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Thesis

Intercultural Communicative Approach and English Language Learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

Submitted by

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Intercultural Communicative Approach and English Language Learning in Fourth Grade Students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.
This work is dedicated to my family who have been my key driver, strength and guide to reach one of my goals, especially to my parents for having the exact words at the right time, all my life I thank them. Also, a recognition to people who did not let me fall when the forces were missing and to the effort that I put in order to achieve the proposed. Thank you sincerely.
Acknowledgement

I thank God for giving me the opportunity to do this and complete my master studies. I also thank my advisors for the support that I received from them. In addition, I thank the director and students of fourth grade at Jesus Divino Maestro School from Santa Cruz de Flores for giving their contribution to make possible this research.
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## Abbreviations and acronyms

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<thead>
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<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ELT</td>
<td>English Language Teaching</td>
</tr>
<tr>
<td>DCN</td>
<td>Diseño Curricular Nacional</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>OTP</td>
<td>Orientaciones para el Trabajo Pedagógico</td>
</tr>
<tr>
<td>CNEB</td>
<td>Currículo Nacional de Educación Básica</td>
</tr>
<tr>
<td>MINEDU</td>
<td>Ministerio de Educación</td>
</tr>
<tr>
<td>IC</td>
<td>Intercultural Competence</td>
</tr>
<tr>
<td>ICC</td>
<td>Intercultural Communicative Competence</td>
</tr>
<tr>
<td>EIB</td>
<td>Educación Intercultural Bilingue</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
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Abstract

The main purpose of this work is to support that Intercultural Communicative Approach is related to the English Language Learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores. This work is of quantitative approach, fundamental type, correlational design, the population and sample were the same, 23 students. The techniques used were a Likert scale questionnaire, approved by experts, and the binomial escalation. The students who learn English in the school appreciate the importance of culture in English Language Learning; their answers in the two instruments applied with them demonstrate it. It emphasizes the importance of the Intercultural Communicative approach through the four skills in English Language Learning. Recent research shows that Intercultural Communicative Approach should be applied in English Language Learning. After processing and analyzing the results and the hypothesis testing, the research concluded that methodology is significantly related to English Language Learning in fourth grade students at Jesus Divino Maestro School, Santa Cruz de Flores, Cañete in 2016, taking into account that the correlation degree between variables is positive and moderate, 0.562; furthermore, the level of significance is less than 0.05 with a 95% confidence interval.

Keywords: Intercultural Communicative Approach, culture, interculturality, Communicative Competence, English Language Learning, Intercultural Competence, four skills
Introduction

The purpose of this research is to determine the relationship between the Intercultural Communicative Approach and the English Language Learning in fourth grade students at Jesus Divino Maestro School because the Intercultural Communicative Approach plays an important role and there is a relation with the English Language Learning.

We realized this problem years ago, when the author of this work was teaching English at Jesus Divino Maestro School and it was when we decided to do this research in order to help students in English Language Learning. We noticed that students have a lot of cultural information that they can know and value. It involved that we as teachers could explode their background into the lessons in order to get the learning with different activities related to their culture through English Language Learning.

We think that with the Intercultural Communicative Approach in students of High School could help in the English Language learning because exists a relationship between both. Considering this research, it would be suggested to add this contribution to English Language teachers in their lessons.

The research type used was descriptive – quantitative with a correlational design. The population and sample were the same, 23 students. The techniques used were a Likert scale questionnaire, approved by experts, and the binomial escalation. The framework of this research is as follows: in chapter I we determine the research problem, formulate the general and specific problems with their objectives.

In chapter II, we show the theoretical framework, which includes research background, theoretical bases and the definition of some key terms mentioned in this thesis. The variables involved in the research are shown in chapter III. In chapter IV,
the methodology, the research approach, type and design used for this research is specified. Furthermore, the population and sample, techniques, instruments of data collection and the statistical treatment are included in this chapter.

In chapter V, we demonstrate the results of all the research, the validity and reliability of the instruments, presentation and discussion of the results. To sum up, after processing and analyzing the results and the hypothesis testing, the research concluded that methodology is significantly related to the English Language Learning in fourth grade students at Jesus Divino Maestro School, Santa Cruz de Flores, Cañete in 2016, due to the fact that the correlation degree between variables is positive and moderate, 0.562; furthermore, the level of significance is less than 0.05 with a 95% confidence interval.
Chapter I

Research Problem

1.1. Determination of the problem

The importance of teaching and learning of languages involves a transmission of culture. The language provides the development of identity of the society, it influences in the ways of people’s communication.

Teaching the mother tongue is ruled by each government, it does not guarantee that there are no indigenous or local languages in the countries. The governments try to authorize language policies focused on the use of both languages, mother tongue and local languages. Likewise, the government access to the global languages that are an effect of the globalization. In that way, we reach that governments should implement languages policies directed to the respect of local languages and foreign languages.

Furthermore, it involves that English Language teaching professionals should understand the relevance of learning a language and using the linguistics in the classrooms. ELT teachers are conscious of the necessity of teaching the language. ELT is a field that be related to the linguistics and the community, in other words, the teaching language is a way to transmit a culture. Our society has suffered many changes caused by technology, new trends in education and changes in economy.

One dilemma in English Language Teaching (ELT) is the developing of the Communicative Competence, during years many approaches has put into practice. According to different researchers, Communicative Competence should be implemented with the cultural component. Doing this, we can develop the Intercultural communicative competence, which promotes that our students respect other languages,
they are able to interact with those languages and they use those languages as a resource and way to increase their own culture.

Developing this Intercultural communicative competence helps our students to be more critical. The task in in teachers’ hands, because teachers have to prepare their students with the needed tools to get that goal. When teachers prepare their own material based on the study that we do on a class group, teachers are responsible to promote that students develop their critical thinking with the topics presented in the several lessons.

The topics are related to social problems, social interests and dilemmas; topics as sports, racism, multiculturalism, cultures, traditional food, and so on help our students to become Intercultural competent. The majority of theorists and authorities who settled language policies, they did not take into consideration the social context. There is still a pervasive confusion between English as a second language (ESL) with English as a Foreign Language (EFL), these concepts are different, and characteristics that they have are remarkably different.

ELT should not just visualize with a communicative goal, but as an intercultural process, because a language transmits culture; learning a language is learning a culture because culture involves customs, feelings and traditions that a society has. In other words, it is a way to share social, political and economic aspects, underlying the importance of language that allows to access to new opportunities as a way to improve our lives.

In fact, Intercultural communicative competence (ICC) involves that ELT should be related to people’s specific context. It involves that our students have to understand people’s behaviors and ways of thinking, in other words, IC is the ability to communicate effectively and appropriately with people from other cultures. Then, a
person who is interculturally competent understands the culture-specific concepts of perception, thinking, feeling and acting in interactions with people from foreign cultures.

Understanding the concept of Intercultural communicative approach involves that we can develop the intercultural competence in our classrooms as English Language Professionals promoting a blend of activities to get it our goal. It indicates that we do not just get the communicative competence in the foreign language, it forces us to encourage the Intercultural communicative competence in our job.

1.2. **Formulation of the problem**

1.2.1. **General Problem**

To what extent is intercultural communicative approach related to English language learning in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016?

1.2.2. **Specific Problems**

SP1. To what extent is intercultural communicative approach related to the development of listening in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016?

SP2. To what extent is intercultural communicative approach related to the development of speaking in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016?
SP3. To what extent is intercultural communicative approach related to the development of reading in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016?

SP4. To what extent is intercultural communicative approach related to the development of writing in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016?

1.3. Objectives

1.3.1. General Objective
To determine the relationship between intercultural communicative approach and English language learning in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

1.3.2. Specific Objectives
SO1. To determine the relationship between intercultural communicative approach and the development of listening in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

SO2. To determine the relationship between intercultural communicative approach and the development of speaking in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

SO3. To determine the relationship between intercultural communicative approach and the development of reading in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

SO4. To determine the relationship between intercultural communicative approach and the development of writing in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.
1.4. Scope and relevance of problem

1.4.1 Theoretical relevance

This research explores the theoretical bases of intercultural communicative approach. We provided further proof of the connection between the intercultural communicative competence and English language learning.

1.4.2 Practical relevance

This investigation looks to encourage the development of an adequate application of intercultural communicative approach according to the English language learning.

1.4.3 Methodological relevance

For the result of this study, we formulated a new instrument capable of measuring the usefulness of intercultural communicative approach and English language learning.

1.5. Limitations of the research

According to Bernal (2010), limitations in a research project refered to three main aspects: geographic limitation, time limitation and resources limitation.

1.5.1. Geographic limitations

This research was applied at 20194 Jesús Divino Maestro School in the district of Santa Cruz de Flores, Province of Cañete and Region of Lima Provinces, Peru.
1.5.2. Time limitations

This research took place between May and December 2016. The research instrument was applied on 11th November.

1.5.3. Resources limitations

In the resources limitation Bernal (2010) proposed to mention all the financial sources of the research project. The research was financed by the author’s own expenses. There was not any type of finance from any public or private institution to foster this research.
2.1. Background

2.1.1. National background

Peschiera (2010), in her thesis entitled *Un análisis sobre la interpretación de los diferentes actores entorno a la educación intercultural y bilingüe y sus políticas* – Pontificia Universidad Católica del Perú, arrived at the following conclusions:

The purpose of this study was the Bilingual Intercultural Education could not have the expected success if the educational actors that participate in its implementation have different interpretations of the Interculturality in the education, this research focused on knowing the interpretation of the educational actors in relation to intercultural bilingual education and their policies.

This conclusion was related to the knowledge that actors of education process have about interculturality. This thesis is focused on the concept of teachers, students and parents have about interculturality.

This study found the perception of the actors around the cultural practices depending on their socio-cultural origin, actors coming from hegemonic cultural contexts have the tendency to start from a "neutral center" (hegemonic culture) from which cultural practices considered different from the dominant culture are conceived as part of the "other". The dominant culture was not considered as culture by those who personify it. Involuntarily, the actors belonging to this hegemonic culture decoupled it, since being immersed in it seem not to be aware that they themselves also possess a cultural baggage with their own particularities and could be perceived as "the others".
depending on the interlocutor with the one that interacts. This perception of "others" from the dominant contexts came to light in most of the interviews, with the exception of indigenous teachers. The central was not the existence of "the other." What is worrying is that from the hegemonic contexts this perception of "the other" is linked to the devaluation of different cultural practices and the perceived cultural diversity.

The actors of education process had their own cultural baggage and they allowed to a dominant culture. The actors had their own cultural practices that should be respected.

The study concluded Bilingual Intercultural Education tends to prioritize bilingual (to preserve the mother tongue and learn Spanish) about the intercultural. Furthermore, Language was an aspect that is taken into account as a means of contextualization and preservation of identity, language was considered as a fundamental element in the curriculum, as the transversal axis of the National Curriculum (DCN) and the Bilingual Intercultural Education to preserve and conserve cultures. In addition, the use of the mother tongue in and out of school was extremely important as a means of communication, which further strengthens cultural practices. Therefore, bilingual intercultural education should aim at the study of the languages of the learners to strengthen and value their own cultural practices, which goes beyond that the mother tongues are a vehicle for learning Spanish. However, prioritizing bilingual interculturalism within Bilingual Intercultural Education contributed to the use of the mother tongue in order to achieve Spanish language, leaving aside the importance of languages as a means of prestige and cultural learning. This led indirectly to cultural homogenization.

The study emphasized that language is a topic in the curriculum; the mother tongue and the second language. Both languages took part in the National Curriculum,
because the Curriculum pretended to give the same importance for both languages. This work emphasized the Bilingual Intercultural Education.

2.1.2. International Background

Kim (2004), in her thesis entitled *Intercultural Communication Competence: Initial Application to Instructors’ communication as a basis to assess Multicultural teacher education programs* - University of Hawai’i– United States of America, arrived at the following conclusions:

The results of the present study offered some preliminary support for the use of intercultural communication competence to begin mapping backward to related multicultural teacher education programs as a means of connecting theory with practice.

The study suggested that Intercultural communication competence might be a means by which to identify successful classroom practice in order to begin tracing back to aspects of training that have contributed to success. The study showed that intercultural communicative competence is a means of filling the current void in multicultural teacher education research that links theory with practice.

This study emphasized that intercultural competence should be introducing in teacher’s training. Teachers had to put into practice all that they have learned in their training. The education required that we use the theory and the practice in our task.

Güven (2015), in her thesis entitled *EFL Learners’ Attitudes towards Learning Intercultural Communicative Competence* - Bilkent University – Ankara, arrived at the following conclusions:

The main purpose of the study was to find out the attitudes of EFL learners towards learning intercultural communicative competence (ICC), the study addressed the following research questions focused on in which form, what the attitudes of Turkish university preparatory class students towards learning intercultural communicative competence in EFL classrooms were and what the relationship between
students’ attitudes towards learning ICC and each of the following factors: gender, reasons for learning English, English Proficiency levels, majors and the medium of instruction in their departments was.

This study underlines the attitudes of students to understand the interculturality and the culture. In addition, how culture was transmitted in English lessons. The responses to the questionnaire were clustered into several categories for analysis: reasons for learning English, the culture of English language, learning about the culture of English language, culture in English language teaching materials, materials and activities for introducing cultural information, the effect of gender on student attitudes, the effect of reasons for learning English on students attitudes, the effect of majors on students attitudes, and the effect of the medium of instruction on students attitudes.

In addition, the thesis reflected on how students interacts on cultural topics. This work proposed that teachers should use several activities introducing cultural topics.

The results of the study revealed that students had positive attitudes towards learning ICC. They were mostly of the opinion that adding cultural content into language classes and letting learners reflect upon their own culture could add fun to language classes. As pedagogical implications, the study suggested that institutions and instructors should help students see English language learning as something for pleasure and developed interest in people and other cultures, which would help to increase their personal and integrative motivation in language learning, and consequently, served in the development of positive attitudes of students towards learning ICC.

This study explored how teachers understood Intercultural communicative competence, and whether they modelled it in the classroom. The findings of the study were intended to inform policy makers, teachers, and other educational stakeholders in order to improve English Language Teaching in Tanzania and other non-Western contexts, to produce graduates who will be able to function effectively in both local and global contexts. This study gave emphasis to developing students’ Intercultural Communicative Competence for effective communication and interaction in this globalized world.

The study promoted the development of the Intercultural Competence. According to this, teachers should model students with Intercultural Competence. Those students interculturally competent were able to communicate effectively in a globalized world.

This study concluded most teachers believed that grammatical skills were key to successfully communicating and interacting cross-culturally, explaining that it is necessary for students to be equipped with the language in order to successfully communicate and interact with other speakers of English around the globe. Furthermore, all participants considered English as a language that allowed students access to the world, teachers viewed knowledge of English as necessary for students in Tanzania because it is used in education, business, science and technology; they saw English as the language of great opportunities, development and globalization. Teachers also viewed English as the language of the world, one that would help students to learn about other people’s cultures through reading literary works written in English.
The study showed the perspective of teachers in Tanzania, the concept that they had about English Language Teaching. Indeed, English Language was considered as a door to access and interact with the world.

This thesis showed why and how teachers and students should develop the Intercultural Competence. The culture was transmitted by the language, so these studies suggested that English lessons and all the materials that teachers were used to help them to be intercultural competent.

Likewise, these studies underlined that teachers in their training should be prepared in this line. If teachers do not receive that information, they will not be prepared to this challenge.

2.2. Theoretical bases

2.2.1. Culture

Living in different regions of our country, we can observe that there are different ways of living, how people behave or react from some situations that differ from people who live on the coast, in the highlands or in the jungle.

Listening to the news on the radio or reading newspapers, we can deduce that the society twenty years ago was different from now. The society has changed, the violence increases, the crime is not controlled, some bus drivers do not respect transport rules, corruption, murder women and so on. These are examples of situations that happen in our society and shows how the culture is affected by many factors like customs, traditions, beliefs or ways of thinking that vary and depend on the cultural factor.
All of these items enclose the concept of culture, in the majority of regions there are the phenomenon of migration from the highlands to the coast, the ways of living changes, and the way of thinking changes, too.

2.2.1.1. What is culture?

Williams (1976), quoted in Kumaravadivelu (2003), asserted that:

Culture is such a complicated concept that it does not lend itself to a single definition or a simple description. It brings to mind different images to different people. In its broadest sense, it includes a wide variety of constructs such as mental habits, personal prejudices, moral values, social customs, artistic achievements, and aesthetic preferences of particular societies.

(p.267)

With this assumption, we can infer that culture is a complex concept because it involves several attributes of a society. These attributes can distinguish the cultural patterns of a social group. Culture is the way of we stand up or sit down, how we look at people, and so on.

Hofstede (1994) remarked that:

[…] Understanding people means understanding their background, from which present and future behavior can be predicted. Their background has provided them with a certain culture. The word "culture" used here in the sense of "the collective programming of the mind which distinguishes the members of one category of people from another". The "category of people" can be a nation, region, or ethnic group (national etc. culture), women versus men (gender culture), old
versus young (age group and generation culture), a social class, a profession or occupation (occupational culture), a type of business, a work organization or part of it (organizational culture), or even a family. (p.1)

Culture is the group of traditions, costumes, ways of thinking and living in a certain part of the country. Every district, region or ethnic group has own rules, they have some characteristics that distinguish a group of people from others.

