechazo, también depende en la actitud que la persona tenga cuando llegue al lugar.

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Estudiante13

1. pues yo creo que uno puede encontrar de todo tanto diferencias como en conocimientos, pensamientos, ideología otra educación, religión o mandatos de lo que se puede aprender, cómo similitudes en cosas que se pueden encontrar
2. es como un obstáculo ya que la persona no puede hablar el idioma, también hay gente que quiere aprender tu idioma, por un lado obstáculo para darse a entender pero oportunidad para que otr gente se interese
3. es una importancia muy grande porque mucha gente querrá saber de dónde vienes, y con esa misma curiosidad que vas te van a recibir. darles a conocer las cosas buenas del país
4. en estos casos yo creo que es delicado ya que uno puede llegar a ofender a alguien sin querer o dar a entender cosas que no son, entonces tocaría intentar pedir disculpas y entrar en contexto para evitar ese tipo de problemas
5. siento yo que el conocimiento te permite abrir tu mente, siempre con actitud de conocer la cultura y no juzgar, siempre con la intención de aprender y conocer para adquirir experiencias
6. en los dos porque uno tiene que ir con el pensamiento de que habrá choques, como de igual forma por parte de la sociedad, aceptarlo a uno e incluirlo y por parte de uno adaptarse sin juzgar y aceptando que se está en el lugar.

Appendix I. Synthesis of the results from Interviews addressed to students.

	Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6
	¿Una experiencia en el extranjero te permitiría encontrar más diferencias o más similitudes con los otros? Por ejemplo, ¿cuales?	¿Las diferencias culturales y lingüísticas representan un obstáculo o una oportunidad en la comunicación? ¿Por qué?	¿Qué importancia tiene el conocimiento de nuestra propia cultura en una experiencia en el extranjero?	¿Qué elementos deberían tenerse en cuenta en una situación de choque cultural?	¿Qué habilidades específicas se podrían desarrollar durante una experiencia en el extranjero?	¿En quién recae principalmente la responsabilidad de la integración: en una persona que debe adaptarse o en una sociedad que debe incluir a esa persona?
Estudiante 1	-Creería que similitudes varias maneras de comunicarnos -Diferencias en la lengua	-Oportunidad de aprender cosas nuevas de una cultura	-Nuestra cultura nos enseña a ser más cercanos -ayuda a manejar el espacio personal	-conocer la diferencia que hay entre culturas -respeto -respeto de costumbres	-Perder la timidez -conocer a otra persona -hablar fluidamente -explorar otra cultura	-Una persona tiene que adaptarse -la sociedad ya tiene contexto establecido-
Estudiante 2	-Más diferencias En cada cultura hay actitudes diferentes Depende de donde vengamos	-Para mi es un obstáculo nos comunicamos de maneras diferentes y se puede no entender el lenguaje.	-Es muy importante porque es lo que muestras en el extranjero No tendrías identidad	Respetar los pensamientos y comportamientos	mejorar la comunicación hacerse entender más fácil	una persona debe integrarse y acomodarse a las costumbres a la sociedad la cultura

						ya está creada
Estudiante 3	-Más diferencias debido a las culturas el lenguaje la forma de comunicación la corporalidad	-Al principio representan un obstáculo por el idioma -Una oportunidad porque ya se facilita la comunicación	-Me parece importante porque eso es lo que representamos en el extranjero -Llevar nuestro legado hacia otro lado	Idioma importante para dar a entender nuestras formas de pensar y actuar	la comunicación aprender de la cultura para apropiarnos y adaptarnos a medida del tiempo	Las personas deben adaptarse con ayuda de habilidades de comunicación para hacerlo
Estudiante4	-De parte y parte. -Diferencias siempre existirán -Estamos acostumbrados a nuestra cultura y costumbres Similitudes -las ganas de conocer el uno del otro	Representa un obstáculo Debido al desconocimiento del idioma.	Mucha importancia porque si no conocemos de nuestra región va a ser complicado conocer de la otra	Tener en cuenta que tenemos gustos diferentes debemos respetar las diferencias integrarnos para aprender	aprender o perfeccionar un idioma pronunciación gramática aprender nuevas costumbres	Debemos adaptarnos no podemos llegar a imponer nuestra cultura
Estudiante 5	-Tenemos una cultura muy diferente por su calendario, Los norteamericanos	Es una oportunidad ya que es bueno conocer culturas de la otra gente y saber qué	Es esencial tener información de nuestra patria para generar	Ver las debilidades que tiene la otra persona para resolver la situación en caso de error de	Soy una persona tímida y comunicándome con una persona puedo perder el miedo	La cultura contraria no debe acostumbrarse sino que es importante que conozca y

	trabajan poco, los colombianos tenemos muchos festivos y nos quejamos del trabajo.	comunicación se maneja	una comunicación.	comunicación, yo busco la solución		sepa las habilidades de la persona
Estudiante 6	Más diferencias que similitudes Las culturas tienen ideas arraigadas	Obstáculo en un principio al no saber sobre la cultura Una oportunidad para entender la cultura y su lengua para crecer personalmente e intelectualmente	La gente prefiere conocer otras culturas más avanzadas que la propia. Se debe aceptar de donde se viene	Tener respeto hacia ellos con una forma divertida hacerle entender lo que se está diciendo Tener una mente abierta responsabilidad frente a la persona	Adquirir conocimiento de la cultura como historia, avances tecnológicos conocimiento para enriquecerse como persona e intelectualmente.	Uno debe adaptarse a la sociedad ya que es más fácil que la persona lo se adapte a que la sociedad lo haga
Estudiante 7	No es necesario ir a otro país para conocer las diferencias. Solo basta con hablar con la persona para ver las diferencias	Un obstáculo en cuanto a la ignorancia que se tiene ante las otras culturas Oportunidad de aprender de esa cultura	Importante porque uno es una imagen del país harías quedar mal a tu pais si no sabes nada y solo te quedas con lo que los	Se tolerante tomar todo con mucho respeto y calma tratar de entender a la otr persona	La fluidez y conocimiento del idioma conocimiento de la cultura y costumbres crear lazos con las personas para conocer de ellos	De parte y parte entender que se tiene ignorancia por las culturas. tratar de que haya respeto entre los dos

			medios de comunicación informan			
Estudiante 8	pienso que podríamos encontrar más diferencias cuando hay extranjeros, ellos te enseñan o te dan cosas que puedes aprender	depende de la persona, hay personas que aprenden de las diferencias o hay algunos que se asustan y bloquean	Dar a conocer las cosas buenas del país cambiar la mentalidad	La paciencia entender que no estamos en la misma cultura En caso de choque, callar y entender la otra cultura	Saber hablar en otro idioma aprender otro tipo de saludo saber escuchar	parte y parte la persona debe conocer la cultura para adaptarse la sociedad tener en cuenta que la nueva persona quiere estar ahí
Estudiante 9	-Pienso que más diferencias que similitudes temas culturales lingüísticos de comida	Un obstáculo si la persona no conocer mucho el aspecto lingüístico, no se podrá comunicar bien	La importancia es verle el beneficio a las diferencias con otras culturas ya que puedo disfrutar más el viajar porque puedo ver la diferencia de lo que tengo en mi país.	Leer para conocer otra cultura antes de viajar saber cómo actuar para no tener inconvenientes	Abrir la mente con las cosas que se conocen	por ambas partes la persona se adapta a las costumbres la sociedad prestar el apoyo necesario
Estudia	Más	yo pienso	important	Ser	habilidades	una

nte 10	diferencias en acentos comportamientos de las personas	que las dos obstáculo al principio. una oportunidad de aprender más comunicación si se maneja correctamente.	e el conocimiento de casa para poder acoplarse querer aprender para que te reciban.	tolerante intentar no tomarse todo a pecho	académicas y profesionales aprender diferentes disciplinas	persona debe adaptarse una sociedad se acople a recibir a alguien que va a aprender de la cultura
Estudiante 11	Ambas, similitudes en países latinos: alimentación creencias costumbres vestimenta	tanto obstáculo como oportunidad oportunidad en paises de centroamerica para aprender vocabulario distinto o refranes obstáculo por hacerte entender en otro idioma	Nos identifica como personas, te diferencia de los demás y te da una identidad cultural.	No ofender tener respeto dentro de la comunicación darse a entender	tolerancia aplicar conocimiento conocer estilos de vida	en las dos porque la persona debe estar dispuesto a aprender de las creencias la sociedad debe estar dispuesta a adaptarse y enseñarte
Estudiante 12	se encuentran más diferencias por que se tiende a comparar las cosas.	Representa un obstáculo al momento de darnos a entender cuando nos comunicamos ya se por una palabra que no sepamos.	es importante apropiarse de la cultura para así adaptarnos y compartir y adquirir elemento	se tiene a confundir la cultura	la adquisición de un nuevo idioma aprender comportamientos	la persona debe adaptarse dentro del lugar y tener presente que puede haber rechazo depende de la

			de la otra cultura			actitud de la persona
Estudia nte 13	Diferencias en conocimien tos pensamient os ideología otra educación religión mandatos	obstáculo ya que la persona no puede hablar el idioma, darse a entender oportunida d para que la gente de interese con conocerte	Muy important e porque mucha gente querrá saber de dónde vienes y con esa misma curiosida d te recibirán	En caso de ofender a alguien, pedir disculpas entrar en contexto para evitar ese tipo de problemas	abrir la mente actitud de conocer la cultura, no juzgar intención de aprender	en los dos uno se adapta sin juzgar la sociedad aceptarlo a uno e incluirlo

Chart 13. Emergent synthesis of results from interviews addressed to students

Appendix J. Open categorization of results from interviews directed to students

Particip ante	Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6
	¿Una experiencia en el extranjero te permitiría encontrar más diferencias o más similitudes con los otros? Por ejemplo, ¿cuales?	¿Las diferencias culturales y lingüísticas representan un obstáculo o una oportunida d en la comunicaci ón? ¿Por qué?	¿Qué importanci a tiene el conocimie nto de nuestra propia cultura en una experienci a en el extranjero ?	¿Qué elementos deberían tenerse en cuenta en una situación de choque cultural?	¿Qué habilidades específicas se podrían desarrollar durante una experiencia en el extranjero?	¿En quién recae principalm ente la responsabi lidad de la integració n: en una persona que debe adaptarse o en una sociedad que debe incluir a esa persona?
Estudia ntes	**Más diferencias:** 10 Estudiantes **Más similitudes:** 1 Estudiante **Ambas:** 2 Estudiantes **Similitudes** -Las ganas de conocer	**Obstáculo** 5 Estudiantes **Oportunid ad** 2 Estudiantes **Ambos** 6 Estudiantes **Obstáculo s** -Maneras de	**Importan cia** 13 Estudiante s **Razones** -Nuestra cultura	**Elementos** -Conocer las diferencias que hay entre las culturas -Respetar las diferencias -Respetar conocimient os y comportami entos -Dar a conocer nuestras formas de pensar y de actuar -Integrarnos para	**Habilidade s considerad as** -Perder la timidez -Hablar fluidament e -Mejorar la comunicaci ón -Hacerse entender - Apropiarno s de nuestra cultura e identidad -Aprender a perfecciona r un idioma	**Recae en la persona** 8 Estudiante s **Recae en la sociedad** Ningún Estudiante **Recae en ambos** 5 Estudiante s

	uno del otro - Gastronomía -Creencias -Costumbres **Diferencias** -Diferencias en la legua -Hay actitudes diferentes -Forma de comunicación corporal -Estamos acostumbrados a nuestra propia cultura y costumbres -Las culturas tienen ideas arraigadas -Temas de lingüísticos -Gastronomía -Comportamientos de la personas -Comparar culturas -Diferentes pensamientos -Religión	comunicación distintas -No conocer el idioma -No entender el idioma -No conocer la cultura -Ignorancia hacia otras culturas -Miedo -Darnos a entender ante los demás **Oportunidades** -Aprender cosas nuevas -Conocimiento del idioma facilita la comunicación -Conocer otras personas -Conocer otras culturas -Conocer métodos de	nos enseña a ser más cercanos -Ayuda a manejar el espacio personal -Representación de la propia cultura en el extranjero -Llevar nuestro legado a otra cultura -Si no conocemos nuestra cultura no podremos conocer otra -Generar comunicación -somos la imagen del país -Dar a conocer las cosas buenas del país -Cambiar la mentalidad de las personas -Nos diferencia de los demás	aprender -Ver las debilidades de la otra persona, buscar la solución -Encontrar una forma divertida de aclarar el malentendido -Tener mente abierta -Ser tolerante -Entender a la otra persona -Ser paciente y entender que no estamos en nuestro entorno -No ofender a los demás -Pedir disculpas	-Mejorar gramática y pronunciación -Perder el miedo -Enriquecimiento personal e intelectual -Saber hablar otro idioma -Aprender a saber escuchar -Abrir la mente -Aprender diferentes disciplinas -Aprender conocimientos	**Factores De la persona** -Una persona debe de adaptarse a las costumbres -Adaptarse con ayuda de habilidades de comunicación -No podemos imponer la cultura -Dejar de lado la ignorancia hacia la situación -Estar dispuesto a aprender de las creencias de la sociedad **De la sociedad** -La cultura ya está creada -La sociedad ya tiene un contexto establecid

		comunicación -Entender la cultura -Crecer personalmente y intelectualmente -Aprender vocabulario	-Te da identidad cultural			o -Es importante que conozca las habilidades de la otra persona -Tener en cuenta que la otra persona quiere estar ahí -Prestar el apoyo necesario a la otra persona -sociedad se acople a recibir a alguien que va a aprender de la cultura

Chart 14. Emergent categorization of results from interviews addressed to students

Appendix K. Treatment of the information of results from interviews addressed to students.

Analysis grid 2. Resources of competences			Interviews addressed to students
	Skills	Descriptions	Indicators
Skills	Can analyse the cultural origin of variations linked to communication.	This aspect gives importance to the proper use and knowledge of the language of a culture .By analysing the variations of a culture and the way in how the other person is communicating,	-In the other culture there are different attitudes from ours. -The are presented distinct ways of communication in the interaction with somebody
	Can compare different cultures of communication	The person is able to differentiate the accents of a language even to identify what language is being used in a conversation, so that competence will give to the person the advantage to participate actively	-We have thoughts distincts to them when we communicate -If we know the language of the country where we are going, it can make easy the communication
	Can identify [recognise] [perceive] cultural specificity / cultural features.	The person is able to perceive the differences between the cultures coexisting in a same environment, such its customs and behaviours.	-The believes from some cultures are similar to ours -Latin countries share a lot of customs; the cuisine is also similar
	Can take accounting of socio-linguistic / socio-cultural differences in order to communicate	This important aspect refers to the ability of establishing a conversation with a foreign person, making use of the knowledge from that culture and thus avoid uncomfortable	-We always tend to compare the other cultures with ours -We should know the differences that exist between both cultures in order to not offend the others