Holliday (1994) assumed that culture is a way to transmit tradition, “culture transmits tradition, which is shared and learned, to produce systems which are sometimes created as well as being sometimes taken for granted – socialization, and knowledge as a social construction of reality from the past yet unquestioned in the present. “ (p.25)

Parsons (1951), quoted in Holliday(1994), affirmed “culture is transmitted, it constitutes a heritage or a social tradition; […] it is learned, it is not a manifestation, in particular content, of man’s genetic constitution; […] it is shared. Culture, that is, is on the one hand the product of, on the other hand a determinant of, systems of human social interaction.” (ibid, p.25)

Both concepts reinforce Hofstede’s approach, culture is learned in the society provocations the socialization of society’s members. To conclude this contribution, culture is the product of social interaction in any group.

One the other hand, Murphy (1986), cited in Holliday (1994), asserted that culture is the result of human activity and thinking; it can change in the time and is not absolute. “Cultures are not rooted in absolutes. They are the products of human activity and thinking and, such as, are people – made. The elements of culture are artificial, contrived and changeable.” (ibid, p.25)
That contribution reaffirms that cultures are not static; they just try to maintain the status quo. The cultures change when they interact with others, and the influences of culture are absorbed from group to group.

Culture is an immense word to define because it involves many factors, for instance, people who live on the coast have different rules to live and the rhythm of their lives differ from people who are in the highlands or in the jungle. When those people migrate to the capital city, they pretend bring their customs to their new city and adapt or impose their customs. For instance, we can observe some new districts or young towns that have that problem, some of them demonstrate it when they celebrate their parties, and some of them celebrate their parties between the road and their houses.

The way of education in some parts of our country differ from Lima city; thus, some parents in the highlands believe that punishment is a good way to correct children’s behavior; they have this concept into their brains and educate their children similar to them.

Those examples illustrate how traditions as part of their culture and then influence in their lives although they do not live in their origin city, however, they follow the same pattern.

Considering another point of view, Samovar et al. (2010), quoted by Güven (2015), asserted:

There are five main components of a culture, which distinguish it from others. These elements are history, religion, values, social organizations and language. A shared history helps the people of a culture shape their identity and behavior. The influence of religion can be seen in every aspect of culture, and values are the features what make a culture specific by
determining the appropriate ways of behaving. Social
group organizations such as family and government reflect our
culture, and language is the other feature what enables a culture
to exist by helping its transmission. Culture is learned, shared,
transmitted from generation to generation based on symbols and
an integrated system. (p.20)

On the other hand, Femicide is a big cultural problem that we have in the
country and Latin America. We know that women violence presents high quantities in
Lima; Lima is a mixture of cultures, people who arrive in Lima brings their cultural
background. In the Highlands, it is common that men beat women and women do not
tell nothing to the police, they are silent victims and it becomes a chain in their families;
children acquire this pattern in their minds and they behave in that way. Focusing on
this problem, we can indicate that a cultural pattern that you learned as something
common; we believe it is right and we will apply it. Because of the culture is learned
and it is transmitted for generations.

Supporting Samovar et al. (2010), Hofstede (2005) affirmed:

Culture is learned, not innate. It derives from one’s social
environment, not from one’s genes. Culture should be
distinguished from human nature on one side, and from an
individual’s personality on the other, although exactly where
the borders lie between human nature and culture, and between
culture and personality, is a matter of discussion among social
scientists. (p.4)

One example about this concept occurs when we learn a behavior and it is
reinforced by our immediate context (family), we are sure of it is right. People who live
in the Highlands teach their children with physical punishment, they believe that this way of education is right because of some of them have acquired that educational system from their parents, and they apply that behavior pattern with their own families. Adding to this concept, people who migrate to Lima, they have a special characteristic, they work hard, many of them try to get money from different ways. When we are on the bus stop, we can observe many of them selling breakfasts, fruits or sodas; they gain money in those ways and some of them change their ways of living, it is a part of their personality.

It is remarkable to take into consideration that many sellers in Gamarra are from the Highlands, they invest time and money on selling fabrics and clothes; the majority of the stores’ owners start their fabric shops on the street, nowadays they are business people.

The examples above illustrate that culture is learned, some of them follow the chain to migrate to Lima and work in Gamarra, then they have a store and after they have many stores in that place. In some provinces of Lima, when classes finishes in the school, students come to Lima to work in Gamarra sewing jeans, calling people to sell, putting buttons on jeans, so on; because their uncles or aunts have stores there and they need people to work with them.

Hofstede (2005) related the concepts of culture among human nature and personality; these concepts were related to the whole group or individual. Human nature is the universal level in one’s mental software. That idea expresses the human ability to feel love, joy, sadness or fear; those feelings modified by culture. (p.6)

In addition, the personality is own for each human being, the person is unique and has own mental schema; every person constructs his/her personality based on their
personal experiences. Indeed, people who live in an environment of violence, maybe they are shy or violent depend on the experiences that they had before.

When people migrate to Lima, especially people who live in the highlands, some of them experiment discrimination problems about their way of they talk, the way of dressing and it causes low self-steam; causing on some of them that change their habits or maybe that those people are shy.

Furthermore, to illustrate those particular patterns of culture, Ganoza & Stiglich (2015) affirmed that Peru has six main issues to face called traps; those issues showed in the Peruvian population. In fact, those problems are visible and frustrate the progress of our country.

Ganoza & Stiglich (2015) mentioned six traps that Peruvian State is forced to face; to improve this panorama, we must change some regulations and civil society have to help. Those authors told us about the six traps that catch our country and do not allow us advance.

One of the first traps, the false miracle, showed us how our country is truly:

The trap of false miracle makes us pleasant and underestimate our risks and shortcomings, as we see in advance the golden decade of proof that the country is on the way so, we do not do our politicians urgently correct problems whose solution is to implement reforms to grow 7% or more sustained reform.(p.116) (Own translation)

In other words, it indicates that our country has improved totally, this economic growth perhaps has only appearance but not truly; when a country grow all the things change; the way of living, the education, the health, all of these factors improve. Our
country has improved because has received more quantity of money but it continues being a country of the Third World.

The second and third traps were related:

The trap of the low productivity combines with the trap of the informality to frustrate the expectations of progress of the great majority of Peruvians who have been isolated of the opportunities of material improvement, situation that in the new environment will be sharp. Both traps do that the electorate is impatient, that it does not want to wait for the resolution of complex problems rather is more receptive to clientelist or populist offers that promise a rapid relief. (íbid. 117)  (Own translation)

The low productivity, it is a hard trap to get over because it requires far-reaching and complex reforms in different areas: labor, financial, educational, legal, transport, and infrastructure. In addition to this, political problems interrupt the progress of Peruvian economy; our country requires political leaders that undertake reforms to drive productivity.

Not only the government is the responsible of the low productivity, the enterprises have to invest on employers’ training at the same time to look for qualified personnel. Such is the case of enterprises are investing on qualified personnel, to get good results and benefit with higher incomes involves to make a virtuous circle based on the increasing of the productivity. In other words, the enterprises requires incentives for innovation, efficiency, investment in human capital; to summarize these ideas an enterprise needs more investment, more employment, more innovation, more efficiency and the levels of productivity will increase.
As well as the enterprises improve the employers will improve, too; because they will be more competitive and learn new things about their branches, finally will be more efficient to get good salaries according their qualifications; for that reason, it is a virtuous circle, it involves benefits for the employers and enterprises, too.

Not all the employers have the same opportunity, in the written way it is excellent but the real problem happens in the enterprises or companies; some of them not follow the laws, perhaps some employers are forced to work more hours and do not enjoy social benefits, so on; the real problems occur inside the companies in the practical way.

In fact, it is fascinating for formal enterprises and maybe big companies; so the problem is non-formal enterprises, it is about the third trap that Ganoza and Stiglich (ibid) mentioned, the informality. Informality is part of our culture; we can observe this panorama every day, everywhere you go, so it is like a symbolic transmission of culture.

Ganoza and Stiglich (2015) claimed that the State give regulations to be formal in our country but the problem is not the regulations, laws, the money that you invest on those requirements; the big problem is that the informal sellers want to be informal forever, those people do not pretend to change, finally they are accustomed to be informal. Being formal sellers, force those people pay some bills, maybe social benefits for their employers, so on. In other words, they prefer the low productivity before to acquire more responsibilities as business people.

On the other hand, the informal people is a great quantity in our country, these people have high percentage to elect our national authorities, because many of these people are in an informal shop and they are looking for new governments that change their lives.
People who have low incomes are unsatisfied. Those people need to work hard to improve their lives and they have short time to share with their families. They are tired and they try to cover all their primary necessities; even though, their salaries are increased, they may not still satisfied.

As a part of our culture, people who get good incomes can have a good house or apartment, a new car, a good cellphone, so on. The level of education or qualification is necessary to get more benefits and increase quickly. Furthermore, the informality involves many factors, the level of education, the way of living, the way of dressing, the election of the authorities and contribute to increase their self-esteem.

Ganoza & Stiglich (2015) quoted the phrase “Your envy is my progress”, this phrase helps us to understand how people react against the progress of others, especially when you get or buy a material object, because some of them do not have the same opportunity to do it. (p.63)

The authors claimed that there were two ways to get our goals, one of them is quick and the other is slow, the quick one is the formal way and the slow one is the informal without benefits. The informality limits the development of people and it causes dissatisfaction with the system, for that reason those people put their hopes into new governments because of low economy situation, those people are tired of promises they want new changes.

The majority of these people are in the middle class, they are impatient, anxious to change their economy and their future. At the same time, it forces that those people believe in the promises of new candidates that recently appear like saviors.

This third trap was joined to the fourth trap, the lost matches; we can observe that these traps are as a chain; likewise, it has formed the Peruvian culture, the chip of
low productivity, a country with short incomes, informality, elections and governments have collaborate to get a global idea of our country.

Ganoza & Stiglich (2015) affirmed:

The trap of the disability of the State to impose safety increases the desperation of a big group of people who feel unprotected and vulnerable opposite to the delinquency and the growth of illicit activities it allows the infiltration in the State of dark interests, which reduce his capacities. These last three traps as a whole in addition do that it is more difficult to govern the country; it can generate an increase in the protests on the part of a suspicious population, who demands solutions, and end in more and major conflicts. (p.117) (Own translation)

Nowadays, our country has enormous problems in the topic of politics because this term is useful confused with the searching of own interests. The informality causes more issues in the Peruvian population and those people require and demand political or economic changes. Also, the State do not protect the population, we can live in unsafe country, the levels of crime increase every day, delinquency is common in Peruvian culture, organized crime is a good topic for the newspapers every day.

Living in unsafe country, population press for a new government; protests increase, people require a new system without violence; a politic system that get their primary needs and allow to transit in the city quietly.

This panorama forces the population to believe in the promises of new candidates that pretend to offer a major life quality. New politic leaders appear in any election and disappear when the electoral process finishes, during five years with a new
government and new experiences, population expect that the country increases its economy and finally their life styles improve.

When a president finishes his administration, people are frustrated, so they are waiting for new promises; people are impatient because the corruption that affects our system increases at the same time of the delinquency, poverty, the rate of unemployment and organized crime. Ganoza & Stiglich (ibid) maintained that around the corruption there are two types of bandits, the sedentary one and the transitory one.

The sedentary bandits are people who are accustomed to the system, they do not want the system finishes, they prefer to receive some benefits of the system, do not eliminate this chain because it disappears they disappear, too. However, the transitory bandits appear and disappear, in other words, they enjoy the system, try to get all the benefits possible, they participate in the corruption and when they are satisfied, they disappear. Analyzing these types of bandits, we have unsafe country, high levels of violence, a divided Congress, volleyball players and any representative figure of the entertainment in the Congress, unfinished projects, illegal mining, smuggling, drug trade and so on as a result of the bad management of the resources.

Perhaps, the transitory bandits are more dangerous than the sedentary, so they cause more damages to get the control and the power in our country. Transitory bandits believe that politics is a way to build an enterprise; this collaborates to construct the anti-system. To finance their campaigns, they offer political positions and seek to recover the investment with works that will get higher amounts of money neglecting public services on both local and regional governments. Furthermore, many of these bandits start at the local level and end up in the central government; this creates the emergence of new political alliances and other parties; some looking for their own welfare entering a political party established to achieve its aim of entering the Congress,
and then, they seek to be independent. Thus, this situation carries to have the vote of confidence, a new term in the Peruvian politics, approval given by the Congress, often paralyzing activities for the development of the country, it means a delay since they handle the political interests basically; added to it the lack of experience of some Congress members in their labor of legislating.

Ganoza & Stiglich (2015) suggested that:

The trap of the weakness of the political parties and the illegitimacy of the state powers; open the space in order that the frustration and feeling of abandon are taken the advantage by corrupt politicians are ready to promise what should be to come to the power, and once in him they use it for own benefit. (p.117) (Own translation)

The weakness of the political parties do not help to maintain the democratic system, because politicians satisfy their own benefits but they do not reflect on their actions against the progress of the country or region. Political parties should be a way to transmit population’s necessities; when population’s necessities are not covered people protest, so that, govern is synonym of negotiate with other political parties, not only control the power; the ideal is all the society can help to administrate the resources.

This social context can be associated with the progress of Peruvian history, in our culture, the authorities learned to work individually not in a whole group, in our country we need to specify certain functions to improve our progress. For example, the Inca Empire, we inherited a lot of monuments and historical places. Perhaps, the Empire was well –organized; however, the Incas exterminate the empire with the periodical wars at the ending for getting the power, one pretend to control it and the other does not want to share it; that situation was favorable for Spanish.
With this kind of situation, we can deduce that in our culture, Peruvian learned to get the power thinking on own benefits, this situation has repeated in all the republic system; so that, it is a characteristic in our society and if so, it continues the democratic system could break because people are more suspicious than before.

All of these explanations involve Hofstede’s patterns because these patterns are involved with the concept of culture; culture is the product of collective modifications in the personality, this personality varies according to their experiences.

Culture is specific for a group or a category because of modification of many patterns. In addition to this, the environment modifies the person, and that personality learned in the society form a specific culture of determined group of people. In other words, culture is associated to social groups and it has relation with the gender, the social class, the generation level, the occupation, and so on.

Hofstede (2005) supported that:

As almost everyone belongs to a number of different groups and categories of people at the same time, people unavoidably carry several layers of mental programming within themselves, corresponding to different levels of culture. For example: a national level according to one’s country (or countries for people who migrated during their lifetime); a regional and/or ethnic and/or religious and/or linguistic affiliation, as most nations are composed of culturally different regions and/or ethnic and/or religious and/or language groups; a gender level, which separates grandparents from parents from children; a role category, e.g. parent, son/daughter, teacher, student; a social class level, associated with educational opportunities and with
a person’s occupation or profession; for those who are
employed, an organizational or corporate level according to the
way employees have been socialized by their own organization.
(p. 10-11)

Culture refers how we can divide it into categories, maybe related to ethnic
groups or religious group, and language groups.

This quotation underlines the cultural wealth that our country has in some
regions of Peru, especially in the jungle and in the Highlands; we can appreciate a great
variety of languages into the jungle; for that reason, Peru is multicultural and
multilingual country.

At the national level, the Peruvian culture is recognized by its food, in our
country we can have any different variety of products; the culinary art is appreciated by
a great amount of people in other countries, it is a good point that we show compared to
the rest of the world. The formation of some organizations is a way to transmit
socialization through the cooperation, solidarity, and other values characterize this kind
of group, that is, a sample of culture in a small group of the society.

2.2.1.2 Culture in the classroom

Breen (1986), cited in Holliday (1994) asserted that“…classroom as culture as a
more meaningful metaphor, addressing the interactive, social and often opaque features
of the classroom which are instrumental in language learning. Breen claims that it is
only through looking at the classroom as culture that we can begin to understand.”
(p.21)

With this quotation, Breen (1986) remarked the influence of social aspects into
the classroom, the group that we have in class has own characteristic that we can
recognize in the whole group; those characteristics are observable and common in the
majority of the group, special aspects that distinguish them from others, and then it impacts on the learning process. To conclude with this quotation, we can deduce that if you understand the classroom context we can comprehend a part of the national culture.

In addition, Holliday (1994) theorized that:

Culture is a concept which needs to be handled carefully.

Nowadays it is much used, often far too loosely. One of the problems is that the most common use of the word – as national culture – is very broad and conjures up vague notions, races and sometimes whole continents, which are too generalized to be useful, and which often become mixed up with stereotypes and prejudices. (p. 21)

Based on Holliday’s assumption, we can infer that all characteristics of a certain region encloses the term culture, this term do not generalize, and perhaps it could be confused with the terms of stereotypes and prejudices that exist in our society. Some features that reflect some students on the classroom are one of the all characteristics that they have in their own culture. In fact, the term culture refers to the whole society, it makes a little reference of language, religion, class, urban cities, rural cities, so on.

Comparing the problems that we observe in the whole society, the school is a small place to appreciate some patterns that we have in terms of language, life styles, types of food that you like or dislike, way of dressing, so on.