		situations for both of the sides.	
	Can explain misunderstandings	To be ready for manage a cultural conflict, either by the misunderstanding of the meaning of a word or by the way of being from the other person. By communicating the differences and letting know the magnitude of the situation.	-I would try to find a funny way to clarify the misunderstanding -We can make our thoughts and ways of acting known -we have to see the weaknesses of the other person, see what that person is failing so that look for a solution. -It is necessary to be patient and understand that we are not in our country
Knowledge	Is familiar with (aware of) one's own possible reaction towards differences (linguistic /,language related /, cultural).	The person is aware of how people will react to its culture, That person must assume that it needs to project a good image from its culture towards foreigners.	-When there are differences with someone else you should be tolerant and understand the other person
	Knows that cultural differences can be at the source of problems in verbal /non-verbal communication / interaction.	The fact of communicate with a person from another culture will represent some differences and some conflicts based on their differences and thoughts, so that could affect the interaction in the conversation.	-The ignorances that we have from the other cultures are an obstacle when we are in that environment -It is important to know how to listen to the others and respect their knowledge and their behaviours
	Knows that there are similarities and differences between different systems of verbal and non-verbal communication	To take advantage of the similarities existing in both of the languages would create a environment where as the person as the foreign person can rely	-There exist differences in the way of body communication from one person to the other -Each person is used

		on each other, giving some of trustworthy.	to the customs within its own culture -There is something in common between people and its that there will always be a desire to meet each other.
	Knows that the way other people interpret our conduct may differ from one's own interpretation.	The conduct of a person is always going to speak for it. either behaviours, thoughts, believes or even speaking, most of the people would interpret it in their own way and that interpretation will be different from the own.	-We are the image of our country so being abroad, we must represent our own culture in the best way -We can make the good things from the culture known and in that way change the mindset of the other people
	Is familiar with strategies to solve intercultural problems.	Based on the experiences that a person has together with a proper knowledge of the culture, it will be given the correct tools in order to solve or avoid a hard situation.	-We must integrate into the other culture to learn from them. -To apologize for the inconvenient and respect the cultural differences
Attitude	Being ready to face the difficulties inherent in plurilingual / pluricultural interaction°.	This refers to the aptitude of overcome any obstacle in the interaction in a territory with many cultures and languages as well.	- To know speaking another language in order to meet other people and other cultures. So that we could learn communication methods in order to make us understand with them
	Communicating (°production / reception / interaction / mediation°)	The person needs to be confident when it wants to establish a	-I can lose my shyness to be able to talk with others and

	with confidence.	communication, being capable of managing the information according to the situation.	thus learn to perfect a language -I can use communication methods to understand the other cultures and learn new vocabulary
	Willingness to distance oneself from one's own cultural perspective and watchful of the effects that it can have on one's perception of manifestations of cultures / being prepare to take account of characteristics of one's own culture which influence one's perception of the world outside of one's daily life, one's way of thinking.	It is necessary to be open minded in order to get the whole information about the other culture, assuming that there will be new cultural aspects that possibly will change the perception and the way of thinking of a person.	-We should be willing to learn the beliefs from the society and adapt us with the help of communication skills -We can not pretend to know other culture if we do not know our own culture -We should open our mind to learn and acquire new disciplines
	Willingness to adapt / to be flexible in one's own behaviour in interaction with people who are linguistically / culturally different.	Taking account of the other's behaviour when interacting with that person, being ready to adapt our culture with that new one in order to identify differences.	-One person must to adapt to the customs of the other cultures -We have to understand that we can not impose our culture and have to put aside the ignorance of the situation.
	Willingness to put into words / discuss the way one represents certain linguistic features (loan words/ "mixes" of languages...).	When communicating with native people of a new language, there will be new words, expressions, slangs, idioms and more. Based on this, making use of those words, it would be created a conversation with many new words.	-If we speak fluently, we can improve the communication and thus make us understand what we mean.

		so that would be useful for the increase of knowledge.	

Chart 15. Emergent treatment of results from interviews addressed to students

Appendix L. Interviews addressed to teachers.

0. ¿A dónde ha viajado fuera del país por más de 6 meses y con qué motivo?
1. ¿La experiencia en el extranjero le permitió encontrar más diferencias o más similitudes con los otros? Por ejemplo, ¿cuáles?
2. ¿Las diferencias culturales y lingüísticas representaron un obstáculo o una oportunidad en la comunicación? ¿Por qué?
3. ¿Qué importancia tuvo el conocimiento de su propia cultura en su experiencia en el extranjero?
4. ¿Qué elementos tuvo en cuenta durante situaciones de choque cultural?
5. ¿Qué habilidades específicas considera que pudo desarrollar en esa experiencia en el extranjero?
6. Según su punto de vista, ¿en quién recae principalmente la responsabilidad de la integración: en el extranjero que debe adaptarse o en una sociedad que debe incluir a esa persona?

Appendix M. Results from interviews addressed to teachers.

Docente1

0. Fuera del país no he viajado más de seis meses, de uno a tres meses debido a un campamento de verano en estados unidos.

1. creo que cuando uno viaja al extranjero se encuentran las dos, pero más diferencias con muchas cuestiones como alimentación, diario vivir, temas de comportamientos; ejemplo en el campamento oraban antes de las comidad para dar las gracias independientemente de su religión

2. al comienzo pueden ser obstáculos, porque uno no entiende muchas cosas debido a que uno es muy joven, pero más adelante una oportunidad de aprendizaje ya uno entiende más la cultura que está visitando.

3. creo que es demasiado importante conocer de nuestra propia cultura porque si no conoces tu cultura es que cuando viajes vas a privilegiar o desear mas esa nueva cultura que estás viajando y dejando de lado la tuya. cuando tienes el conocimiento de tu propia cultura vas a ser un mediador cultural, conoces tu cultura y la otra e intentas conocer las prácticas para así mediar las situaciones.

4. la comunicación, intentar entender el porqué de la otra persona se está comunicando, el por qué está pasando la situación, yo que estoy haciendo si entiendo bien o mal, entender la otra cultura estar muy abierto y mente abierta a las cosas que puedan pasar y la recursividad que debes de tener.

5. la comunicación intercultural, el aprendizaje cultural no solo cuando viajas sino cuando tienes la oportunidad de conocer personas de otras más culturas en estados unidos no solo esta con norteamericanos sino con personas de otras culturas

6. yo pienso que debe ser principalmente del extranjero que debe adaptarse, teniendo cierto conocimiento de la cultura. siento que en la universidad se deben hacer actividades culturales para acoger a los extranjeros que llegan aquí y así entender sus costumbres.

Docente2

0. Alemania, motivo de estudios

1. más diferencias, sobre todo en la forma de ser de las personas osea los colombianos somos más diferentes de los alemanes.