When we determine the type of students that you have depending on the group that we are managing. Holliday (1994) proposed that we could find classroom cultures, so if it occurs, we can provide classroom activities based on the similarities that students have.
To know how culture acts in the classroom, we have to encourage classroom interaction, in other words, we need to find the cultural pattern of the classroom. Finally, the cultural pattern helps to understand some behaviors in determined situations.

Parsons (1951), mentioned in Holliday (1994), argued that a knowledge of the social world involves that we analyze some cultural patterns or elements regulate the interaction process.” Cultural elements are elements of patterned order which mediate and regulate communication and other aspects of the mutuality of orientations in interaction processes.” (p.24)

With this assumption, we can conclude that culture is a way to communicate and understand a sort of behavior in a determined group, it allows that teachers and students interact in the classroom, putting some rules into the action where both interact with respect.

Holliday (1994) sustained that “the power of change can create different dependencies on cultural identity. In more static situations, people’s roles in organizations or society are relatively fixed and secure. Individuals base their identity on where they are placed within a hierarchy or social structure; and the culture surrounding their role supports this identity.” (p.26)

The individuals’ roles can change but the connections with the cultural group continues at the same time of the identity, this term is own in person’s essence.

Looking back on the cultures in the classroom, Holliday (1994) presumed that cultures could be any size, from very large to very small, from a national or tribal culture to a family culture. In addition, some cultures can contain by other cultures.” Relations between cultures can be both vertical, through hierarchies of cultures and subcultures, and horizontal, between cultures in different systems. It is important to look
at the classroom culture in terms of wider cultures. The classroom is part of a complex of interrelated and overlapping cultures of different dimensions within the host educational environment.”(ibid, p.28)

Then, cultures can be different types and sizes, so it shows that classroom is just a little part of the completely complex cultures. We can observe below Holliday’s schema about host culture complex.

![Host culture complex](image)

**Figure 1.** Host culture complex

The schema shows all the factors that affect student culture in the classroom, it allows to analyze how wider society affects the classroom environment and culture. Namely, students interact with teachers traditions that they acquired from professional, both absorb the local, regional, national and international context; classroom culture receive the information of the international changes in educational approaches through conferences, training and exchange, all the details mentioned explain the complexity of the host culture.

In addition to this, Holliday (1994) reinforces the term “national culture”. “The larger national culture itself will be a complex of regional, urban and rural cultures, and of other activity cultures related to family, organizations and institutions, so on. The
members of the classroom culture have membership in several of these cultures at the same time and may conform to different cultural patterns in each.” (Ibid, p.30)

Likewise, Holliday (1994) mentions that national culture receives other cultural influences, in the sense that:

The influence of national cultures is important. What is needed is a systematic breaking down of what exactly we refer to when we talk about culture, and an attempt to define when a situation is created by a blend of national cultural and other cultural influences, particularly where these other cultures may transcend the boundaries of national culture. (Ibid, p. 52)

With the concepts presented above, we can conclude that culture involves all people’s attitudes. The way of dressing, greeting, walking or looking at others is culture.

Likewise, culture is a transmission of social patterns, traditions, so on, that people learn and share in-group. In other words, culture is the background that people bring with themselves.

2.2.2. Interculturality

2.2.2.1. Concept of interculturality

Interculturality is a blend of different elements that supports our identity. As Bouchard (2011) sustained that” interculturalism incorporates a number of elements that are not exclusive to it. For example, it endorses the rather widely accepted idea that an official language, legal framework, and territorial unity are not sufficient to make a cohesive nation – they must be combined with a symbolic element that helps foster identity, collective memory, and belonging”. (p.440)
To reinforce the framework of Interculturality, the author adds that concept of Interculturality involves the concept of multiculturalism and a respect to the ethno cultural diversity at the same time that we reject all the discrimination, it requires a process of sensitivity to internalize these concepts into our minds.

According to Bouchard, the ethno cultural diversity is a challenge for most democratic nations and Interculturalism involves integration and management of the ethno cultural diversity.

Interculturalism is taking care of the interests of the majority culture, treating to defend the identity. As Bouchard (2011) maintained “[…]as a pluralist model, interculturalism concerns itself with the interests of the majority culture, whose desire to perpetuate and maintain itself is perfectly legitimate, as much as it does with the interests of minorities and immigrants- we thus find no reason to oppose either the defenders of the identity and traditions of the majority culture on one side, or the defenders of the rights of minorities and immigrants on the other; it is both possible and necessary to combine the majority’s aspirations for identity with a pluralist mindset, making for a single process of belonging and development”. (p.338)

In our society, many times we associate the term of interculturalism with accommodation. When we accept some features of one culture and reject of the others. Likewise, we try to implement the fundamental rights thinking on the majority in terms of equality.

As Bouchard (2011) affirmed that “In the spirit of equity (or equality), the goal is always to more fully implement the fundamental rights granted to all citizens…Accommodation is not unique to interculturalism and can be enacted in accordance with a variety of philosophies, sensitivities, and policies. Consequently again, we must prevent ourselves from associating accommodation exclusively with
multiculturalism. Certain adjustments can seem perfectly admissible in one society and cause problems in another, even if both adhere to pluralism.” (p.441)

Bouchard reinforced his assumption with two examples: denying a young girl the right to wear a certain kind of bathing suit to a swimming class or a gymnastics class might deprive her or her right to learn. In addition, refusing to allow a student to reproduce religious symbols in a drawing class could lead to a similar result.

We can compare those examples with the case of Quechua speakers in the capital city, many of them when come to Lima, they are afraid of speaking in their native language; they are worried about people’s reaction. Many of us discriminate them by their way of dressing, the way of talking and so on; our reaction damages their self-esteem. In fact, they are forced to use Spanish language in their conversations and leave their native language; however, that language is part of their own culture.

Focusing on the interculturality, Peruvian Education policies have been fostering it in the curriculum. The National Curriculum Design (DCN) (2015) remarked the interculturality as a principle of the Education proposed in the General Law of Education in the Article 8°. It underlines that “the interculturality, which contribute to the recognition and valuation of our cultural, ethnic and linguistic diversity; to dialog and exchange between different cultures and the establishment of harmonious relations” (p.17) (Own translation)

2.2.2.2. Characteristics of the interculturality

Bouchard (2011) considered two levels in terms of interculturalism. He said that exist the first level, which refers to the macro social level, and it defines the principles for integration. In addition, he mentions a second level, interculturality, it is the micro social scale, and this level covers neighborhoods, community relations, institutions like schools, hospitals, workplaces, so on. (p.444)
According to the micro social level, the author explains that interculturality is synonym of the duality paradigm; it refers to majority and minority culture. “One of the inherent traits of this paradigm is a keen awareness of the majority/minorities relationship and the tension associated with it. More precisely, I am referring to the anxiety that the majority culture not only in terms of its rights, but also in terms of its values, traditions, language, memory, and identity (not to mention its security). This feeling can be fuelled by a number of different sources.” (ibid, p.445)

For instance, in Lima, a significant source of anxiety comes from the fact that Quechua speakers cannot speak their language in public or in social reunions, they are afraid of being discriminated by their language. Duality is one of the characteristics of interculturality. Besides, duality paradigm gives birth to stereotypes; those stereotypes could propitiate various forms of discrimination.

A second characteristic is the interaction; it generates respect for diversity, which favors interactions, exchanges, connections, and intercommunity initiatives. In other hand, it promotes a spirit of conciliation, balance and reciprocity. (ibid, p. 448)

The third characteristic is the harmonization, “[...] for a culture of genuine interaction and mutual adjustments as a condition or integration. This is why interculturalism makes all citizens responsible for maintaining intercultural relations in daily life, especially when facing the inevitable incompatibilities that surface at the levels of institutions and communities. It is the duty of each citizen placed in an intercultural situation to contribute to mutual adjustments and accommodations.” (ibid, pp. 448-449)

Harmonization is the integration of any citizens in the society looking for intercultural relations in their daily lives, that is, every citizen is charged of integrating all citizens in the society using many resources in an intercultural situation.
The fourth one is the integration and identity; “[…] interculturalism aims for a strong integration of diverse coexisting traditions and cultures. According to the most commonly accepted sociological view, the term integration designates the totally of mechanisms and processes of insertion (or assimilation) that constitute the social bond, which is further cemented by its symbolic and functional foundations[[…]. On a cultural level, the concept of integration is devoid of any assimilationist connotations.” (íbíd, p.449)

Besides, integration involves interaction and connection. “Interculturalism therefore advocates in favor of integration, thus emphasizing the need for interactions and connections […] the best way to counter the unease sometimes feel towards foreigners is not to keep them at a distance, but to approach them in a way that breaks down stereotypes and facilitates their integration in the host society. In other words, exclusion is reprehensible not only on a moral or legal level, but from a sociological and pragmatic standpoint as well.” (íbíd, p.450)

Interculturality is a mechanism to integrate traditions and cultures looking for the identity; however we can reach that our society is fragmented by discrimination ideas. Taking into consideration that in our society there are many stereotypes, which we have to break down to become an intercultural society respecting that our country is the product of a mixture of cultures. All in all, the concept of interculturality blends anthropological concerns with a keen are for language as an expression of both ontological and cultural identity.

2.2.2.3. The power of language

Language is relevant to comprehend the different facts and events. It is the way to explain how phenomenon take place. Echeverria (2003) affirmed, “The language is, for especially, what makes humans type particular beings who are. The human beings,
we consider, they are linguistic beings, beings who live in the language. The language is the key to understand the human phenomena.” (p.21)

Alexander (2006) illustrated that language involves power because language is a way of communication that it is used by states to become power. “There are two fundamental sources from which language derives its power, the ability of the relevant individuals or groups to realize their intentions (will) by means of language (empowerment) or, conversely, the ability of individuals or groups to impose their agendas on others (disempowerment of the latter). For human beings to produce the means of subsistence, they have to cooperate and in order to do so, they have to communicate. Language is the main instrument of communication at the disposal of human beings; consequently, the specific language(s) in which the production processes take place become(s) the language(s) of power. (ibid, p.3)

As we have already seen, the power of language influences our life; language policies regulate the advance of the country, the employment, the economy are controlled by language.

When a state established some language policies, they affect into the job requirements, if we can speak the target language, we get more job opportunities and the way of our lives will improve, too. “To put it differently, if one does not have the requisite command of the language(s) of production, one is automatically restricted in one’s options as regards access to employment and all that implies in a state where employment opportunities are hierarchically structured and differentially rewarded. At this point, the relationship between language policy, class and power ought to become intuitively obvious. “(ibid, p.3)

The author also mentioned the power of language is not just an instrument of communication, it is a mechanism to transmit culture to the society and it gives birth to
the term of identity.”[…] I refer briefly to the other source of the power of language, i.e., its function as a transmission mechanism of “culture” or, more popularly, its role in the formation of individual and social identities.” (íbid, p.3)

Besides, Alexander (2006) asserted that the issue is just not language, class power and democracy, our mother tongue plays an important role in the empowerment of languages, too. In other words, if we have low self-esteem and not respect for our mother tongue, we become discriminated. “Suffice it to say, that being able to use the language(s) one has the best command of in any situation is an empowering factor and, conversely, not being able to do so is necessarily disempowering. The self-esteem, self-confidence, potential creativity and spontaneity that come with being able to use the language(s) that have shaped one from early childhood (one’s mother tongue) is the foundation of all democratic politics and institutions.”(p. 3-4)

On the other hand, he underlined the dominance of foreign languages upon national languages. Because, foreign languages provide more opportunities for us in front of national languages, Alexander shows as example the case of African languages and how local languages are marginalized by the presence of foreign languages. “The relevant essential proposition is simple enough. It states that in a multilingual society, it is in everyone’s interest to learn the dominant language (of power), since this will help to provide equal opportunities in the labor market as well as in other markets. In post-colonial Africa, this has led to the almost complete marginalization of the local languages of the people and the valorization of English, French and Portuguese in the relevant African states. Indeed, in most other African states, the distinction between “official”, i.e., European, and “national” (African) languages ironically highlights in an unintended manner the social distance between the elite and the masses of the people.” (íbid, p.5)
If we compare Africa context with the panorama of our country, we can reach many similarities, some of local languages will replace by the official language in the jungle and the Andes. Finally, he remarked that the dominant language makes a different between the elite and the masses of the people, so not all people speak or use their local languages because they are not required in labor markets.

Tollefson (1991), quoted in Alexander (2006), maintained “[…] language competence remains a barrier to employment, education, and economic well-being due to political forces of our own making. For while modern social and economic systems require certain kinds of language competence, they simultaneously create conditions which ensure that vast numbers of people will be unable to acquire that competence. A central mechanism by which this process occurs in language policy.”(p.6)

Tollefson (ibid) reinforced the importance of the language competence in the employment, education and economy of a state, the language policy is based on the political requirements of a state.

Lopez (1989) reinforced Alexander’s postulates “Language is primarily an instrument of human interrelationship and intercommunication and, as such, is possessed and used equally by all human beings […], language has been used as an instrument of power. For example, the innumerable cases in which a conquered people have had to change their language, or at least adopt the language of the conqueror to give way to the new socio-economic order resulting from such a situation of conquest. […], since the conflictive linguistic situation that today characterizes many Latin American countries is the result of a situation of Spanish imposition on the native languages of this continent parallel to the imposition, in the then new colonies, of a new socio-economic and cultural order.” (p.80) (Own translation)
In addition to this, Lopez (1989) underlined that language is power, it is the weapon to get our proposals because language is prestige depending on our abilities to use the language for specific purposes.

In many societies, efficient management of the group’s own language, together with a good speech and an ease of Word, distinguish the speaker from the rest of the population and give it prestige, giving even the possibility of said subject is chosen as leader. It is undeniable that the leader, along with other qualities, has a command of the language that allows you to reach your audience and convince him. In the modern world, for example, the power of the word is important and those who know to use it well might lead a province, a department and even an entire country. (íbid, pp.80-81) (Own translation)

It is remarkable to underline the importance of using two languages to communicate with different interlocutors in some societies, because it gives power to change mentalities. Lopez (1989) asserted that:

In a monolingual, Hispanic or indigenous world, the leader takes the good use of the word as a quality. In the current indigenous context, which is partially bilingual or which it has to be, the gift of the word in only one language turns out to be insufficient. The leader has to handle actively his own language, to establish and to maintain ties with theirs and the official language of the country, to establish ties with all that one foreign to its group and to expire in an efficient way with its
representative’s own roll of its people. (ibid, p.81) (Own translation)

Furthermore, the language is a way to transmit knowledge, it is the role of any language; however, if a language lose its power, it is absorbed by another one.

Lopez (1989) supported:

The indigenous language, now divided, regains its expressiveness and, faced with the challenge of instrumentalize a different communication for different purposes, responds to the challenge and adapts to the new situation: to express not only emotional and affective content but also to serve as a means for abstraction and for the intellectuality, fulfilling the role that is the responsibility of every language. All languages can actually express the most diverse contents. What happens is that when languages are losing ground and dividing the number of social functions they could meet with another ones. (ibid, p.85) (Own translation)

Underlying the importance of language as a means of power and action, Echeverria (2003) pointed out that:

Language is action, we have to recognize another level in the relationship between power and language. To the extent that language is action, language is a source of power. The way we act in language is therefore a crucial aspect of evaluating how powerful we are in life. (ibid, p.227) (Own translation)

The language is important for human beings because it allow them to express ideas, feelings, joyness and sadness. With the language, human beings can change
minds; so the language is a tool that humans have to transform the world for better or worse.

Finally, Echeverria (2003) stated:

Language not only allows us to talk about things: the language makes things happen. This second postulate abandons the notion that reduces language to a passive or descriptive role. […]. The language, therefore, not only allows us to describe the reality, language creates reality. The reality does not always precedes language, it also precedes the reality. The language generates a human being. (íbid, p.22) (Own translation)

The assumption above enclosed that language means power and is the door to the future, language could change the world. Likewise, language models our identities

Language creates reality. […] When we speak, we model the future, ours and of others. From what we said or we were told, from what we listen or not listen to others, our future is molded in a sense or in other. But in addition to intervene in the creation of the future, human beings model our identity and the world in which we live, through language. How operate in the language factor is perhaps most important to define how will be seen otherwise and by ourselves. (íbid, pp. 22-23) (Own translation)

2.2.3. The communicative approach
Language teachers tend to confuse the terms approach and method. For that reason, we add below a few words of clarification.

### 2.2.3.1. Concept of method

Through the years, many theorists have presented their concepts about method; they have different supports and points of view.

Anthony (1963), referred to Richards & Rodgers (1986), argued that:

> A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach; the method is procedural.[…]; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. (p.15)

According to Anthony, the method is the procedure that teacher follows based on the approach that s/he choose, he claims that a method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. The method helps teachers to put theory into practice in the classes, too.

According to Mackey (1965), quoted in Kumaravadivelu (2003), affirmed that:

> That word ‘means so little and so much’[…] it is not hard to find. It lies in the state and organization of our knowledge of language and language learning. It lies in willful ignorance of what has been done and said and thought in the past. It lies in the vested interests which methods become. And it lies in the meaning of method. (p.23)
Mackey assumed that method is complex but not hard to explain, method is a term that ELT professionals have been used for many years. Method is the way of thinking that has been introducing, it has been used and put it into practice without having a clear idea about it.

As Kumaravadivelu, quoted in Sanchez & Yagüe, (2012) stated that:

It is a top-down character entity. It is the product of the professional knowledge of an expert. Its purpose is the creation of a set of principles and practices teaching susceptible of being used in any and everywhere, and as such, does not respond to the needs and desires of a particular group of learners, or nor approximates the experiences and expectations of a particular group of teachers. (p.2) (Own translation)

According to this assumption the method limits the teaching–learning process into only certain activities. Those activities are not ideal for all students and teachers are forced to use other strategies to get their goals.

On the other hand, the method involves a set of activities, kinds of materials, teachers and learners ‘roles. Harmer (2001) emphasizes that a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material, which will be helpful, and some model of syllabus organization. (p.78)

Richards & Rodgers (1986) remarked that method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure. (p.16)
Freeman (1991), quoted in Kumaravadivelu (2003), maintained that method is
ever overlooked the fund of experience and tacit knowledge about teaching which the teachers
already have by virtue of their lives as students” (p.33)

Kumaravadivelu (2003) said that theorists and teachers could define the term
method; method as theorists and method by teachers, so the first ones just conceptualize
and the second one is who apply in the classroom. The method based on idealized
concepts and contexts however, it is not based on the unpredictable situations that
teachers confront in the classroom. (p.28)

In the way of understanding the concept of method, many researchers have
presented several methods, which group some features that differentiate every method.

According to Jarvis (1991), quoted in Kumaravadivelu (2003), sustained
language teaching might be better understood and better executed if the concept of
method were not to exist at all. In fact, it is too inadequate and too limited to
satisfactorily explain the complexity of language teaching operations around the world.
Although, there is a disjunction between the terms method and approach, many theorists
have presented methods during years, if so, they are confused in the term, and some
authors mention that there are approximately fifteen methods during English Language
Teaching. (p.29)

One of them, Mackey (1965), quoted in Kumaravadivelu (2003), mentioned that
a book published in the mid-sixties, provides a list of fifteen most common types of
method; and these methods used in various parts of the world. (p.24)

On the other hand, Larsen Freeman & Richards and Rogers (1986), refered to
Kumaravadivelu (2003), provided a list of eleven methods that are currently used like
Audiolingual Method, Communicative Methods, Community Language Learning,
Direct Method, Grammar- Translation Method, Natural Approach, Oral Approach,
Silent Way, Situational Language Teaching, Suggestopedia, and Total Physical Response. These methods prescribed in The United States. (ibid, p.24)

Rivers (1991), quoted in Kumaravadivelu (2003), claimed that:

[…] what appears to be a radically new method is more often than not a variant of existing methods presented with ‘the fresh paint of a new terminology that camouflages their fundamental similarity’; […] the purpose of analysis and understanding, to cluster these methods in terms of certain identifiable common features. (pp. 24-25)

Rivers believed that it is basic to have a specified terminology to call the methods, which have similar characteristics grouping in a global method. For the reasons mentioned before, there is dissatisfaction with the concept of method. Some teachers are not agreeing with the existed methods and with their practicing in the classrooms; they want to make changes in the applications of one method; they rely on their intuitive ability and their experiential knowledge.

Besides, Stevick (1982), quoted in Kumaravadivelu (2003), claimed “a wider range of methods – some old, some new, some widely used, some relatively unknown”. (p.31). He believes that teachers identifies and evaluates many of the alternatives that are available for their day – to – day work in the classroom.

Teachers make usually some changes to the existent methods to get their goals in their lesson plan. Some researchers underlines the presence of the eclecticism, because teachers take some strategies from one method and another.

In Widdowson’s point of view (1990), cited in Kumaravadivelu (2003), sustained “It is quite common to hear teachers say that they do not subscribe to any particular approach or method in their teaching but are eclectic”. (p.30)
In fact, he asserted that if by eclecticism meant the random and expedient use of whatever technique comes most readily to hand, and then it has no merit whatever. In other words, some teachers practice the Eclectic Method; however, they face some difficulties.

As Stern (1992), mentioned in Kumaravadivelu (2003) said that:

The weakness of the eclectic position is that it offers no criteria according to which we can determine which the best theory, nor does it provide any principles by which to include or exclude features which form part of existing theories or practices. (p.31)

Furthermore, Kumaravadivelu (1993a), cited in Kumaravadivelu (2003), proposes a way to classify them as language-centered methods, learner-centered methods, and learning-centered methods. (p.25)

As they are confused in the use of the correct term or not, theorists have presented many alternatives to join the ways that teachers used in the classrooms for many years. In addition, some recent theorists have presented new ways to join the methods or approaches presented before.

2.2.3.2. Concept of approach

Anthony (1963) quoted in Richards & Rodgers (1986), defined as:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught[…], approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. (p.15)

Following this quote, Mukalel (1998) affirmed that:
Approaches are principles or axioms which remotely guide the teachers’ awareness and organization of his work in the classroom i.e. Approaches are axiomatic by nature and being abstract conceptual organization or theory, the teacher may or may not be conscious of them. (p.39)

Anthony (1963), cited in Richards & Rodgers (1986), assumed that:

He identified three levels of conceptualization and organization, which he termed approach, method and technique. The arrangement is hierarchical; the organizational key is that techniques carry out a method which is consistent with an approach. (p.15)

In other words, approach is the set of principles that you have to apply using and method through significant activities, all the theory provided by the approach.

The fact what approach describes how language is used and how people acquire their knowledge of the language called a model of language competence. The approach serves as a reference in language teaching in order to apply the principles of the nature of language into the classrooms.

It is remarkable to make differences between the concepts exposed above after analyzing theorists’ points of view, method is the practical realization of an approach and it includes procedures and techniques used in class.

On the other hand, according to the language, the nature of methods and approaches can viewed at three different theoretical views of language. Anthony (1963), cited in Richards & Rodgers (1986), pointed out that:

First, the structural view, language is a system of structurally related elements for the coding of meaning. The language
defined in terms of phonological units, grammatical units and lexical items. For instance, the Audio-lingual Approach, the Silent Way and the Total Physical Response have this language’s point of view. Second, the functional view, language is a vehicle for the expression of functional meaning; it emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language. A good example of this is The English for specific purposes (ESP). Third, the interactional view, language as vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language saw as a tool for creation and maintenance of social relations. The development of interactional approaches to language teaching includes interaction analysis, conversational analysis, and methodology. Interactional theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges. (p.17) As we can see, English language teaching has seen as a group of structures, functions and a way of interaction through the time, it shows the effort to achieve successful results in English language teaching although new concepts found in the way.

In conclusion, approach is the general framework that teachers have and the method is the realization of the approach that use techniques, strategies, procedures and different activities to be successful in their goals.
2.2.4. Strengths of the Communicative Approach

This approach is used by English teachers to teach English Language in schools, universities and institutes. The Communicative Approach uses the language to accomplish some functions, such as arguing, persuading or promising, these functions within a social context.

Larsen Freeman (1986) sustained that:

The goal is to have one’s students become communicatively competent. While this has been the stated goal of many of the other methods, in the Communicative Approach the notion of what it takes to be communicatively competent much expanded. Communicative competence involves being able to use the language appropriate to a given social context. To do this students need knowledge of the linguistic forms, meanings, and functions. They need must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. (p.131)

The purpose of this approach is communication in a real context, according to this; teachers have some roles to get it. Littlewood (1981), cited in Larsen – Freeman (1986), specified that:

The teacher is a facilitator of his students ‘learning. As such, he has many roles to fulfill. He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situations likely to promote communication. During
the activities, he acts as an advisor, answering students’ questions and monitoring their performance. (p.131)

In this approach, students have specified roles, too. To follow Larsen & Freeman (1986)

Students are communicators. They are actively engaged in negotiating meaning – in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating.

(íbid, p.131)

Considering the ideas above, Richards & Rogers (1986) mentioned that:

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as ‘communicative competence.’ Hymes coined this term in order to contrast a communicative view of language and Chomsky’s theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community [...]. (p.69)

According to that quote, the Communicative Approach is synonym of communication, because it underlines the importance of the development of communicative competence. For that reason, Larsen – Freeman (1986) argued the characteristics of the teaching / learning process where students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks; besides, the use of authentic materials give students the opportunity to develop strategies for understanding language as it is. (íbid, p.132)
Communicative Approach underlined the importance of language communication in learning and teaching L2. Kumaravadivelu (2003) posited that:

Language communication is inseparable from its communicative context. Taken out of context, language communication makes little sense. What all this means to learning and teaching an L2 is that we must introduce our learners to language as it is used in communicative contexts even if it is selected and simplified for them; otherwise, we will be denying an important aspect of its reality. (p. 204)

Although, Communicative Approach has been applied for many years. Some researchers have found some limitations, which we can take into consideration. Those limitations do not refuse the strengths that the approach has.

2.2.4.1. Limitations of the Communicative Approach

In English language teaching has appeared methods and approaches, the last one, which has influenced in language teachers, is the Communicative Approach, so it is more familiar with teachers than others are. However, it is necessary to analyze the theoretical basis of this approach as Swan (1985), quoted in Rossner & Bolitho (1990), and proposed:

I shall discuss in particular: (1) the idea of a double level of meaning associated with such terms as rules of use and rules of communication and the related concept of appropriacy; (2) some confusions regarding skills and strategies; (3) the idea of a semantic (notional/ functional) syllabus, and (4) the ‘real life’ fallacy in materials design and methodology. (p. 74)
These criterions are the principal details that Swan took into consideration in his analysis; he analyzed how Communicative approach used the concept of semantic and materials design. Swan remarked the two levels of meaning in language: usage and use or signification and value as semantic aspect.

Wilkins (1976), mentioned by Swan (1985), emphasized that:

[…] one of the major reasons for questioning the adequacy of grammatical syllabuses lies in the fact that even when we have described the grammatical (and lexical) meaning of a sentence, we have not accounted for the way it is used as an utterance…Since those things that are not conveyed by the grammar are also understood, they too must be governed by rules which are known to both speaker and hearer. People who speak the same language share not so much a grammatical competence as a communicative competence. Looked at in foreign language teaching terms, this means that the learner has to be learn rules of communication as well as rules of grammar. (p.75)

Communicative Approach reinforces the teaching of skills as predicting, guessing and negotiating meaning. According to Baw (2011), Swan criticized comprehension skills, because they transferred from the mother tongue; Baw remarked the merit that Swan gave to the mother tongue.

Baw denied Swan’s appreciation, though we acquire these skills in the mother tongue and use them consciously or unconsciously in the process of exchanging information. In addition, he supported it with two reasons, first, the level of students’
proficiency is not the same; second, some students do not apply these skills for confusion or anxiety.

In fact, Swan did not refuse these skills, he just pays attention on lexical items that students have to learn, he was conscious that they are important in the learning process.

On the other hand, Swan (1985) remarked the choice of priority between form and meaning; according to the author, the style of syllabus design can pose a lot of difficulties to the learners because we do not always use the same structures to describe things which are semantically similar; it remarked a serious pedagogical problem. Then, Swan proposed that we need to take into consideration several different meaning categories and several different formal categories when deciding what to teach a particular group of learners. (p.67)

2.2.4.2. Communicative Competence

Communicative competence is the ability that learners have to communicate in a language.

Hatch (1992), mentioned in Kumaravadivelu (2003), sustained that:

Communicative competence is the ability to manipulate the system, selecting forms that not only make for coherent text but also meet goals and fit the ritual constraints of communication. That is, communicative competence is the ability to create coherent text that is appropriate for a given situation within a social setting. What helps the L2 learner and user is the realization that an appropriate and coherent text- whether spoken or written – can be created only if the realities that make
up linguistic, extralinguistic, situational, and extrasituational contexts are taken into serious consideration. (p.223)

When a person can communicate fluently—written or spoken—, we can tell that a person is communicative competent, because he/she can use the language with coherence and cohesion. Hymes (1971), cited by the OTP (2010), affirmed that:

Communicative competence is the study of grammatical structures of the language, which include the management of social, cultural and psychological rules that govern the use of language within a given context. Then, the communicative competence refers to the abilities that the student has developed to know what and how to say something at the right time according to the situation, to the participants, their roles and his communicative intentions (p.9) (Own translation)

As well, OTP (2010) asserted that:

The communicative competence manifests through situations of performance and efficient communication behaviors. These behaviors involve a series of resources or internal processes such as the capacities, knowledge and values that are assumed, and attitudes that are shown in each situation. Each of these, independently, does not makes it possible for someone to be competent when communicating; it is necessary to give an interactive relationship between them. (p.10) (Own translation)

The official documents given by the Ministry of Education highlighted the importance of the development of the communicative competence. These documents
remarks the use of communicative situations where students put the language into practice.

The DCN (2015) underlined the importance of the communicative competence:

The purpose of the English area is to achieve communicative competence in a foreign language, which will allow you to acquire information on the latest and latest scientific and technological advances, whether digital or printed in English, as well as allowing them access to the new information and communication technologies to expand their cultural horizon. In addition, they create the conditions and opportunities for the use of innovative methodologies that strengthen their autonomy in learning other languages. (p.359) (Own translation)

2.2.5. Intercultural competence

This term is not easy to define; it involves taking into consideration the concept of culture as a component of the intercultural competence.

Defining the Intercultural Competence, Clouet (2008), cited by Young Lee (2012), emphasized that:

Intercultural competence is a combination of social and communicative skills as follows: (1) empathy; (2) ability to deal with conflict; (3) ability to work collaboratively; (4) flexibility; (5) foreign language awareness; (6) awareness that culture causes different discussion styles, speech speeds, interpretation and thought patterns; (7) techniques for handling interactional
difficulties; (8) reflection on one’s own cultural background;
and (9) tolerance of ambiguity.” (p.196)

Sinercrepe et al. (2012), quoted in Moller & Nugent (2014), mentioned that “at the heart of intercultural competence is the preparation of individuals to interact appropriately and effectively with those from other cultural backgrounds”. (p.2)

Stewart (2007,) pointed out in Moller & Nugent (2014), affirmed that “finally, the fast-paced transformation of society as a result of science, technology, and globalization, forces intercultural objectives to continuously evolve in order to reflect the needs of modern citizens and communities”.(p.3)

According to Moller & Nugent (2014) told us there is no a precise definition for intercultural competence in the literature although this concept is related to self-awareness and Identity Transformation, the student as inquirer and the learning process. (p.3)

As self-awareness and Identity Transformation, the authors presented several models of intercultural competence and its development.

Bennett’s (1993) Developmental Model of Intercultural Sensitivity (DMIS) charts the internal evolution from “ethnocentrism” to “ethnorelativism” within the context of intercultural interactions. Bennett (2004) posited that a person’s worldview must shift from avoiding cultural difference to seeking cultural difference.

Gudykunst’s (1993) Anxiety/Uncertainty Management (AUM) Model explained the levels of anxiety about interacting in intercultural situations; it can vary; it could be too high or too low in new cultural environments.

Byram’s (1997) Multidimensional Model of Intercultural Competence was the attitude that individuals are faced with the relationships of equality.
Deardorff (2006) Process Model of Intercultural Competence emphasized that the transformation of attitude, self-awareness and openness to new values and beliefs is the first step to becoming interculturally competent.

When we talk about the student as inquirer, it is important to consider the importance of the student and teacher’s role in the Intercultural Competence.

Furnstenberg et al. (2010), quoted in Moeller & Nugent (2014), asserted that “much of the inquiry into intercultural competence defines the student as a researcher, or discoverer of knowledge, viewing the learner much like an anthropologist who explores and investigates a topic both in and outside of the classroom”. (p.4)

Byram et al. (2002), cited in Moller & Nugent (2014), remarked the actual role of foreign language teachers that “[…] The teacher assumes the role of facilitator as she guides the learning process in order to actively involve learners as they explore, discover, analyze, and evaluate meaningful information through primary and authentic texts, audio, video, and media”. (p.5). He emphasized that foreign language teachers must create a good environment to guide learners toward intercultural competence.

Regarding on the learning process, Moller & Nugent, based on some researchers, concluded that the most difficult part in the learning process is assessing and measuring the intercultural competence. In addition, he precise the notion of communicating in a foreign language as integral to the intercultural situation.

Finally, the authors (2014) concluded that intercultural competence is part of the language classroom, so teachers help students to build this competence through a variety of activities that promote good attitudes for respecting interculturalism:

[…] When intercultural competence is an integral part of the language classroom, learners experience how to appropriately use language to build relationships and understandings with
members of other cultures. […] By including such activities in the foreign language curriculum, students begin to see how their attitudes, knowledge, and language skills can affect their intercultural experiences. As a result, students will gain an understanding of how to enter into intercultural situations with an open mind, resulting not only in more successful communication, but in building meaningful relationships with target language speakers. (p.14)

2.2.6. From communicative competence to intercultural communicative competence

The classroom is the space where teachers can promote the interculturality because we can work with human beings. Every person brings his/her personal background to the school; it should be used as a resource.