2. una oportunidad porque yo ya conocía las diferencias lingüísticas y culturales que teníamos entre alemanes y colombianos porque ya había estudiado por cuatro años

3. De mi propia cultura una gran importancia porque siempre la gente me preguntaba sobre mi país, los sitios turísticos, costumbres

4. elementos culturales, yo tenía conocimiento de cómo era la cultura alemana, pues yo realmente no tenía problemas. Tal vez lo que me llamó la atención fue la organización de todo, todo era organizado y sucedió tal y como se había planeado

5. habilidades lingüísticas y culturales, mejore muchisimo el nivel de alemán y el conocimiento cultural de alemania

6. no, no se puede dejar el 100 por ciento al algun lado. tiene que ser 50-50 porque la cultura alemana y la colombiana son muy diferente y no solo es parte de la persona que llega al país que debe adaptarse sino que el país debe proteger los espacios para que esa persona se pueda integrar. ejemplo en alemania llegan inmigrantes de países

de asia y áfrica, ellos han abierto cursos de alemán en todas las ciudades para la integración para que no solo puedan aprender el idioma sino que también se puedan adaptar a la población

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Docente3

0. mi primera experiencia fue a canadá en el año 2011 porque quise hacer una preparación para el examen de certificación internacional y también para trabajar en toronto, el otro lugar en que vivi por ocho meses en brasil para estudiar y mejorar mi nivel en portugués

1. en cuanto a brasil encontré muchas similitudes, en cuanto a canadá si no, todo fue totalmente distinto. en brasil la similitud en gastronomía y el trato es muy cálido y fue cómodo adaptarse en cuanto a canadá no hubo casi similitudes

2. una oportunidad porque precisamente yo también estudié lenguas modernas y me gusto hallarme en un lugar para comunicarse y tuve bastante iniciativa para hablar e interactuar con ellos, yo voy allá para hablarles, comunicarme, hablar con ellos y hacerse entender por medio de la interacción.

3. fue importante en el sentido de no malinterpretar las cosas, puede que muchos tratos o gestos como ofensivos para ellos eran naturales, me ayudó a no tener prejuicios en cuanto al trato con otras culturas

4. la paciencia y el indagar más, preguntar el porque pasa esto, despues de esto entender la situación ejemplo de canadienses incómodos en cuanto al uso inapropiado del What? ya que a ellos no les gusta y se sentían incómodos ,es sin embargo ellos se lo hicieron saber y le comentaron cómo poder corregirlo.

5. la informalidad, llegue hablando el idioma bien pero aprendi lo informal, me di cuenta que eran muy informal no aprendí nada del lenguaje formal.

6. yo creo que en el extranjero que debe adaptarse a donde uno vaya debe adaptarse a sus hábitos o costumbres, sabiendo que es otro contexto, otro lugar, otra gente y ambientes para adaptarse. No se debe esperar que los demás lo hagan ya que estamos en un lugar que no es el nuestro.

Docente4

0. he viajado por más de seis mese a estados unidos por motivos de trabajo

1. más diferencias, de pronto el sentido de la noción de independencia, el estar en un contexto donde era una minoría cultural, étnica y lingüística fue diferente ver mi rol en esos ambientes

2. yo creo que en momentos hubo obstáculos pero puedo ver perspectivas positivas, ya que tenía que acoplarse con el idioma de ellos, gane competencias en el idioma además de que tenía que desarrollar nuevas habilidades en el campo laboral o cotidiano en el que estaba.

3. yo en ese momento no estaba tan conciente de mi background o de donde yo venía, no tenía identidad cultural definida, en el momento en que me di cuenta y me reconocí como cultura fue en estados unidos, pienso que fue bueno en que me vi nuevamente y me di cómo alguien diferente pensando cómo soy cómo colombiano.

4. yo pienso que siempre he sido una persona que no me gusta confrontar agresivamente, me gusta pedir clarificación y ser honesto en decir que no entiendo tal cosa, expliquenme. entonces en la medida que yo trataba de mediar la falta de

conocimiento o inexperiencia fue la manera de superar los problemas a través de la comunicación
5. yo pienso que lo más importante fue ganar mi independencia y reconocer las otras personas como personas diferentes de conocer las personas como personas diferentes y la diversidad en la sociedad. porque antes veía como una masa, pensaba que todos éramos homogéneos, en el momento que reconoce las diferencias tanto culturales como individuales me abrió los ojos a cosas que no veía antes.
6. yo pienso que mayoritariamente que en la persona que llega a adaptarse, el contexto está dado y hay personas que fracasan al no entender el contexto, considero importante que la persona genere ese awareness de que va a estar en un contexto completamente diferente y si va con esa disposición, de pronto su proceso en cuanto a la integración va a ser más fácil.

Docente5

0. estuve en españa haciendo mi maestría
1. digamos que por el lugar en donde estaba note muchas más similitudes aunque me crucé con varias personas de otros países y se encontraban aspectos culturales más diferentes de las nuestras como comportamientos, más introvertidos, menos confianza con las personas
2. Fijate que tuve la oportunidad de vivir con familias colombianas y les era difícil la adaptación a la cultura española, era gente que vivían aislados y la relación era netamente laboral.
3. digamos que bastante porque uno de ahí parte para definirse en un campo de la identidad cultural propia, nos reconocían como de una identidad que yo me reconocía de esa manera
4. sobre todo en la comunicaciona certiva, habían comportamientos que para mi no eran agradables, ellos tendía a hablar alto y hacer bromas medianamente pesadas, hablaban entre ellos de esa manera
5. yo creo que todas las cuestiones de competencias comunicativas saber reconocer la intención comunicativa que tiene cada persona, los tonos de voz que no eran los mismos.
6. complejo la situación pero todo parte de la adaptabilidad, hay programas de inserción para que los que lleguen puedan integrarse y adaptarse, mostrando interés en hacerlo y dejar de lado pensar en que yo soy asi y asi me tienen que aceptar.

Docente6

0. cuando termine el pregrado fui a francia a trabajar como profesor asistente de español en la región parisina
1. es una pregunta compleja, en este caso el contexto europeo es distinto al colombiano, conocí varias circunstancias distintas a las de acá, hay similitudes como que los estudiantes eran inmigrantes en francia, con problemáticas similares aca en bogota, diferencias que las condiciones son muy distintas
2. no tuve dificultad, al principio pasar de hablar español al francés es complejo adaptarse a hablarlo completamente, aunque recibí bastante colaboración por lo que no fue problema para mi

3. al ser profesor asistente tuve que hablar muchas veces de colombia, ejemplo de que los estudiantes preguntaron si aquí usábamos celulares, entonces brindaba las explicaciones y hablar lo que era colombia.
4. situaciones de choque cultural no tuve muchas, las personas tendemos a hablar por teléfono con tonos de voz fuertes, el francia detestan que se haga eso
5. en cuanto a nivel lingüístico, hablar otra lengua extranjera, adquirir cosas culturales como el orden
6. la responsabilidad es de los dos, el extranjero viene con sus características pero debe tener en cuenta que hay normas y leyes a las que se debe adaptar, no pretender llegar a cambiar toda una sociedad a uno

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Docente7

0. he viajado a corea, japón y estados unidos con motivos de turismo
1. muchísimas diferencias más que todo en corea y japón se diferencia el orden, son cosas muy impresionantes que no se imagina ver acá por lo que están desarrollados y la comunicación formal
2. yo diría que ambas porque fui a japón y corea sabiendo el idioma, entonces de alguna manera ellos se sienten bien cuando le hablas en el idioma y eso hace que te respeten más. o te digan que al menos lo intentas para poder comunicarse con el idioma de allí y no el inglés, ellos tendrán más ganas de hablar contigo. lingüísticamente en asia se considera más el esfuerzo de hablar el idioma
3. someterse definitivamente a la cultura del otro, porque acá se acostumbra a hacer cosas que no se permiten allá, entonces significó un cambio de uno mismo, no es cuestión de yo quiero hacer esto porque en mi país lo hacemos. culturalmente ni ha manera de ser como uno es sino más bien someterse
4. la sumisión no pelear y aceptar la cultura del otro ya que no se puede llegar a imponer ya que ese es su territorio, ser sumiso ante las situaciones
5. factor lingüístico, aprender más el idioma, si se está bien inmerso en la cultura uno empieza a volverse como ellos, el factor influye bastante. obviamente la cuestión de vocabulario e interacción se mejoran bastante
6. yo diría que ambas, yo fui con disposición de hacer amigos, me mantenía cómo colombiana respetando la cultura entonces es importante para ellos porque están en el interés de conocerlo para uno, entonces tú te abres para que ellos te puedan conocer, si eres bien con las personas te van a aceptar, si respetas la cultura ta van a acoger.