Understanding that students bring their own personal background, we can infer that teachers, too. The classroom is dynamic, because students and teachers have their own experiences and own cultural identities, both meet in the classroom. However, teacher’s culture is not better than students’ culture. Every culture has its strengths and weakness, but we have to be proud of it. To internalize this concept and enrich our culture is synonym of growing, when both cultures meet and interact, we grow as a result. Kumaravadivelu (2003) called it like critical cultural consciousness. The researcher affirmed that:

[…] it seems to me that a true understanding of the cultural dynamics of the L2 classroom can emerge only through an understanding of the individual cultural identity that teachers
and learners bring with them. Such an understanding is possible only if teachers and learners develop what I call critical cultural consciousness. […] the development of critical cultural consciousness requires the recognition of a simple truth: there is no one culture that embodies all and only the best of human experience; and, there is no one culture that embodies all and only the worst of human experience. Every cultural community has virtues to be proud of, and every cultural community has vices to be ashamed of. Developing critical cultural consciousness enables one to learn and grow, to change and evolve, so as to meet the challenges of today’s emerging global reality. (p.271)

Not only we interact with students; the globalization affects every individual in the world. This phenomena provides technological access, it reduces the time we used to communicate with people in the world. Thus, we can interact with foreign people and know details of their cultures through a conversation in the Internet. It can shape or reshape our own cultural identities.

Kumaravadivelu (2003) explained that:

Thus, economic and cultural globalization along with electronic media have vastly increased the opportunities for the people of this planet to know more about each other, and also to shape and reshape each other’s thoughts and actions. In other words, the informational resource necessary for an individual to construct a meaningful cultural identity is only a click away. What the individual needs more than anything else to make
proper use of that resource is a critically reflective mind that

can tell the difference between information and disinformation,

between ideas and ideologies. (ibid, p.272)

Keeping in touch with local and international people, students should reaffirm their culture. In some cases, when we interact with others, we share our customs, traditional, typical dishes, and so on; it allows that we are proud of cultural heritage. However, we have to prepare our students to develop the critical self-reflection; it involves that they requires having knowledge about their own culture. That knowledge should be provided by the schools.

Kumaravadivelu (2003) highlighted that:

What guides an individual in such a critical self-reflection is his or her own value system sedimented from his or her own cultural heritage. One’s learned knowledge and experience of other cultural contexts not only expands one’s cultural horizon but also clarifies and solidifies one’s own cultural heritage. This critical self-reflection helps one to identify and understand what is good and bad about one’s own culture, and what is good and bad about other cultures. It eventually leads to a deeper cultural understanding, not just superficial cultural knowledge. (ibid, pp. 272-273)

To understand other cultures, we should know, understand and respect our own culture. It signifies that we grow because to understand other we have to start with ourselves. As ELT professionals, we should provide our students with cultural knowledge if we want that they have cultural practices. We can focus on giving cultural
information about them in the different lessons; our strategies and materials should be related to cultural topics that helps them to build their intercultural competence.

Kumaravadivelu (2003) posited that:

A crucial point to remember in designing microstrategies for raising cultural consciousness is that teachers should make a serious attempt to access, respond, and build on learners’ vast cultural knowledge in order to help them connect the norms of their own cultural practices with those of the target language community, and of the wider world, and thereby gain a deeper understanding of all. (ibid, p. 275)

The assumptions above underlined how cultural patterns influences in our task as teachers. The classroom is a place to get our student become intercultural competent.

As Kumaravadivelu, quoted in Sanchez & Yagüe, (2012) affirmed that:

A classroom, however, does not exist in a sociological gap. It is, in fact, a scenario where - as close to Freire - critical educators remind us historical, political, social, cultural and ideological forces which come into collision in a struggle endlessly for supremacy. And thus, the classroom, the classroom of languages in particular, cannot be conceived as sandboxed oblivious to what is happening outside. The teaching of a language is much more than teaching a language. […] It is the transformation of the cultural forms and the interested and partial knowledge to give meaning to the experiences lived by teachers and learners. My academic research is motivated, therefore, by the desire to understand the classroom of
languages not in its linguistic complexities but also in all those 
referring to the historical, political, social and cultural. (p.9)

(Own translation)

Kumaravadivelu remarked that teaching a language is not only the transmission of syntactic or phonological knowledge. Teaching language should be directed to acquire cultural patterns; a language expresses culture; language is not a set of linguistic patterns that we teach our students.

In other words, we can infer that the classroom is the space where teachers and students interact. Teachers and students have different own cultural patterns that keep in touch in the classrooms. As teachers, we can encourage our students to be critical and reflect on own culture. To get this goal, we should be a needs analysis of our group in order to help them to build their intercultural competence.

In addition to this contribution, Holliday (1994) proposed the development of the culture sensitive approach as a product of an ethnographic action research. The ethnographic action research involves a study of social group where we will teach.

Holliday (1994) claimed that:

The process of learning what happens between people in a particular classroom should be largely in the hands of the teacher; just the act of teaching is in the hands of the teacher.

He adds, such as curriculum developers, materials or textbook writers, heads of departments, may also be involved in making decisions about the nature of classroom methodology. (p.161)

Indeed, learning process involves teacher’s methodology, students’ background, books, and the place where learners have, so on.
Furthermore, he expresses that more relevant knowledge than the teacher does about cultures surrounding the classroom; also, we need to base our decisions upon what happens between people within the classroom, and should enter into a learning process in collaboration with the teacher.

Teacher needs to know about relevant aspects of his/her students, thus, students comes to the class with their background and certain strengths and weakness of their cultures, so the classroom is a mixture of cultures.

Recognizing that human beings are unique, we should prepare our lessons directed to different social groups and their cultural patterns promoting knowledge about culture on our students.

In addition, the author said that a methodology should be sensitive to the prevailing cultures surrounding any given classroom, an appropriate methodology, which by nature be culture-sensitive, therefore has two major components: a teaching methodology and a process of learning about the classroom.

Holliday (1994) remarked, “in effect, learning about the classroom is an essential aspect of finding out how to teach.” (ibid, p.162)

To design the syllabus and propose goals, we need to make exhaustive needs analysis of the classroom that we will teach. Students are unique and classroom experiences are different in each classroom.

He illustrated this point of view in the following picture:

![Figure 2. Components of a culture–sensitive methodology](image-url)
He suggested that teachers should do an action research when they investigate aspects of their classrooms in an organized manner. In addition, the purpose is for the teacher to learn what she or he needs to know about the classroom in order to develop appropriate methodologies.

In other words, teaching methodology is the result of needs analysis that we reach as teachers. When we have the appropriate methodology, we should prepare our materials related to our students’ needs.

In fact, we need to do an action research that needed to be ethnographic in approach. Thus, he proposes that we need to do an ethnographic study of any classroom that you are charged of you.

Holliday (1994) proposed that there is an implicit curriculum design that is, the culture, which is implicit in all the methodologies. However, it is essential to know and study the social context that we have; we can help of the ethnography. “Ethnography is particularly important because it is a branch of anthropology which studies the behavior of groups of people.” (ibid, p.163)

To study society, we need for this study, anthropology, which is a more complex branch that we need to know before planning our curriculum design.

He specified that teacher cannot wait until the process of learning about the classroom is finished before deciding how the teaching ought to be done, action research sets up a spiral relationship between research and action, Moreover, the spiral has to begin with teaching; during the process of teaching, teacher learns about the classroom; this learning gives rise to an adaptation of the teaching methodology; the learning process continues to evaluate the changes to the teaching methodology, which in turn requires learning about the changed classroom situation which it brings about, and so on. The process never finishes and indeed should be permanent.
Therefore, an appropriate methodology needs to incorporate both how to teach and learning about how to teach. Then, the problem is not the methodology; we need to follow some requirements to get an appropriate methodology thought in our students’ needs.

The requirements that Holliday (1994) claimed that:

It should have a built-in facility for the teacher to reflect upon and learn about the social dimension of the classroom, and to continue learning. It should therefore incorporate ongoing ethnographic action research. It should be able to put into practice what has been learnt and should therefore be continually adaptable to whatever social situation emerges.

(Ibid, p.164)

The lessons respond to students’ needs and situations that emerge in the classroom, the lessons are adaptable depending on the situation. We plan our lesson based on students’ needs, it does not say that you have unpredictable lesson or not prepare your lesson plan. Kumaravadivelu, quoted in Sanchez & Yagüe, (2012) added that:

Improvisation is the hallmark of a quality teaching, if we define that as the necessary deviation from a planned classroom activity. The good teacher can never be a prisoner of his own planning. In fact, even the best lesson plan is just the sketch of a roadmap. The real challenge occurs when ‘the tire meets the road’ (as assures an American saying), that is, when the lesson plan keeps in touch with its beneficiaries, the learners. Starting from the deployment of the input, the class interaction, and the
permanent feedback by the learners. The teacher should be willing and able to modify the lesson plan and improvise teaching actions and activities. The success of teaching-learning in the classroom ultimately depends to a large extent on maximizing learning opportunities. And those opportunities can be created and used by both teachers and learners. If teachers stick religiously to the planned lesson plans, they ignore the unpredictability of the classroom discourse and refuse to improvise; they will fail spectacularly in their work of maximizing the learning potential in the classroom. (ibid, p.5)

(Own translation)

We can infer that each lesson plan should be maximized with the opportunities that we can reach to develop our activities with the students. Kumaravadivelu mentioned the term maximizing opportunities as the blend of activities that teachers and students have in the learning – teaching process. He described how language taught and learned into the classrooms, if so, some authors believe that there is a new way of thinking about teaching language.

Kumaravadivelu (2003) stated that:

There is a post method condition; the post method has three attributes. First, it signifies that the post method condition empowers practitioners to construct personal theories of practice, and then it authorizes theorizers to centralize pedagogic decision – making, the post method condition enables practitioners to generate location – specific, classroom – oriented innovative strategies. Second, the post method
condition signifies teacher autonomy, that is, it promotes the ability of teachers to know how to develop a critical approach in order to self–observe, self–analyze, and self–evaluate their own teaching practice with a view to effecting desired changes. Third, it is pragmatism, that is, it is focused on how classroom learning can be shaped and reshaped by teachers as a result of self–observation, self–analysis, and self–evaluation.

(p.35)

The attributes mentioned above, there are the basis of the post method pedagogy. The attributes proposed by the author closed with teacher’s ability during the lessons, in other words, teachers make a students’ needs analysis and based on that information, they encourage and promote different activities to get the goals proposed; the ability of teachers is in evaluating, observing and analyzing students’ strengths and weakness.

The post-method encouraged a pedagogy related to the context, not only to the linguistic patterns. This post-method is constructed on teachers’ experience because they know how students react to several activities and how teachers develop their lessons. Kumaravadivelu (2003) emphasized that teachers know the theory and they mix many activities from different approaches to develop their lessons, one approach does not satisfy teachers’ expectative, overall, in their work, they use different strategies and activities that they believe are correct to get their goals. This assumption promoted the observation and analysis of the class group, the observation is important to build on new activities that the group requires. According to Kumaravadivelu (2003), post method pedagogy had three-dimensional systems consisting of pedagogic parameters of particularity, practicality, and possibility.
Particularity is at once a goal and a process. [...] It starts practicing teachers, either individually or collectively, observing their teaching acts, evaluating their outcomes, identifying problems, finding solutions, and trying them out to see once again what works and what doesn’t. [...] It seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that based on a true understanding of local linguistic, sociocultural, and political particularities. Practicality impacts on the practice of classroom teaching, namely, the relationship between theory and practice. It seeks to rupture the reified role relationship by enabling and encouraging teachers to theorize from their practice and to practice what they theorize. The parameter of possibility is related to the recognition of learners’ and teachers’ subject positions, that is, their class, race, gender, and ethnicity, and for sensitivity toward their impact on education. (ibid, pp.34-37)

In summary, the parameter of particularity seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities; and the parameter of practicality seeks to tap the sociopolitical consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation.

In this point of view, teachers evaluated in their teaching process in ways of improving their labor, so this kind of pedagogy requires a local analysis of the context not only political, if so, sociocultural and linguistic. Thus, the theory and the practice
linked in an only process, it involves that teachers, learners and the context are unique without taking social classes, races, genders and ethnicity into consideration.

These parameters represent three main issues. Because of it, we need to know several factors that determine the learning – teaching process, it is given by the parameter of particularity. Every class group has its own linguistic, social, political and cultural factors.

The parameter of practicality focuses on the exploration that we make about the class group; it is given by the teachers’ practice. The parameter of possibility is directed to both, teachers and learners, who have to recognize as human beings and how are they important in the society. It looks for the recognition of both in the learning – teaching process. The figure below showed the three parameters presented by Kumaravadivelu (2003):

![Figure 3. Parameters of a post-method pedagogy](image)

Furthermore, Kumaravadivelu (2003) stated the Macro-strategic framework, which tries to guide us to carry out the salient features of the pedagogy in a classroom context. In this framework, there are macro-strategies and micro-strategies, so these macro-strategies could help teachers to build up their own theory based on the practice that they are experienced. Through this assumption, teachers analyze their contexts;
they try to generate significant activities thinking on students’ needs using the microstrategies; these microstrategies known as classroom techniques that teachers use to catch students’ attention.

Macro-strategies are defined as guiding principles derived from historical, theoretical, empirical, and experiential insights related to L2 learning and teaching. They are like a general plan, a broad guideline based on which teachers will be able to generate their own situation-specific, need-based microstrategies or classrooms techniques. Macro-strategies may be considered theory-neutral as well as method-neutral.

(ibid, p.38)

The macro-strategies that Kumaravadivelu (2003) proposed are:

1. Maximize learning opportunities: it refers teaching as a process of creating and utilizing learning opportunities, teachers’ role are mediator and manager of the learning act.

2. Minimize perceptual mismatches: it emphasizes the recognition of potential perceptual mismatches between intentions and interpretations of the learner.

3. Facilitate negotiated interaction: it refers to meaningful learner-learner, learner-classroom interaction in which learners are entitled and encouraged to initiate a topic and talk, not just react and respond.

4. Promote learner autonomy: it involves helping learners learn how to learn, equipping them with the means necessary to self-direct and self-monitor their own learning.
5. Foster language awareness: it refers to any attempt to draw learner’s attention to the formal and functional properties of their L2 in order to increase the degree of explicitness required to promote L2 learning.

6. Activate intuitive heuristics: it highlights the importance of providing rich textual data so that learners can infer and internalize underlying rules governing grammatical usage and communicative use.

7. Contextualize linguistic input: it highlights how language usage and use are shaped by linguistic, extralinguistic, situational, and extrasituational contexts.

8. Integrate language skills: it refers to the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading, and writing.

9. Ensure social relevance: it refers to the need for teachers to be sensitive to the societal, political, economic, and educational environment in which L2 learning and teaching take place.

10. Raise cultural consciousness: it emphasizes the need to treat learners as cultural informants so that they are encouraged to engage in a process of classroom participation that puts a premium on their power / knowledge. (ibid, p.38)

In general terms, this proposal pretended to pay attention on all the factors that are presented in the educational process, and looking for maximizing the learning process, thus, the learning act can occur in a good context for students.

It requires that teachers encourage the cultural component, integrating different skills and taking into consideration a needs analysis of their students. For that reason, teachers have to be prepared to these new challenges. Universities and institutes who train teachers should develop teachers to produce Knowledge, whose teachers are able to prepare their own materials and resources for their lessons. Preparing our own
material, we can develop the four skills integrated and give the cultural component in our lessons. (See Appendix F-G).

Kumaravadivelu, quoted in Sanchez & Yagüe (2012), made an emphasis in the training of future teachers, because their training was not focused on practice. The universities and institutes provide them with a lot of information about theories, curriculum design and assessment but not the tools that they need to apply in their lessons.

The current system of teacher training in languages is imperfect in both the conceptual and the structural. Conceptually, it is directed at (a) to transmit, by the trainers to the future professors, a generic set of predetermined, pre-selected and presequenced knowledge without taking into account their specific needs, desires and situation; (b) To train teachers more to passively imitate the model of expert teacher than to creatively master the teaching model; and (c) to transform teachers into knowledge consumers rather than producers of knowledge. Structurally, most of the current programs offer to the future teachers a series of isolated courses on areas like the theories linguistic, the acquisition of second languages, the pedagogical grammar, the methods, the curriculum or the evaluation, which usually conclude with a course of practicum type auction or teaching practices. This type of approach rarely offers a complete picture of learning, teaching and teaching. Consequently, they are usually the teachers in training who must discover the "connection plot" that gives meaning to all of it. […] I think that only this integrated training has the potential to help teachers fully understand what is going on in their class and, ultimately, to allow them to generate their own pedagogical knowledge in function of the context. (ibid, pp. 3-4) (Own translation)
Adding to this assumption, Kumaravadivelu underlined the importance that teachers prepares their own material. When teachers prepares the material, they transmit their philosophy based on their experiences. Besides, they can promote the critical thinking on their students with the activities proposed. Because several materials provided by the Ministry and other institutions are limited; they transmit the concept of culture that that they believe teachers and students just need.

Kumaravadivelu, quoted in Sanchez & Yagüe (2012), asserted that:

The construction of a pedagogy post-method for a specific context is a way to counteract the manipulation methodological associated with the centralist methods. As far as the materials are concerned, I have pointed out the limitations of the manuals and how the teachers can overcome them[ ...] A possible preparation for teachers and for learners could be found in carefully designed, open and reflective tasks that promote in both the critical conscience necessary to identify and judge deficient visions presented in the media and also in the manuals.

(ibid, p.8) (Own translation)

Likewise, Holliday (1994) highlighted the importance of the cultural factor in the methodology that teachers use in class. Similarly, to the Macro-strategic framework proposed by Kumaravadivelu (2003), Holliday claimed in a sensitive- culture approach. That approach do not refuse the communicative approach; the author believes that communicative approach is correct to add the culture factor during the lessons, he do not diminish the use of this approach.

For him, this approach could incorporate cultural topics as a tool of communication.
creating new terms would only create new myths. Therefore, rather than suggest culture-sensitivity as a new approach with all sorts of new possibilities for myth making, I wish to argue that the communicative approach already contains potentials for culture-sensitivity which can be enhanced and developed to suit any social situation. (Ibid, p.165)

Some teachers confuse the use of an eclectic method with choosing an appropriate method. Holliday said that choosing a method is suit the own situation, or of being eclectic in the use of a cocktail of different methods where this is appropriate.

Moreover, learning a new language by means of a new set of stimulus –response behavior traits, but an intelligent, problem – solving person, with an existing communicative competence in a first, or perhaps second or third language.

Communicative approach refered to a whole range of aspects: teaching communicative competence, teaching language as communication, having students communicate with each other and with the teacher, and ensuring that the methodology communicates with the student and other concerned parties.

According to this, this approach involved many factors that help students to develop communicative skills that they need to put the language into practice.

On the other hand, Cultures change and influence each other, so the communicative approach looks most certainly to be central to the tenets of integrationism.

It is essential that we have in our minds, the notion of communicative fits very well the notion of the teacher or curriculum developer carrying out ethnographic action research to arrive at an appropriate methodology. The communicative approach should
have a built-in facility for being culture-sensitive, and thus make the ideal becoming-appropriate methodology.

In fact, the approach can be adapted to use the culture in their lessons is the communicative approach, so this approach allows teachers to use some cultural topics to teach English. Some topics that we can use in our lessons is about racial discrimination, low self-esteem, poverty, pollution, traffic, corruption; however we can adapt these topics to discuss in our classes. Finally, being communicative should involve interpretive research into the needs of the wider social environment. Knowing the needs of the society, we can use some general problems in our classes and try to give some alternatives as teachers.

According to Holliday (1994), a good approach to add cultural topics in the lessons was the communicative approach, so it was the ideal approach to put the culture knowledge into practice.

Grotjahn (1987), mentioned in Holliday (1994), supported that:

The term ‘communicative’, as in ‘communicative social research’, describes exploratory, interpretive procedures through which researchers attempt to get in touch with the real worlds of their subjects, sometimes through the use of ethnography. (p.173)

As well, Gandlin and Breen (1979), quoted in Holliday (1994), pointed out that:

The scope of all the parties concerned as being not only the students in the classroom, but socio culturally selected educational aims and ideas, language education is to serve the individual within the context of the state and its needs. Besides, the orientations of their real worlds with all their cultural
behaviors and allegiances have already been considered in the
design and implementation of a communicative curriculum, its
texts, tasks and activities. (p.173)

Both authors agreed that the communicative approach transcends the language
teaching, it involves the society and the parties that are concerned in that. To be
communicative, we need to explore our context, analyze our students’ needs.

Actually, in a classroom, we have a mixture of cultures, needs; we can use some
textbooks and follow a special curriculum design, but we need to do an ethnographic
research to guide our work in the classrooms.

However, Breen (1987b), refered to Holliday (1994), stated that:

A reason why the strong version is less popular than the weak
version, teachers who have been brought up on structures find it
more difficult to understand and digest. In addition to this, a
collaborative work, it is not for the purpose of students
communicating with each other, but for the purpose of their
helping each other to solve language problems; students
working in groups or pairs do not have to speak English all the
time, making the approach much more manageable in
monolingual classes.(p.172)

This author claimed that a communicative approach is not the best approach to
apply the discussion of certain topics, so working in groups or a pair in a real context
causes some typical problems because in many classrooms, there are disruptive students
or many of them do not understand teachers’ instructions. Perhaps there are large
classrooms in some schools and it is hard to manage them; simply the communicative
approach does not work with them.
Following to Kumaravadivelu, Holliday (ibid) sustained that teachers use an eclectic method in their lessons. However, the mixture of approaches that teachers use in their lessons are the product of students’ needs. Those activities are not called as an eclectic method because it does not have its own foundations that develop it. Both researchers affirmed that teachers have to prepare their own materials based on an ethnographic research that teachers do with their class group. Both foster teachers to prepare their own material based on the theory and practice that just have.

As Kumaravadivelu (2003), affirmed textbooks transmit and limit teachers and students’ needs. Moreover other authors underline the importance of the cultural component in the preparation of materials designed by teachers. Ore (2013) concluded that:

Exploring the intercultural aspects that occur in attempts and teaching-learning of English as the international experience, and consideration of the role and use of specific cultural content in materials designed for this purpose shows the unavoidable need to adopt, following a Holliday (1994) ethnographic approach and methodologies appropriate more strictly adapted to the characteristics of each local context. Reflections presented around the cultural and technological transfer implicit in the indiscriminate application of universal approaches and methods in different contexts and considerations exposed the potential difficulties of this task, seeking to note the course of a pending task for teaching professionals of languages. (p. 139)

(Own translation)
Ore (2013) remarked the importance of the context and how it influences in our task. Not only the application of several approaches is an issue; the majority of approaches are not thought on students and teachers’ needs. The author promoted the elaboration of specific material directed to the cultural content which students can develop their critical thinking.

Ore (2013) sustained that:

The image and efficiency in our specialty may well be reinforced with a renewed and broader interest in the design of approaches, methods and materials appropriate -really applicable- for teaching English, even if it means moving away from universal panaceas that may seem appropriate from an international perspective but does not always work in practice nor necessarily help meet the needs of specified contexts. (íbid, p.140) (Own translation)

The different approaches applied in different public schools follow a universal approach. We can think that the Ministry pretends to implement a formula that work in another place in the whole country. The lack of needs analysis is an issue in our schools, the materials proposed by the Ministry are not designed on our students’ needs; they can be adaptable. However, teachers have to be prepared to face with it and are be able to design their own material. Another issue emerges, teachers are really ready for this task, and they have received the necessary preparation to this. As teachers, we can have the criterion to elaborate our materials or we will follow the patterns that we learned in our universities or institutes.

Following with this issue, many projects have been implemented in our country, some of them gave some results but many of them do not work. Many projects work
well but are not finished. Those projects are not designed to our context, it is another issue that does not help to improve the teaching of languages in our country. However, the implementation of projects is not the only solution to our ELT problems.

Ore (2013) asserted that:

The most visible is the lack of continuity in the implementation of educational policies in general a fact that is reflected clearly in the area of teaching English in school and the lack of decision to design and adopt appropriate solutions to resolve the issue of language teaching. (ibid, p. 140) (Own translation)

We believe that it is the opportunity to foster the designing of our materials, which can be adaptable depending on the class group. Some activities can vary depending on students’ needs and the situations that emerge during the lesson. The material can be enriched with the help of our students.

This assumption was reinforced by the concept of following of a methodology directed to the context, proposed by Kumaravadivelu, quoted in Sanchez & Yagüe (2012):

I do not see so irresolvable conflict between a sensitive methodology context built by concrete professionals (which is what the post method is in sum) and the “educational tradition” of a country. Conflicts arise only when an alien pedagogy is imposed from the outside. Also, remember that, if we look at the matter with a broader and deeper vision, no tradition is immutable. The tradition can be re-formed. Is not the primary objective of education develop in our students’ critical thinking so that they can overcome the limitations of customs and
traditions that prevent them to unfold their potential to the fullest? Perhaps education should not make them to be able to go beyond the artificial boundaries that have been imposed by historical demands or political expediency. What otherwise, if not, can transform themselves staff, socially and culturally? On the learners as intercultural speaker. (pp.7-8)

(Own translation)

The author indicated that we do not change absolutely the traditional approach or that approach is not the correct. The approach proposed add the traditional approach the cultural component which teachers promote students ‘critical thinking. Our students need to develop their ability that the society requires; the society needs students that improve their limitations and they use them as resources to improve their lives.

On the other hand, the curriculum in our country pretends to develop the communicative competence in the mother tongue and foreign language; it requires a need analysis and the recognition of the importance of intercultural competence through our history and the respect for our Peruvian diversity.

Getting the development of Intercultural competence, we can have a panorama of our diversity and a study of the multilinguism that we appreciate in our country.

López – Rocha indicated that:

Intercultural Communicative Competence (ICC) needs to be incorporated in the language curriculum if educators hope to help students develop an appreciation for the language and culture studied, an awareness of their own culture, and the development of skills that will allow them to be competent, adaptable, communicators. (p.105)
Developing the critical thinking on our students, we encourage that our students know more details of their own culture and society. Working with them, we can help them to expand their panorama about relevant issues that happen in their context.

The development of the Intercultural Competence requires a modification in the Communicative Approach, because the classrooms should be the best place to promote this competence. ELT professionals are responsible to encourage this competence with these students in the different lesson plans; before this, we have to understand really the concept of interculturality.

Lopez (2000) manifested that:

The insensitivity of the systems of education that, until very recently, did not take into account the peculiarities of linguistic, cultural and social learners who speak a language other than the hegemonic language, language from and in which are organized school curriculum. Such poverty is the inability of the Latin American educational systems product to take into account the experiences, knowledge and skills of the students who attend. (p.6) (Own translation)

Lopez (2000) underlined the importance of interculturality in education, because it provides a way to improve our lives due to the fact that:

The intercultural dimension of education is referred also to the curricular relationship between knowledge, skills and values themselves or appropriate by indigenous societies and those unknown and others, concerning the search of a dialogue and a permanent complementarity between traditional culture and the Western Court, for the sake of meeting the needs of the
indigenous population and better living conditions... The EIB becomes much more than the simple teaching of languages and a mere teaching in two different languages and is designed to generate a radical transformation of the educational system in contexts in which the use of the own language gives rise to a real innovation in modes of learning and teaching. (p.8) (Own translation)

As Lopez (ibid) made reference is that intercultural education that allow us to interchange our ideas. Because of learning and teaching a language is a way to transmit culture, values and knowledge, it is not just linguistic patterns. This approach looks for giving students the opportunity to express their ideas about the social problems where they are involved. However, through the teaching of languages, we can develop on our students the needed skills to get it. In other words, we can provide them with all the tools that they require to become intercultural competent.

Finally, Lopez (2000) maintained that interculturality is not only the respect of cultural differences, it could be used as a resource, and that is a resource to access new opportunities because:

Interculturality also has to do with the external relationship and with the positioning before the world. Not only to tolerate differences but to respect, revalue and positively accept them from a different perspective that conceives diversity as a resource ... a resource capable of promoting a different and sustainable human development in multiethnic contexts such as Latin Americans. (p.20) (Own translation)
In other words, the development of IC in our classrooms is a resource for us that we can implement that competence in our students. Because it helps them to understand and respect the diversity that exists in their country. Not only with the use of a foreign language, learning local languages, too. We have to consider that language gives power, prestige, opportunities to develop our lives and allow us to receive the foreign cultural patterns. With this competence, our students understand the different phenomena that occurs in our society; so they will be ready to face with the problems of their lives, not all but they can develop skills that allow them to succeed of the problems.

Namely, language is a way to transmit culture, every individual has own culture when s/he attends to school. Learners arrive with their own background; teachers need to reinforce that our country has a rich diversity of cultures, which they must respect, constructing the intercultural competence in that way.

In English language learning as other foreign languages, it looks for the development of the intercultural competence as a part of the competence of a speaker of foreign language. As Meyer (1991), cited in Riutord (2010) highlighted that:

> Intercultural competence, as part of the broad competence of the speaker of a foreign language, identifies the ability of a person to act in an adequate and flexible way when faced with actions, attitudes and expectations of other cultures. Adequacy and flexibility imply a knowledge of cultural differences between the foreign and the own culture; In addition, having the ability to solve intercultural problems because of these differences. Intercultural competence includes the ability to stabilize one's identity in the mediation process between cultures and to help others stabilize their identity in the
mediation process between cultures and to help others stabilize their own (attitude). (p.341) (Own translation)

English language learning involves that people interact with others, that they are conscious of cultural differences. The learning of foreign languages allows us that people interact with other cultures, recognize their own identity, and understand cultural differences and they can model their own identities.

The development of the communicative competence is related to the development of the four skills. The intercultural component serves to develop the communicative competence. As Celce-Murcia & Olshtain’s (2000), quoted in Usó – Juan & Martinez Flor (2008), asserted that:

…view of discourse competence, the framework has this component at its heart. Thus, it appears inside an oval with a broken line, which leaves room for the four skills within that same rectangular box since the fact of being able to interpret and produce a spoken or written piece of discourse is the means to achieve successful communication. In this way, discourse competence is located in a position where the rest of the components (i.e., linguistic, pragmatic, intercultural and strategic) serve to build this competence which, in turn, shapes each of the other competencies. (p.160)

They present a diagram where explains how it functions and help to get the communicative competence, at the same time, they are related to the four skills.
Usó – Juan & Martinez Flor (2008) described that:

Discourse competence is defined as the selection and sequencing of utterances or sentences to achieve a cohesive and coherent spoken or written text given a particular purpose and situational context. Linguistic competence refers to all the elements of the linguistic system, such as aspects concerning phonology, grammar and vocabulary which are needed to interpret or produce a spoken or written text. Pragmatic competence concerns the knowledge of the function or illocutionary force implied in the utterance that is intended to be understood or produced, as well as the contextual factors that affect its appropriacy. Intercultural competence refers to the knowledge of how to interpret and produce a spoken or written piece of discourse within a particular sociocultural context. Therefore, it involves knowledge of cultural factors such as the rules of behavior that exist in the target language
community as well as cross-cultural awareness, including differences and similarities in cross-cultural communication.

Finally, strategic competence is conceptualized as knowledge of both learning and communication strategies. (p.161)

This assumption underlines that learning a language involves that a person knows what, how and why write and speak. Giving a mixture of activities, we can develop the intercultural communicative competence in our students. Likewise, Juan & Martinez Flor (2008) concluded that:

This communicative competence model emphasizes the importance of the four language skills since they are viewed as the manifestations of interpreting and producing a spoken or written piece of discourse which, as previously mentioned, is the core competence of the model. Thus, on the basis of this framework and taking the intercultural component as the point of departure, in what follows, a variety of activities in the four language skills are presented for teaching learners intercultural communicative competence. (p.161)

In English language learning, we reach some models that show the development of intercultural communicative competence. These models are directed to the development of intercultural attitudes, which involves that people have to know about their own culture to develop this competence.

2.2.6.1. Byram’s model

This model involves abilities, knowledge, attitudes; factors that help the development of the intercultural communicative competence and affects people in the society.
The schema presented by Byram approaches knowledge, not only own knowledge, the interaction with the society, too; attitudes (respect to others and the value of their own identity); and abilities related to the interaction. These factors help people to be intercultural communicative competent.

Byram (1997), mentioned in Riutord (2010), presented the following schema:

![Figure 5. Byram’s Intercultural communicative competence](image)

This schema pretended to give people cultural references, where people can give their opinions about own and foreign cultures with their point of view. When a person develops intercultural communicative competence, he or she is able to interact with others and can discuss about cultural practice of both cultures.

### 2.2.6.2. Moran’s model

According to Riutort (2010), Moran described a new approach based on the learning of culture, which is called cultural experience. He underlined the meeting between the student and the other culture.

Moran sustained that the learning encloses cognitive, affective, attitudinal and cultural factors. The author focused on the experience, this model remarked teachers’ roles in each knowledge. (pp.345-346) (Own translation)
In the following picture, we can regard on the knowledge, language function, activities and teachers’ roles in each knowledge.

![Figure 6. Moran’s model](image)

**2.2.6.3. Paige, Jorstad, Siaya, Klein and Colby’s model**

As Paige, Jorstad, Siaya, Klein and Colby, quoted in Riutord (2010), proposed a tridimensional model of intercultural competence based on declarative knowledge, behavioral and attitudes that are related to the culture. (p.346)

Researchers proposed a model based on macro micro concepts of culture, this schema analysed general and specific cultural issues. As we can observe in the diagram, how culture is accepted by a person, how it can help or not people’s behavior, how people react to other cultures and how people can acquire attitudes for the interculturality.

The schema below has been divided into three groups: knowledge, behavior and attitudes.
2.2.7. Reading

In English language learning, we develop skills in our students. The skills that our students develop in class are receptive (listening and reading) and productive (speaking and writing) skills.