Docente8

0. a francia primero para trabajar y luego para estudiar
1. los dos, por ejemplo en francia hay muchas similitudes, son católicos, que comparten la misma religión comparte la misma forma de comportarse en sociedad aunque hayan diferencias pero somos muy parecidos.
2. pienso que al ser culturas muy parecidas no hubo muchos obstáculos, sin embargo algunas diferencias se presentaban por un inmigrante pero se pudo resolver fácilmente
3. en general la gente se mostraba interesada por colombia, siempre sacaban alusión al tema de drogadicción

4. en general cuando había choque cultural se solucionaba la situación fácilmente simplemente explicando que en el país de uno es diferente, luego uno explica la situación y se acabó el choque cultural
5. pues muchas, primero mejore mi nivel en la lengua extranjera, adquiri mucho vocabulario y también con relación al aspecto cultural
6. pienso que es el extranjero que debe conocer y mostrar interés por la cultura y también adaptarse y respetar las normas de esa cultura, ejemplo árabes que llegan a todo lados a imponer su cultura.

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Docente9

0. cuando era estudiante de pregrado viaje a estados unidos, michigan por nueve meses con el objetivo de mejorar las habilidades lingüísticas y conocer la cultura norteamericana. Pude hacer un contraste entre la cultura americana y colombiana, para valorar lo que uno tiene y lo que uno es, debe compararse.

1. yo diría que todas las culturas tienen las mismas situaciones problémicas, en todos los países hay falta de dinero para algunas personas, hay violencia, hay agresión física y verbal sin embargo las diferencias que encontré es la profundidad de la violencia, las raíces y el manejo de la violencia, yo creo que encontré más diferencias que me servían para tomar lo bueno tanto colombiano como norteamericano y lo malo para quitarlo de mi vida

2. yo siempre digo que cuando uno se encuentra con un colombiano tiene diferencias más aún cuando se viaje, la lengua no puede ser un obstáculo de hecho es una gran oportunidad de mejora por lo que uno pronuncia mal o utiliza una palabra en un mal contexto, aprende sinónimos de palabras o expresión, modismos, visión histórica religiosa, yo creo que nunca lo vería como obstáculo sino oportunidad de mejora para ser más abierto.

3. mucha, porque fue un contraste de colombia con la otra cultura me di cuenta que colombia tiene cosas muy buenas como tambien malas como el uso del lenguaje respeto hacia sí mismo, los dempas, orden, disciplina, esas diferencias me sirvieron para mejorar lo que tenía en mi mismo.

4. el elemento primario debería ser el respeto, saber escuchar al otro con sus grandes diferencias, ver que no tengo la razón máxima, que no puedo estar bien en todo, ellos tiene su visión razón respetable igual que la mia, tratar de ser muy tranquilo en mis comentarios para no ofender sin querer queriendo.

5. lo primero es la adquisición de vocabulario es imperativo, realizaba el uso de un diario de campo en donde preguntaba la estructura de la palabra en qué contextos se usa, cómo se escribe y demás, la importancia de la lectura para poder aprender mas vocabulario y demás

6. en la persona que viaja, uno debe tener la mente abierta a ser apto para el aprendizaje, adaptable, si se va a una cultura preguntar sobre esta para no cometer errores, la persona se adapta, ya que el medio no se adapta a la persona.

Docente10

0. He estado fuera del país en varias partes de europa por periodos de más de un año en francia en españa y periodos superiores de seis meses en guinea ecuatorial en

áfrica, oportunidad de viajar como asistente de español en francia, proyectos relacionados con la formación y turistas en áfrica y a españa

1. diferencias desde el punto de vista cultural si, principalmente la forma de establecer interacciones con los demás, la forma de acercarse a las otras personas y la forma de ver el mundo en aspectos relacionados con el país

2. Un obstáculo a nivel lingüístico pero a nivel cultural, considero que una oportunidad para apreciar más la cultura propia de mi país y para aprender ciertas formas en que interactúan otras personas en su cultura

3. cuando estas por periodos prolongados en otra parte, empiezas a darte cuenta cómo funciona tu propia cultura, yo creo que en el momento no era consciente de los elementos que tiene que ver en la interacción netamente culturales, me hice consciente cuando vivía en esos espacios y tenía que comunicarme con las personas

4. yo creo que al tener dificultades en la interacción por cuestiones culturales, lo único que considero por parte de nuestra cultura es una actitud de humildad, de aceptar que estás en un contexto extranjero que tú debes adaptarte y no los demás a ti

5. yo pienso que tal vez la cuestión de ser más abierto a aceptar lo que piensa el otro y exponer sin temor mis puntos de vista, yo creo que es una habilidad que poco se desarrolla

6. son elementos compartidos que deben de tener un peso en la misma proporción, es cuestión de equilibrar la balanza y saber que la persona tiene unas formas de actuar y la persona que llega también tiene unas que le permitan integrarse y articular esos elementos.

Docente11

0. yo estuve en europa un año y medio en alemania, viaje para estudiar y al tiempo como au pair

1. yo creo que fueron más las diferencias no solo lingüísticas sino culturales en términos de puntualidad. a nivel general son culturas muy diferentes

2. yo creo que los primeros dos meses de experiencia fueron un obstáculo porque me fui de acá con nivel A2 porque no podía comunicar muchas cosas, hacer préstamos por el inglés ya que en alemania manejan bien el ingles, tratar de asimilar la lengua hablada en la cotidianidad con distintos dialectos y tonalidades, despues oportunidad de comunicación por lo que las personas quieren saber mas de uno. despues de los dos primeros meses la comunicacion era mas abierta y fluida, la pena fue un factor que influye cómo obstáculo

3. creo que más a nivel de conversaciones cotidianas por lo que la gente quería saber de uno, por temas cliché distribuida por los medios de comunicación. preguntas sobre escobar, sobre consumo personal de cocaina, si ademas la vendia. sobre cómo se era socialmente, cómo eran los pobres y los ricos. en preguntas sobre la gente pobre, debido a la carencia de vocabulario se presentan malos entendidos en cuanto a la comprensión de lo que se buscaba transmitir. preguntaban si las mujeres eran prostitutas o los hombres eran cómo narcos ya que es lo que perciben de uno por los medios. debe de haber responsabilidad del conocimiento de la información acerca de la cultura y el manejo. una amiga en berlín renta un apartamento el dueño señor de edad pensaba que colombia era una selva le explica cómo usar el baño cómo una persona. Abordar temas culturales con propiedad y sin abochornarse para exaltar el conocimiento culturas acerca del país

4. tomarse el choque cultural con calma, venia de un circulo social de pobreza y llegar a alemania fue un gran cambio.tomarlo con calma y explicar a la gente acerca del comportamiento de uno, observar el comportamiento de los demás. pedir ayuda a cosas que no se sabe, tratar de hablar en otro idioma. entender la situación desde el punto de vista del otro, haciendo gestos.
5. cambio significativos en la vida de una persona.subir de nivel del alemán, llegue a colombia con nivel C1. solucione lingüísticamente lo que le está pasando dentro del entorno de cotidianidad. a nivel personal se abre la perspectiva acerca de quién se es como persona, cualidades positivas y negativas, ayuda a uno a evaluarse, se entiende la diferencia que hay con los demás. representó desarrollo personal y ampliar perspectivas sobre sus metas y sus alcances.
6. en ambos actores, cuando uno viaja uno tiene que estar abierto a observar y percibir lo que pasa en los contextos, adaptarse a la gente al clima a la sociedad, por ese lado de sociedad debe haber un proceso de aprendizaje y de alguna forma integrarlo a uno para que la vida sea más llevable, alemania se le conoce como el corazón de europa y recibe muchas personas de todas partes, a pesar de los choques raciales de los adultos mayores pero uno en general uno se siente acogido, a diferencia en francia que estuve tres semanas que el francés es conservador en su lengua y la gente no se quería comunicar conmigo por no tener conocimiento sobre su lengua, la única acogida fue un amigo que hablaba francés y se comunicaba por medio de él.