The receptive and productive skills develop other skills according to the nature of the skill and the process that both develop in the learning process. These skills interact one each other and they work together to get the English Language Learning, due to the fact that a student has to listen, speak, read and write in a language effectively not only receive vocabulary that they do not put into practice in a determined situation.
The OTP (2010) pointed out:

“The proposed activities / strategies are stated in a general way, the description of them corresponds to the learning session. These activities are oriented to the development of the four skills (listening, speaking, reading and writing), which cannot be worked separately, that's why the activities are observed the listening proposal, then simulate communicative situations, to then pass to reading and finally to written production, which is the part that requires more dedication for its preparation.” (p.43) (Own translation)

Kumaravadivelu (2003) reinforced the assumption above “Integrate language skills: This macrostrategy refers to the need to holistically integrate language skills traditionally separated and sequenced as listening, speaking, reading and writing.” (p.39)

Likewise, to perform a well-planned integrated activity, the author (ibid) posited that:

1. Try to understand the teacher’s directions, seek clarifications, and take notes (listening, speaking and writing);

2. Brainstorm, in pairs or in small groups, and decide to use library resources or the Internet to collect additional information (listening, speaking, reading and writing);

3. Engage in a decision – making process about how to use the collected information and proceed with the activity (listening, speaking and reading);

4. Carry out their plan of action (reading, writing, speaking and listening);
5. Use the notes taken during their group discussion, and present to class what they have accomplished (reading, speaking and listening); and

6. Finish the activity with a whole class discussion (listening and speaking).

(p.230)

Regarding the activities in the English lessons, we can highlight that the abilities work together not separately. One activity can benefit to the development of listening, speaking, reading and writing. For instance, students listen a recording about any topic (we build up listening skills).

After listening the recording, students read the completed text and write the answers for questions given (we reinforce comprehension skills). Finally, the students share their answers with their partners (we practice speaking skills). Considering the quote cited above and applying the concepts of intercultural communicative approach and integrated skills, we propose sample lessons to develop the four skills integrated. In these sample lessons, an activity emphasizes two skills and the other activities the two others. (See Appendix F and G)

According to the assumptions above, Kumaravadivelu (2003) reaffirmed the integration of the productive and receptive skills to get a meaningful learning through meaningful activities for students.

“Integration of language skills is natural to language communication. He believes that designing and using microstrategies, which integrate language skills, we will be assisting learners to engage in classroom activities that involve a meaningful and simultaneous engagement with language in use.” (p.238)
These skills have their own process and strategies that we as teachers use with our students. Skills that help to develop the intercultural communicative context in our students. For that reason, we recognize the importance of integrated skills.

Anderson & Lynch (1988) emphasized the relationship between listening and speaking:

“…For the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener… Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation” (p.15)

This quote remarked the importance of integrate the traditional skills. For instance, we present an audio about the traditional sports; our students answer some questions about what they hear and discriminate main ideas of the audio. Then, students in pairs talk about the traditional sports in their communities; students interact using their own experiences. This activity shows how the skills are integrated with the same purpose.

Reading is a receptive skill, this skill uses students’ previous knowledge about the topic presented, and it requires a process of comprehension.

Harmer (2001) affirmed that previous knowledge about reading topics can help people to comprehend a text.

If the reader then goes on to buy the newspaper he or she will use all this pre-existing knowledge to predict the relevant article’s contents both before and during the reading of it. However, a reader who did not have such pre-existing knowledge (because he or she did not know anything about
cricket, for example), would find the reading task more
difficult. (p.199)

2.2.7.1. Types of Reading

There are two types of reading: extensive and intensive reading; both of them has own their particularities. Both type of reading involves the presence of students and several roles of teachers.

In extensive reading, the teacher promotes to read any type of text that students show interest and develop their comprehension skill.

Harmer (2001) sustained that:

One of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure - the main goal of this activity. This means that we need to provide books which either by chance, or because they have been specially written, are readily accessible to our students. (p.210)

To get students read for pleasure, they can choose the material that they want to read, not force the text. Teachers promote the reading but not force it, at certain level of proficiency, students are able to choose the material that they want to read and the level of difficulty that they have.

In the intensive reading, teachers encourages students to read any type of text. Teacher direct students to read for general understanding, in this kind of reading students try to understand word by word exactly or maybe translate all the text. Teacher looks for students understand the general idea of the text.
As Walker (1998), cited in Harmer (2001), refered that “it seems contradictory to insist that students ‘read for meaning’ while simultaneously discouraging them from trying to understand the text at a deeper level than merely gist.” (p. 214)

According to this, students feel the need to understand the words that they have in front of them. The problem is that a student looks for the meaning of any words that they have, they do not finish in the time limit to read. At the beginning of reading, students need to have the general idea of the topic, after they need to read for specific information. Harmer (2001) pointed out that:

We may want to have students practice specific skills such as reading to extract specific information, or reading for general understanding (gist). […] We may start by having students read for gist and then get them to read the text again for detailed comprehension. They may start by identifying the topic of a text before scanning it quickly to recover specific information; they may read for specific information before going back to the text to identify features of text construction.

(p.215)

The intensive reading prepares students to the extensive reading, the intensive reading develop skills that students put into practice in the extensive reading.

2.2.8. Listening

Listening is also a receptive skill, similarly reading skill; we can find two types of listening: extensive or intensive listening. Harmer (2001) remarked that “these types of listening encourage students to listen others that speak in the target language not only
teachers’ voice, thus, students can absorb speaking habits as a result of the spoken English and listening helps students to improve their own pronunciation.” (p.228)

2.2.8.1. Types of Listening

In the case of extensive listening, it is not developed in the classroom necessarily; this kind of listening, the student can develop outside the classroom. Some students like media and music, too. Many of our students use English songs to improve their English pronunciation or find videos in several websites.

Harmer (2001) mentioned that:

Extensive listening will usually take place outside the classroom, in the students’ home, car, or on personal stereos as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen to.

Material for extensive listening can be found from a number of sources. (ibid, p.228)

In the intensive listening, teachers use several material to improve listening skills and help students to develop it. Harmer (2001) affirmed that “many teachers use taped materials, and increasingly material on disk, when they want their students to practices listening skills has a number of advantages and disadvantages.”(ibid, p.229)

The advantages that use of taped materials is allowing students to hear a variety of different voices, so students meet a range of different characters, especially where real people are talking. In addition, taped material is affordable and accessible for teachers. The disadvantages that this type of listening has in big classroom, poor acoustics, and students should listen at the same speed. Perhaps, some students show problems in listening certain type of material. (ibid, p.229)
2.2.9. Speaking

Speaking is a productive skill that requires that students use the target language appropriately. This skill requires a process, students’ process information to put the language into practice. Speaking skill has certain language features presented in spoken production. Harmer (2001) mentioned that connected speech, expressive devices, lexis and grammar, negotiating language are some characteristics of speaking skill. (p.269)

This skill involves that students uses their knowledge about the language and the topics that they are developing in class. It involves those students to order and construct their phrases in a correct way to express their ideas. Teacher should promote the development of this skill with several activities that reinforce this skill.

Harmer (2001) remarked that speaking skill requires a mental social process, “if part of a speaker’s productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skill that talking necessitates.”(p. 271)

To speak in another language requires that we order our ideas and process that information, thus, we can interact with others, and it means that we have to have in mind the message required according that the others tell us.

Harmer pointed out that “language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.”(ibid, p. 271). When we talk about interaction with others, Harmer told “ this means that effective speaking also involves a good deal of listening , an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.” (ibid, p. 271). Finally, the process that determine this skill, is on the spot information processing, that makes reference the
response to others’ feelings, we also need to be able to process the information they tell us at the moment we get it. (ibid, p. 271)

These processes happen in the development of this skill, it requires that our students should develop this skill as a process with different activities where they interact and use the language. It means that we as teachers have to encourage this skill in our lessons with significant topics that foster students to put the language into practice.

The developing of this skill involves that student participates in activities that help the development of intercultural communicative competence, in other words, students can read a proposed text, then they answer some questions about that and discuss their answers in groups or in pairs. This skill work with the reading skill, also, we can add the ability to think; we can propose some activities using pictures which students choose one explaining their reasons. (See Appendix F and G)

2.2.10. Writing

This skill is productive, too. This skill uses Spoken language by writing their feelings appropriately. Writing is a process that can be developed inside and outside the classroom. This skill should be used individually or in groups.

Teachers promote students write creatively or using certain topics. Writing has a process. White & Arndt (1991), mentioned in Harmer (2001), pointed out that the process writing is an interrelated set of recursive stages which include: drafting, structuring (ordering information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across you want to get across) and generating ideas and evaluation (assessing the draft and / or subsequent drafts). (ibid, p. 258)
This process involves that students follow some steps before to write since the ideas that students have about the topic presented until the final draft. In the process, students make some mistakes in spelling, punctuation, grammar, so on.

This skill allows our students to put into practice their knowledge about the language. As teachers, we can see how our students use the language in written way.

The four skills allow our students to learn the language in spoken and written way. The teacher has several roles in this task, because he or she provides students with many activities that improve the development of these skills.

This skill allows students can develop their imagination and creativity when they build up their texts or their posters. When the topics are related to the students, they can share and express their ideas and opinions clearly.

For instance, we work with teenagers, we choose the topic music; our students have the opportunity to talk about their musical interests, they can describe their favorite singers, perhaps they can sing a song of their favorite singer. In other words, if the topic is closer to our students, we will activate their previous knowledge and help students communicate through the language easily.

Another topic could be the family; students can present the members of their families and have the chance to reflect on the role of families in the society, because our writing can direct to social topics nowadays.

For example, students write about the characteristics of their ideal families; students can describe the strengths and weakness of their families; those activities look for our students reflect on the importance of the family in the society. (See Appendix F and G)
2.3. Definition of key terms

**Approach:**

Theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.

**Communicative competence:**

The ability to communicate well in a language.¹

**EFL. English as a Foreign Language:**

English taught to people who need to learn it for their studies or their career, and who do not live in an English-speaking country.²

**ESL. English as a second language:**

The teaching of English to speakers of other languages who live in a country where English is an official or important language.³

**Intercultural Competence:**

The ability for successful communication with people of other cultures.

**Method:**

The practical realization of an approach. The methods include various procedures and techniques as part of their standard fare.

**Methodology:**
Techniques and exercises that are suitable for beginner look less appropriate for students at higher levels.

**Needs Analysis:**

It includes all the activities used to collect information about your students’ learning needs, wants and desires.

**Skill:**

It is the learned ability to carry out a task with predetermined results often within a given amount of time and energy, it requires certain environmental stimuli and situations to assess the level of skill being shown and used.

**Strategy:**

A plan or method for achieving something, especially over a long period of time.

**Technique:**

A systematic procedure, formula or routine by which a task is accomplished.
Chapter III

Hypothesis and variables

3.1. Hypothesis

3.1.1. General Hypothesis

Intercultural communicative approach is significantly related to English language learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

3.1.2. Specific Hypothesis

SH1. Intercultural communicative approach is significantly related to the development of listening in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

SH2. Intercultural communicative approach is significantly related to the development of speaking in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

SH3. Intercultural communicative approach is significantly related to the development of Reading in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

SH4. Intercultural communicative approach is significantly related to the development of writing in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.
3.2. Variables and operationalization of variables

3.2.1. Variables

Variable I: Intercultural communicative approach

Intercultural communicative approach is the developing of the intercultural communicative competence, ability that is developed by students in the classroom.

Intercultural communicative competence includes factors like cultural consciousness, an ethnographic research and a needs analysis of the classroom.

Intercultural communicative approach can determine to what degree English language learning serves the student outside the classroom and how teachers influences it with the application of pedagogical theories properly.

Variable II: English language learning

English Language Learning involves that students can use the target language. In English language learning, students develop four skills, two are productive and the others are receptive skills. The developing of these skills looks for using the spoken and written language to transmit their messages and feelings. Through activities, students can learn English using cultural topics that help students to develop the critical thinking.

Using their four skills students can talk about their customs, traditions and any topic related to their own lives. These skills should be interrelated; the activities do not develop the skills separated, the skills must develop the Intercultural Communicative Competence through the English Language Learning.

English Language Learning propitiates students to use the language in their lives and in significant situations for them.
### 3.2.2. Operationalization of variables

#### Table 1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Items</th>
</tr>
</thead>
</table>
| **Classroom culture** | | ▪ Needs analysis of the classroom (what students need to learn, what they need to improve or reinforce)  
▪ Ethnographic action research (how students behave, how students react in certain situations) | 1,2,4,5,8  
3,6,7 |
| **Cultural context** | | ▪ Cultural practices (what customs or community’s traditions students practice)  
▪ Cultural information (what students know about their culture)  
▪ Cultural perspectives (how students interpret their culture) | 9  
11,12  
10,13 |
| **Communicative interaction** | | ▪ Knowledge (information that students bring in their brains)  
▪ Skills (abilities that students put into practice)  
▪ Attitudes (how students react in some situations, how students feel or react when talk about their culture) | 14, 15  
16,18,19,20  
17 |
<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td>To infer information about social topics from different audios.</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To identify specific information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To get the global message of the audios presented.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td>To predict the message of the text.</td>
<td>3,4,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To identify the main and secondary ideas from a text referred to social topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To infer the message of the text using the general structure of the text.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td>To plan the text that want to write.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To organize different forms of texts' presentations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To write different texts to communicate writers’ opinions about cultural topics.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td>To talk with different speakers about social topics.</td>
<td>7,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To express ideas clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To show interest about the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Variable II:</strong></td>
<td>English language learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source: Oneself</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter IV

Research methodology

4.1. Research approach

This study uses a quantitative research approach. Hernandez Sampieri, Fernandez and Baptista (2006) sustained that “quantitative approach uses data collection to prove hypothesis, based on the numerical measurement and analytical statistical, to establish behavior patterns and try theory. (p.5). The aim is the acquisition of factual, accurate and systematic data that can be used in averages, frequencies and similar statistical calculations.

4.2. Research type

The method used in this study, descriptive research, is concerned with the description of data and characteristics about a population. This study describes observed situations, events and objects. Hernandez Sampieri, Fernandez and Baptista (2006) pointed out that:

This study follows a predictable pattern and the critical decisions about the method are taken before the recollection of data. This type of study pretends to predict and confirm the phenomenon investigated, looking for causal relation between the variables. It means that the main goal is the formulation and demonstration of theories. (p.6).

We described the observed situations of the phenomena of intercultural communicative approach in English language learning. To do that we had to follow the steps of scientific research using the descriptive method.
Hernandez Sampieri Fernandez and Baptista (2006) affirmed, “The collection is based on standard instruments, it is uniform for all cases, and the data is obtained by observation, measurement and documentation of measurements.” (p.14)

4.3. Research design

This thesis uses a correlational design. As Hernandez Sampieri et al. (2006) defined that this correlational study pretends to answer the questions of the research. This study has the purpose of knowing the relation between two variables in a sample population. (p.93). The answer to the main research question “To what extent is intercultural communicative approach related to English language learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016?” should describe how these students learn English in and out the classroom and how the intercultural communicative approach helps them in their learning.

Based on the case study, we can observe the relationship between the two variables. At the same time, that the application of the Intercultural Communicative Approach fosters the English Language Learning. My experience at Jesus Divino Maestro School teaching English to High School students has shown me that student’s English knowledge show some difficulties using the material assigned by the Ministry. In addition, the students who experimented the application of the Intercultural Communicative Approach in order to avoid and to face students’ English Language Learning problems.

According to the results, we can observe a Spearman correlation degree of 0.562 that highlights the relationship between the two variables. It leads to the general objective of the study: To determine the relationship between intercultural
communicative approach and English Language Learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.

4.4. Research method

This thesis uses a descriptive research method. A descriptive method is used in education and the other social sciences, and this method is essentially about collecting numerical data to explain a particular phenomenon.

4.5. Population and sample

The participants of this study are 23 High school students at Jesus Divino Maestro School, Santa Cruz de Flores, 2016. Their ages range between 14 and 16 years old and the distribution of female and male students is about equal. Most of the students’ mother tongue is Spanish. The author chose this population because it shows the influence of culture in the English Language Learning. In addition, this population has a lot of cultural information that English teachers could use in the lessons.

4.6. Techniques and instruments of data collection

4.6.1. Information gathering technique: Survey

A survey is a research method for collecting information from a selected group of people using standardized questionnaires or interviews. Surveys also require selecting populations for inclusion, pre-testing instruments, determining delivery methods, ensuring validity, and analyzing results. Surveys that provide valid, usable results require thought, planning, logistical support, time and possibly, money.

The purpose of the survey drives the collection method, the persons to be included in the survey process, the types of questions asked, and many other factors.
The goal of the survey should be to collect objective, unbiased information from a representative group of informers.4

In a survey, a series of questions on one or several subjects are made to a sample of selected people following a series of scientific rules that make that sample, as a whole, representative of the general population from which it comes.

4.6.2. Information gathering instrument

The instruments were selected in accordance with the design and the purposes of the research are a questionnaire on the "Intercultural communicative approach", which contains 20 items, and an evaluation on "English language learning" that contains four parts.