Appendix N. Synthesis of the results from Interviews addressed to teachers.

	Pregunta 0	Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6
	¿A dónde ha viajado fuera del país por más de 6 meses y con qué motivo?	¿Las experiencia en el extranjero le permitió encontrar más diferencias o más similitudes con los otros? Por ejemplo, ¿cuáles?	¿Las diferencias culturales y lingüísticas representaron un obstáculo o una oportunidad en la comunicación? ¿Por qué?	¿Qué importancia tuvo el conocimiento de su propia cultura en su experiencia en el extranjero?	¿Qué elementos tuvo en cuenta durante situaciones de choque cultural?	¿Qué habilidades específicas considera que pudo desarrollar en esa experiencia en el extranjero?	Según su punto de vista, ¿en quién recae principalmente la responsabilidad de la integración: en el extranjero que debe adaptarse o en una sociedad que debe incluir a esa persona?
Docente 1	Lugar: Estados Unidos Duración: 3 meses Motivo: Campamento de verano	-Ambas -Más diferencias Cuales: .Alimentación .Diario vivir .Comportamientos	Obstáculo: Al comienzo .Desconocimiento Oportunidad: Con el tiempo .De aprendizaje	Es importante conocer la cultura: -el desconocimiento causaría dar privilegio a la nueva. -La posibilidad de ser mediador cultural	-La comunicación -Intentar entender el porque esta pasado esta situación. -Estar muy abierto y tener mente abierta a las cosas que	-La comunicación intercultural -El aprendizaje cultural	Principalmente el extranjero debe adaptarse teniendo conocimiento sobre la cultura.

					puedan pasar.		
Docente 2	Lugar: Alemania Motivo: Estudios	-Más diferencias Cuales: .La forma de ser de las personas	Obstáculo: - Oportunidad: Ya conocía las diferencias	Es importante conocer por la cultura: -La gente preguntaba sobre: .el país .sitios turísticos .costumbres.	-Elementos culturales	-Habilidades lingüísticas y culturales -Mejoré mi nivel de alemán y el conocimiento de la cultura	-Tiene que ser un 50 / 50 -No solo es de parte de la persona que debe adaptarse sino que el país debe proteger los espacios para esa persona.
Docente 3	Lugar: Canadá || Brasil Duración: 1 año || 8 meses Motivo: Preparación examen certificación, trabajo || Estudiar	-Canadá: Diferencias -Brasil: Similitudes Cuales: Similitudes: .Gastronomía .Trato muy Cálido	Obstáculo: - Oportunidad: Estudió lenguas modernas Gusto e iniciativa por comunicarse e interactuar	Es importante conocer la cultura: -Para no malinterpretar las cosas -Ayuda para no tener prejuicios en cuanto al trato con otros culturas	- La paciencia - Indagar más - Preguntar por qué pasa esto.	-La informalidad aprendí el lenguaje de manera informal	-Yo creo que el extranjero debe adaptarse adaptarse a donde vaya, a sus hábitos o costumbres -No se debe esperar que los demás lo haga ya que estamos en un lugar que no es el

							nuestro
Docente 4	Lugar: Estados Unidos Duración: +6 meses Motivo: trabajo	-Más diferencias Cuales: .Noción de independencia .Contexto de minoría cultural, étnica y lingüística	Obstáculo: En momentos Oportunidad: De acoplarse, ganar competencias y desarrollo de habilidades en campo laboral y cotidiano	Al principio no era consciente de dónde venía. Es importante conocer la cultura: - Encuentra su propia identidad - se considera como alguien diferente en el hecho de ser colombiano.	- No me gusta confrontar agresivamente -Me gusta pedir clarificación y ser honesto -Trataba de mediar la falta de conocimiento o inexperiencia	-Ganar mi independencia -Reconocer las otras personas como personas diferentes -Conocer las diferencias culturales me abrió los ojos a lo que no veía antes	-Yo pienso que la persona llega a adaptarse -El contexto está dado y la mayoría de las personas fracasan al no entender el contexto. - La persona debe generar awareness de que estará en otro contexto.
Docente 5	Lugar: España Motivo: Maestría	-Más similitudes -Diferencias Cuales: .Comportamientos .Más introvertidos .Menos Confianza	Obstáculo: Vivencia con familias colombianas - la adaptación, relaciones netamente laborales Oportunidad: -	Es importante conocer la cultura: -Definirse en un campo de la identidad cultural -Darse cuenta de cómo los demás percibían su	-La comunicación asertiva	-Todas las cuestiones de competencias comunicativas -Saber reconocer la intención comunicativa de cada	-Todo parte de la adaptabilidad -Dejar de lado el pensar que yo soy así y así me tienen que aceptar

				identidad		persona	
Docente 6	Lugar: Francia Motivo: Profesor asistente de Español	-Diferencias -Similitudes: Cuales: .Diferencias de condiciones .Problemáticas son similares	Obstáculo: al principio, la transición del idioma Oportunidad: Recibe colaboración para hacerlo	Es importante conocer la cultura: -Como profesor debía de brindar explicaciones acerca de su cultura a los estudiantes, aclarando dudas e ideas que se tenían acerca de Colombia	-No tuve muchas situaciones de choque cultural	-Hablar otra lengua extranjera, en cuanto al nivel lingüístico -Adquirir cosas culturales como el orden	-La responsabilidad es de los dos -hay que tener en cuenta que hay normas a las que se debe de adaptar
Docente 7	Lugar: Corea || Japón || Estados Unidos Motivo: Turismo	-Corea y Japón: Diferencias Cuales: .Orden .Más desarrollados .Comunicación formal	Obstáculo: si - Oportunidad: Sabía los idiomas, había interés y respeto por parte de las personas para comunicarse	Someterse a la otra cultura, cambio de uno mismo en ámbito cultural ya que muchas de las costumbres propias de acá no están permitidas allá	-La sumisión -No pelear -Aceptar la cultura del otro	-Factor lingüístico, aprender más el idioma -Si se está inmerso en la cultura uno se vuelve como ellos -vocabulario e interacción	-Yo diría que ambas -me mantenía cómo colombiana respetando la cultura -Abrirse para que los demás lo conozcan.
Doc	Lugar:	-Ambas	Obstáculo:	Es	-se	-mejoré	-El

ente 8	Francia Motivo: Trabajo y estudio	Cuales: Similitudes: .Comparten religión .Forma de comportarse en la sociedad	No hubo muchos, un inmigrante que presenta diferencias Oportunidad: -	importante conocer la cultura: -Las personas preguntaban acerca de Colombia sacando temas como drogadicción, se daban las aclaraciones	solucionaba fácilmente explicando que en el país de uno es diferente.	mi nivel de lengua extranjera -adquirí vocabulario -aspecto cultural	extranjero debe conocer y mostrar interés por la cultura -adaptarse y respetar las normas de esa cultura
Docente 9	Lugar: Estados Unidos Duración: 9 meses Motivo: Estudio	-Ambas Cuales: Similitudes: .Situaciones problemáticas dinero violencia agresión Diferencias: .El manejo de las situaciones y de la violencia	Obstáculo: Cuando se viaja la lengua no se puede ver cómo obstáculo. Oportunidad: de mejora en cuanto a la lengua para pronunciación e interiorización de vocabulario	Es importante conocer la cultura: -Darse cuenta de las cosas buenas que tiene Colombia -Darse cuenta de las cosas malas que perciben los demás para mejorarlas en sí mismo	-El elemento primario, el respeto -saber escuchar al otro -Ver que no tengo la razón máxima -Tratar de ser muy tranquilo en mis comentarios.	- Adquisición de vocabulario -La importancia de la lectura	-Uno debe tener mente abierta y ser apto para el aprendizaje, adaptable. -La persona se adapta ya que el medio no se adapta.
Docente 10	Lugar: Francia || España || Guinea Ecuatorial	- Diferencias culturales Cuales:	Obstáculo: a nivel lingüístico Oportunid	En periodos prolongados empiezas a darte	-Lo que considero por parte de nuestra cultura es	-La cuestión de ser más abierto a aceptar	- Elementos que deben tener peso en

	Francesa Duración: 1 año Motivo:Profesor asistente de Español || Formación || Turismo	.Establecer interacción .La forma de acercarse a otros .La forma de ver el mundo	ad:na nivel cultural, aprecia la cultura propia y aprender las formas de interacción.	cuenta cómo funciona tu propia cultura. Me hice consciente de los elementos de interacción cuando vivía en esos espacios y tenía que comunicarme.	la actitud de humildad -Aceptar que estás en un contexto extranjero y debes adaptarte	lo que piensa el otro -Exponer mis puntos de vista	la misma proporción - saber que las personas tienen maneras de actuar
Doc ente 11	Lugar: Alemania Duración: 1 año y 6 meses Motivo: Estudio || Au pair	- Diferencias culturales Cuales: .Puntualidad	Obstáculo: Los dos primeros meses a causa del nivel de la lengua Oportunidad: de mejorar el idioma, hacer préstamos del inglés, asimilación de la lengua en dialectos y tonalidades,	-Creo que más a nivel de culturas cotidianas, por lo que la gente desea saber de uno. -Debe haber responsabilidad del conocimiento de la información acerca de la cultura -Abordar temas culturales con	-Tomarse el choque cultural con calma -Explicar a la gente acerca del comportamiento de uno - Observar el comportamiento de los demás -Pedir ayuda a cosas que no se sabe	- Cambios significativos en la vida de una persona -Subir mi nivel de alemán -A nivel personal se abre la perspectiva de quien se es como persona -Ayuda a evaluarse	-Ambos actores -Uno tiene que estar abierto a observar y a percibir lo que pasa - Adaptarse a la sociedad La sociedad debe haber un proceso de aprendizaje e integración.

				propiedad y sin abochornarse			

Chart13. Emergent synthesis of results from interviews addressed to teachers

Appendix O. Open categorization of results from interviews directed to teachers

Participante	Pregunta 1	Pregunta 2	Pregunta 3	Pregunta 4	Pregunta 5	Pregunta 6
	¿Las experiencia en el extranjero le permitió encontrar más diferencias o más similitudes con los otros? Por ejemplo, ¿cuáles?	¿Las diferencias culturales y lingüísticas representaron un obstáculo o una oportunidad en la comunicación? ¿Por qué?	¿Qué importancia tuvo el conocimiento de su propia cultura en su experiencia en el extranjero?	¿Qué elementos tuvo en cuenta durante situaciones de choque cultural?	¿Qué habilidades específicas considera que pudo desarrollar en esa experiencia en el extranjero?	Según su punto de vista, ¿en quién recae principalmente la responsabilidad de la integración: en el extranjero que debe adaptarse o en una sociedad que debe incluir a esa persona?
Docentes	**Más diferencias:** 5 Docentes **Más similitudes:** 2 Docentes **Ambas:** 4 docentes **Similitudes**	**Obstáculo** 2 Docentes **Oportunidad** 2 Docentes **Ambos** 7 Docentes **Obstáculos** - Desconocimiento de	**Importancia** 10 Docentes **No hace mención** 1 Docente	**Presenta situaciones de choques** 9 Docentes **No presenta situaciones de choques** 2 Docentes **Elementos** -La comunicac	**Habilidades desarrolladas** - Comunicación intercultural - Aprendizaje cultural - Habilidades lingüísticas y culturales -Mejorar nivel de la lengua -Aprender	**Recae en la persona** 7 Docentes **Recae en la sociedad** Ningún Docente **Recae en ambos** 4 Docentes

	-Alimentación / gastronomía -Trato muy cálido -Diferencia de condiciones -Problemáticas sociales -Comparten religión -Violencia **Diferencias** -Diario vivir -Comportamientos -Alimentación / gastronomía -Forma de ser -Más introvertidos -Menos confianza -Independencia	la lengua -Bajo nivel de la lengua -Convivencia con los extranjeros. -Adaptación -Inmigrante que presenta diferencias **Oportunidades** -Aprendizaje -Gusto e iniciativa para comunicarse e interactuar -Acoplarse -Ganar competencias -Desarrollo de habilidades -Había interés y respeto -Mejorar pronunciación -Interiorizac	**Razones** -Desconocimiento daría privilegio a la otra cultura -Posibilidad de ser un mediador -Curiosidad de las personas por la propia cultura -Aclarar malentendidos, prejuicios y estereotipos sobre la propia cultura -No malinterpretar las cosas -Ayuda a no tener prejuicios -Encontrar identidad propia -Someterse a la otra cultura -Darse cuenta de cómo los demás perciben la identidad de uno.	ión -Intentar entender al otro -Tener mente abierta -Elementos culturales -La paciencia -Indagar más sobre la cultura -Preguntar la razón -Pedir clarificación -Ser honesto -Mediar falta de conocimiento -Comunicación asertiva -No pelear -Ser sumiso -Aceptar la cultura del otro -Respeto -Saber escuchar -Controlar lo que se dice -Actitud de humildad -Aceptación -Tomar la	informalidad -Ganar independencia -Conocer diferencias culturales -Competencias comunicativas -Reconocer intenciones comunicativas -Hablar otra lengua -Adquirir comportamientos culturales -Adquirir vocabulario -Importancia de la lectura -Ser más abierto -Exponer puntos de vista -Cambios en la vida personal -Abrir la perspectiva sobre sí mismo -Ayuda para evaluarse	**Factores De la persona** -Adaptarse a los hábitos, costumbres, normas -No esperar que la sociedad lo haga -El contexto está dado -Ser consciente de que no se está en el país propio **De la sociedad** -Proteger los espacios para la persona -Saber que las personas llegan con sus propias maneras de ser -Debe de haber un proceso de aprendizaje e

	-Ser minoría cultural, étnica y lingüística -Diferencia de condiciones -Problemáticas sociales -orden -Más desarrollados -Comunicación formal -Manejo de situaciones de violencia -Forma de establecer - comunicación -Forma de ver el mundo -Puntualidad	ión de vocabulario -Aprender formas de interacción -Apreciar la propia cultura -Préstamos de otra lengua -Asimilación de la lengua		situación con calma -Explicar el comportamiento -Observar el comportamiento -Pedir ayuda		integración

Chart 16. Emergent categorization of results from interviews addressed to teachers

Appendix P. Treatment of the information of results from interviews addressed to teachers

Analysis grid 2. Resources of competences			Interviews addressed to teachers
	Skills	Descriptions	Indicators
Skills	Can analyse the cultural origin of variations linked to communication.	This aspect gives importance to the proper use and knowledge of the language of a culture .By analysing the variations of a culture and the way in how the other person is communicating,	-The behaviours of the inhabitants of a territory are related with their manner -There exist difference of conditions between the cultures, for example: to be a cultural, ethnic and linguistic minority. -There are **social issues** that are similar to ours
	Can compare different cultures of communication	The person is able to differentiate the accents of a language even to identify what language is being used in a conversation, so that competence will give to the person the advantage to participate actively	-Formal communication is less used in order to establish a conversation with foreign people -There is a lack of awareness or a low level of language by those who travel to a new culture.
	Can identify [recognise] [perceive] cultural specificity / cultural features.	The person is able to perceive the differences between the cultures coexisting in a same environment, such its customs and behaviours.	-Some cultures shares religion -The cuisine is a cultural aspect very different between cultures. -Some cultures are completely distinct to our because they are more developed, more punctual and organized.

	Can take accounting of socio-linguistic / socio-cultural differences in order to communicate	This important aspect refers to the ability of establishing a conversation with a foreign person, making use of the knowledge from that culture and thus avoid uncomfortable situations for both of the sides.	-There are made loan words from other language in order to give an idea -The other language can be assimilated being in touch with the other culture -The knowledge of our own culture helps to clarify misunderstanding in communication
	Can explain misunderstandings	To be ready to handle a cultural conflict, either by the misunderstanding of the meaning of a word or by the way of being from the other person. By communicating the differences and letting know the magnitude of the situation.	-It is important to be open minded to know how to listen in order to try to understand and accept the others culture. -It is needed to take the situation with calm, to be honest and take control of what is said in order to clarify the situation -When there are cultural chocks we must be patient, humble and be respectful with the other person to avoid a quarrel
Knowledge	Is familiar with (aware of) one's own possible reaction towards differences (linguistic /,language related /, cultural).	The person is aware of how people will react to its culture, That person must assume that it needs to project a good image from its culture towards foreigners.	-Not misinterpret things for some actions that the other person can do -The knowledge of our culture helps to elucidate certain prejudices and stereotypes about our own culture in front of the others.

			-Cultural differences presented the opportunity for learning the interaction forms
	Knows that cultural differences can be at the source of problems in verbal /non-verbal communication / interaction.	The fact of communicate with a person from another culture will represent some differences and some conflicts based on their differences and thoughts, so that could affect the interaction in the conversation.	-inquire into the other culture for mediate the lack of knowledge
	Knows that there are similarities and differences between different systems of verbal and non-verbal communication	To take advantage of the similarities existing in both of the languages would create a environment where as the person as the foreign person can rely on each other, giving some of trustworthy.	-To learn cultural and linguistic skills to improve the level of a language -To know certain differences between the cultures that can recognize the communicative intentions
	Knows that the way other people interpret our conduct may differ from one's own interpretation.	The conduct of a person is always going to speak for it. either behaviours, thoughts, believes or even speaking, most of the people would interpret it in their own way and that interpretation will be different from the own.	-To realize how the others perceive the one identity. -To know how people perceive us open the perspective of oneself -To be abroad presents changes in the personal life and helps to self-assess
	Is familiar with strategies to solve intercultural problems.	Based on the experiences that a person has together with a proper knowledge of the culture, it will be given the correct tools	-To keep an assertive communication when the cultural shock is presented -We can ask for the inconvenient reason

		in order to solve or avoid a hard situation.	and if so, to exlpain the motive of certain behaviours. -The should have interest and respect to learn from the other culture
Attitude	Being ready to face the difficulties inherent in plurilingual / pluricultural interaction°.	This refers to the aptitude of overcome any obstacle in the interaction in a territory with many cultures and languages as well.	- The lack of knowledge from our own culture would give privilege to the other culture
	Communicating (°production / reception / interaction / mediation°) with confidence.	The person needs to be confident when it wants to establish a communication, being capable of managing the information according to the situation.	-I always liked to have initiative to get communicate even to interact with the other people -acquire and internalize new vocabulary helps to expose our point of views
	Willingness to distance oneself from one's own cultural perspective and watchful of the effects that it can have on one's perception of manifestations of cultures / being prepare to take account of characteristics of one's own culture which influence one's perception of the world outside of one's daily life, one's way of thinking.	It is necessary to be open minded in order to get the whole information about the other culture, assuming that there will be new cultural aspects that possibly will change the perception and the way of thinking of a person.	-To be willing to adapt to habits, customs, and rules of the other culture -Coupling to the other culture allows us to acquire cultural behaviours from other people in favor of my development. -The context of the society is established, we should not expect for the society couples us but we couple to it.
	Willingness to adapt / to be flexible in one's own behaviour in interaction	Taking account of the other's behaviour when interacting with that	-An adaptation process is hard but we must be aware

	with people who are linguistically / culturally different.	person, being ready to adapt our culture with that new one in order to identify differences.	that we are not in our country -The cohabitation with foreign was seen as an obstacle due to cultural differences that had.
	Willingness to put into words / discuss the way one represents certain linguistic features (loan words/ "mixes" of languages...).	When communicating with native people of a new language, there will be new words, expressions, slangs, idioms and more. Based on this, making use of those words, it would be created a conversation with many new words. so that would be useful for the increase of knowledge.	-The direct communication with native of the language allowed me to learn the informality of that language. -To take into account the importance of the reading and being in a constant learning of vocabulary, asking what did the words mean, asking for their spelling for a best understanding.

Chart 17. Emergent treatment of results from interviews addressed to teachers

Appendix P. Confirmatory survey addressed to teachers

Experiencia en el extranjero

Por favor, seleccionar una sola respuesta

*Obligatoire

1. **1. En el extranjero usted utilizó más** *
   Une seule réponse possible.

   ○ La comunicación formal
   ○ La comunicación informal

2. **2. Su percepción del mundo** *
   Une seule réponse possible.

   ○ Se amplió
   ○ Se modificó
   ○ Se mantuvo igual

3. **3. Respecto al vocabulario, hubo** *
   Une seule réponse possible.

   ○ Una adquisición
   ○ Una interiorización
   ○ Un empobrecimiento
   ○ a y b

4. **4. La experiencia le permitió** *
   Une seule réponse possible.

   ○ Identificar su propia identidad
   ○ Crear una nueva identidad

5. **5. Respecto al Otro, en el extranjero usted pudo** *
   Une seule réponse possible.

   ○ Escucharlo y no comprenderlo
   ○ Escucharlo y comprenderlo
   ○ No escucharlo

6. **6. Respecto a las situaciones de choque cultural, usted** *
   Une seule réponse possible.

   ○ Mantuvo la calma y pudo mediar
   ○ Ignoró dichas situaciones
   ○ Quedó afectado por dichas situaciones

7. 7. Respecto a la cultura propia, usted *
Une seule réponse possible.

◯ La repudió

◯ La negó

◯ Aprendió a valorarla

8. 8. Al momento de hacerse entender, usted *
Une seule réponse possible.

◯ Buscó en el diccionario

◯ Realizó préstamos lingüísticos de una tercera lengua

◯ Falló en el intento

9. 8. Con la experiencia, su autoconfianza *
Une seule réponse possible.

◯ Disminuyó

◯ Aumentó

◯ Se mantuvo igual

10. 10. Usted ve la integración como una forma de
Une seule réponse possible.

◯ Adaptación a la cultura de acogida (obligación propia)

◯ Inclusión por parte de la cultura de acogida

◯ Un proceso bilateral

Fourni par

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