4.6.2.1. Instrument on Intercultural Communicative Approach

Data sheet

**Name:** Questionnaire to measure the intercultural communicative approach

**Author:** María del Carmen Quispe Cuya.

**Administration:** Individual and collective

**Time of administration:** Between 10 and 15 minutes, approximately

**Scope:** Fourth grade students in high school

**Significance:** Perception of the intercultural communicative approach that students have.

**Type of response:** Items are answered through Likert scaling with five categorical values.

**Objective:**

This questionnaire is part of this study that aims to obtain information about the level of perception of the intercultural communicative approach according to students of the fourth grade of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.
Application character

The Questionnaire is an instrument that uses the technique of the survey; it is anonymous, which is why respondents are asked to answer with sincerity.

Questionnaires can be classified as both, quantitative and qualitative method depending on the nature of questions. Specifically, answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie charts, bar charts and percentages, whereas answers obtained to open-ended questionnaire questions are analyzed, using qualitative methods and they involve discussions and critical analyses without use of numbers and calculations.

Advantages of questionnaires include increased speed of data collection, low or no cost requirements, and higher levels of objectivity compared to many alternative methods of primary data collection. However, questionnaires have certain disadvantages as well, such as selection of random answer choices by respondents without properly reading the question and the absence of possibility for researchers to express their additional thoughts about the matter due to the absence of a relevant question.\(^5\)

Description:

The questionnaire consists of 20 items, each of which has five possible answers: Never (1), almost never (2), Sometimes (3), Always (4). In addition, the respondent can only mark an alternative, with a cross (X). If you mark more than one alternative, the item is invalidated.

Structure:

The dimensions that the intercultural communicative approach evaluates are the following items:
a) Classroom culture

b) Cultural context

c) Communicative interaction

Table 2

*Table of specifications for the Questionnaire on the Intercultural Communicative Approach*

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Structure of the questionnaire</th>
<th>Items</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom culture</td>
<td></td>
<td>1,2,3,4,5,6,7,8</td>
<td>8</td>
<td>40,00%</td>
</tr>
<tr>
<td>Cultural context</td>
<td></td>
<td>9,10,11,12,13</td>
<td>5</td>
<td>25,00%</td>
</tr>
<tr>
<td>Communicative interaction</td>
<td></td>
<td>14,15,16,17,18,19,20</td>
<td>7</td>
<td>35,00%</td>
</tr>
<tr>
<td>Total items</td>
<td></td>
<td></td>
<td>20</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Table 3

*Levels and ranges of the Questionnaire on the intercultural communicative approach*

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>POOR</th>
<th>FAIR</th>
<th>GOOD</th>
<th>VERY GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom culture</td>
<td>8 – 14</td>
<td>15 – 20</td>
<td>21 – 26</td>
<td>27 – 32</td>
</tr>
<tr>
<td>Cultural context</td>
<td>5 – 9</td>
<td>10 – 13</td>
<td>14 – 16</td>
<td>17 – 20</td>
</tr>
<tr>
<td>Communicative interaction</td>
<td>7 – 12</td>
<td>13 – 18</td>
<td>19 – 23</td>
<td>24 – 28</td>
</tr>
</tbody>
</table>

4.6.2.2. Instrument on English Language Learning

**Data sheet**

**Name:** Evaluation of English language learning.

**Author:** María del Carmen Quispe Cuya.

**Administration:** Individual and collective

**Time of administration:** Between 20 and 50 minutes, approximately

**Scope:** Fourth grade students in high school
**Significance:** Level of Learning of the English language according to the students.

**Type of response:** Items are answered through binomial escalation.

**Objective:**

The present evaluation is part of this study that aims to obtain information about the level of English language learning according to the fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Canete, 2016.

**Application character**

The evaluation is an instrument that uses the technique of observation, which is why students are asked to answer with sincerity.

**Description:**

The instrument consists of four parts, its scale is vigesimal.

**Structure:**

The dimensions that evaluate the learning of the English language are the following:

1. Listening
2. Reading
3. Writing
4. Speaking

**Table 4**

*Table of specifications for the questionnaire evaluation of English language learning*
<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Items</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>1,2</td>
<td>2</td>
<td>25,00%</td>
</tr>
<tr>
<td>Reading</td>
<td>3,4,5</td>
<td>3</td>
<td>37,5%</td>
</tr>
<tr>
<td>Writing</td>
<td>6</td>
<td>1</td>
<td>12,5%</td>
</tr>
<tr>
<td>Speaking</td>
<td>7,8</td>
<td>2</td>
<td>25,00%</td>
</tr>
<tr>
<td><strong>Total items</strong></td>
<td></td>
<td><strong>8</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Table 5**

*Levels and ranges of the English Language Learning questionnaire*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Low</th>
<th>Regular</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>4</td>
<td>5 – 6</td>
<td>7</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speaking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>English Language Learning</strong></td>
<td>0 – 10</td>
<td>11 – 13</td>
<td>14 – 17</td>
<td>18 – 20</td>
</tr>
</tbody>
</table>

**4.7. Statistical treatment of data**

The software SPSS version 23 will be used for the processing of the data, as well as defined by Hernandez, et al. (2014, p.273), SPSS (statistical package for Social Sciences), developed at the University of Chicago, is one of the most widespread and is currently owned by IBM. In addition to the reliability of the instrument will be used the Cronbach Alpha; to the normality of the data, we use Kolmogorov Smirnov, since the sample is greater than 56 subjects, who will help us to make a statistical decision. If they are normal, data will use R- Pearson and if they are not normal data, will use Rho Spearman.
Chapter V

Results

5.1. Validity and Reliability of Instruments

5.1.1. Validity of the instruments

5.1.1.1. Analysis of content validity from the Intercultural Communicative Approach questionnaire by experts’ opinion

The validity of the instrument

It was measured through the validity of content, which had intended to collect the opinions and suggestions of experts dedicated to teaching with Academic degrees of Master or Doctor in Education Sciences. In this procedure, each expert delivered a judgement value of a set of issues related to the Intercultural Communicative Approach questionnaire. The range of values ranged from 0% to 100%. Taking into account that the average score of the judgements issued by each expert was 88.33%; it was considered the term greater than 80% as an indicator that the questionnaire on Intercultural Communicative Approach met the appropriate category on the aspect evaluated. The results are shown in the following table:

Table 6

<table>
<thead>
<tr>
<th>Experts</th>
<th>Percentage</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mg. Miguel Ore De los Santos</td>
<td>93</td>
<td>Applicable</td>
</tr>
<tr>
<td>Dr. Edith Zarate Aliaga</td>
<td>90</td>
<td>Applicable</td>
</tr>
<tr>
<td>Mg. Jean Pierre Mendoza Tomaylla</td>
<td>90</td>
<td>Applicable</td>
</tr>
<tr>
<td>Average</td>
<td>91.00%</td>
<td>Applicable</td>
</tr>
</tbody>
</table>
5.1.1.2. Analysis of content validity from the English Language Learning Assessment questionnaire by experts’ opinion

The validity of the instrument

It was measured through content validity; it intended to collect the opinions and suggestions of experts dedicated to teaching with Academic degrees of Master or Doctor in Education Sciences.

In this procedure, each expert issued a judgment value of a set of issues concerned on English Language Learning questionnaire. The range of values ranged from 0% to 100%. The instruments are validated by UNE teachers.

Taking into account that the average score of the judgements issued by each expert was 85.4%; it was considered the term greater than 80% as an indicator that the questionnaire on English Language Learning, gathered the proper category evaluated aspect.

The results are shown in the following table:

Table 7

Content validity from the English Language Learning Assessment questionnaire by experts’ opinion

<table>
<thead>
<tr>
<th>Experts</th>
<th>Percentage</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mg. Miguel Ore De los Santos</td>
<td>92</td>
<td>Applicable</td>
</tr>
<tr>
<td>Dr. Edith Zarate Aliaga</td>
<td>90</td>
<td>Applicable</td>
</tr>
<tr>
<td>Mg. Jean Pierre Mendoza Tomaylla</td>
<td>90</td>
<td>Applicable</td>
</tr>
<tr>
<td>Average</td>
<td>91,00%</td>
<td>Applicable</td>
</tr>
</tbody>
</table>
Table 8

*Values of the Validity Levels*

<table>
<thead>
<tr>
<th>Values</th>
<th>Validity Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>81 – 90</td>
<td>Very Good</td>
</tr>
<tr>
<td>71 – 80</td>
<td>Good</td>
</tr>
<tr>
<td>61 – 70</td>
<td>Regular</td>
</tr>
<tr>
<td>51 – 60</td>
<td>Bad</td>
</tr>
</tbody>
</table>


Given the validity of the instruments by experts’ opinion, the Intercultural Communicative Approach questionnaire and the English Language Learning Assessment questionnaire obtained the value of 90.00% and 91.00% respectively; consequently, we can deduce that both instruments have an excellent validity.

5.1.2. Reliability of instruments

5.1.2.1. Reliability of Intercultural Communicative Approach Instrument

In this case, the calculation of reliability by the method of internal consistency, it started from the premise that, if the questionnaire has multiple-choice questions, as in this case, it uses the reliability coefficient of Cronbach Alpha. For which the following steps were followed:

a. To determine the degree of reliability of the instruments by the method of internal consistency. First, it was a pilot sample of five members of the population. After that, it applied to determine the degree of reliability.
b. Then, it estimated the reliability coefficient for instruments by the method of internal consistency; which consists in finding the variance of each question, in this case, the variances of the questions were found according to the instrument.

c. Adding the values, the total variance is and sets the level of existing reliability. Cronbach’s Alpha coefficient was used to it. Thus, we have:

\[
\alpha = \frac{K}{K-1} \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]
\]

Where:

- \( K \) = number of questions
- \( S_i^2 \) = variance of each question
- \( S_t^2 \) = total variance

d. From the observation of the values, we have:

**Table 9**

*Level of reliability of the polls, according to the method of internal consistency*

<table>
<thead>
<tr>
<th>Survey</th>
<th>Number of items</th>
<th>Number of cases</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Communicative Approach</td>
<td>20</td>
<td>5</td>
<td>0.929</td>
</tr>
</tbody>
</table>

**5.1.2.2. Reliability of English Language Learning Instrument**

The reliability of the instrument will be found through the procedure of internal consistency with Kuder Richardson coefficient – 20. In this case, for the calculation of reliability by the method of internal consistency, it started from the premise that if the
instrument has two-alternative questions, as in this case, Kuder Richardson-20 reliability coefficient is used.

In this research the Kuder Richardson – 20-reliability test that uses the SPSS software, which is the most common indicator of analysis has been used. This coefficient determines the internal consistency of a scale analyzing the correlation of average of a variable with all the others that make up the scale, to do this, the items are options in binomial scale.

The process of reliability was conducted, which was necessary to pilot test to a small percentage of a study sample, ten students.

\[
\text{KUDER RICHARSON 20} \quad r_{20} = \left( \frac{K}{K-1} \right) \left( \frac{\sigma^2 - \sum pq}{\sigma^2} \right)
\]

Where:
K = number of items of the instrument
p = percentage of people who respond correctly to each item
q = percentage of people who incorrectly answer each item
\( \sigma^2 \) = total variance of the instrument

**Table 10**

*Level of reliability of English Language Learning Evaluation*

<table>
<thead>
<tr>
<th>Survey</th>
<th>Number of items</th>
<th>Number of cases</th>
<th>Kuder Richardson 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learning</td>
<td>8</td>
<td>5</td>
<td>0.723</td>
</tr>
</tbody>
</table>
The values found after the application of the instruments to pilot groups, at the level of the two variables to determine the level of reliability, the following table can be understood in the following table:

**Table 11**

*Values of the Reliability Levels*

<table>
<thead>
<tr>
<th>Values</th>
<th>Reliability Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.53 to less</td>
<td>Null Reliability</td>
</tr>
<tr>
<td>0.54 to 0.59</td>
<td>Low Reliability</td>
</tr>
<tr>
<td>0.60 to 0.65</td>
<td>Reliable</td>
</tr>
<tr>
<td>0.66 to 0.71</td>
<td>Very Reliable</td>
</tr>
<tr>
<td>0.72 to 0.99</td>
<td>Excellent Reliability</td>
</tr>
<tr>
<td>1.0</td>
<td>Perfect Reliability</td>
</tr>
</tbody>
</table>


Because of the implementation of intercultural Communicative approach questionnaire obtained the value of 0.929, and in English Language Learning questionnaire obtained the value of 0.723, the, we can deduce that both instruments have an excellent reliability.

**5.2. Presentation and Analysis of the results**

After the application of the surveys to the sample of the present research and processed the obtained information (qualification and scaling), we proceeded to analyze the information, both at the descriptive level, and at the inferential level, which allowed us to make the measurements and necessary comparisons for the present work, and whose results are presented below:
5.2.1. Descriptive Level

5.2.1.1. Description of the Intercultural Communicative Approach and dimension

Table 12

Frequency distribution of Intercultural communicative approach variable

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[66 - 80]</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Good</td>
<td>[51 - 65]</td>
<td>8</td>
<td>34.8%</td>
</tr>
<tr>
<td>Regular</td>
<td>[36 - 50]</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Bad</td>
<td>[20 - 35]</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 8. Intercultural Communicative Approach

Table 12 and Figure 8, from a sample of 23 students, 43.5% (10) consider that the intercultural communicative approach is regular, followed by 34.8% (8) that
consider it good, another 13% (3) consider that it is bad and finally 8.7% (2) consider that the intercultural communicative approach is very good.

Table 13

Frequency distribution of Classroom Culture variable

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[27 - 32]</td>
<td>7</td>
<td>30.4%</td>
</tr>
<tr>
<td>Good</td>
<td>[21 - 26]</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Regular</td>
<td>[15 - 20]</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Bad</td>
<td>[8 - 14]</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 9. Classroom Culture

Table 13 and Figure 9, from a sample of 23 students, 43.5% (10) consider that the culture of the classroom is regular, followed by 30.4% (7) that they consider to be very good, another 13% (3) consider that it is bad and finally 13% (3) consider that the culture of the classroom is good.
Table 14

Frequency distribution of Cultural Context variable

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[17 - 20]</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Good</td>
<td>[14 - 16]</td>
<td>7</td>
<td>30.4%</td>
</tr>
<tr>
<td>Regular</td>
<td>[10 - 13]</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Bad</td>
<td>[5 - 9]</td>
<td>5</td>
<td>21.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Figure 10. Cultural Context**

Table 14 and Figure 10, of a sample of 23 students, 43.5% (10) consider that the cultural context is regular, followed by 30.4% (7) that consider it good, another 21.7% (5) consider that it is bad and finally 4.3% (1) consider that the cultural context is very good.
Table 15

Frequency distribution of Communicative Interaction dimension

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[24 - 28]</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Good</td>
<td>[19 - 23]</td>
<td>8</td>
<td>34.8%</td>
</tr>
<tr>
<td>Regular</td>
<td>[13 - 18]</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Bad</td>
<td>[7 - 12]</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 11. Communicative Interaction

Table 15 and figure 11, of a sample of 23 students, 43.5% (10) consider that the communicative interaction is regular, followed by 34.8% (8) that consider it good, another 17.4 % (4) consider it bad and lastly 4.3% (1) consider communicative interaction very good.
5.2.1.2. Description of English Language Learning variable and dimension

Table 16

Frequency distribution of English Language Learning variable

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>[18 - 20]</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>High</td>
<td>[14 - 17]</td>
<td>11</td>
<td>47.8%</td>
</tr>
<tr>
<td>Regular</td>
<td>[11 - 13]</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Low</td>
<td>[0 - 10]</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

![Bar chart showing the frequency distribution of English Language Learning levels](image)

**Figure 12.** English Language Learning

Table 16 and Figure 12, of a sample of 23 students, 47.8% (11) have a high level of English language learning, followed by 43.5% (10) that have a regular level and by last, 8.7% (2) have a very high level of English language learning.
Table 17

Frequency distribution of Listening dimension

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>[5]</td>
<td>19</td>
<td>82.6%</td>
</tr>
<tr>
<td>High</td>
<td>[4]</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Regular</td>
<td>[3]</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Low</td>
<td>[2]</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 13. Listening

Table 17 and Figure 13, from a sample of 23 students, 82.6% (19) have a very high level in the listening dimension of English language learning, followed by 13% (3) that have a high level and finally, 4.3% (1) have a regular level in the listening dimension of English language learning.
Table 18

Frequency distribution of Reading dimension

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>[5]</td>
<td>5</td>
<td>21.7%</td>
</tr>
<tr>
<td>High</td>
<td>[5 - 6]</td>
<td>14</td>
<td>60.9%</td>
</tr>
<tr>
<td>Regular</td>
<td>[4]</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Low</td>
<td>[3]</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 14. Reading

Table 18 and Figure 14, from a sample of 23 students, 60.9% (14) have a high level in the reading dimension of English language learning, followed by 21.7% (5) that have a level very high and finally 17.4% (4) have a regular level in the reading dimension of English language learning.
Table 19

Frequency distribution of writing dimension

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>[4]</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>High</td>
<td>[3]</td>
<td>5</td>
<td>21.7%</td>
</tr>
<tr>
<td>Regular</td>
<td>[2]</td>
<td>8</td>
<td>34.8%</td>
</tr>
<tr>
<td>Low</td>
<td>[1]</td>
<td>9</td>
<td>39.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>23</td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Figure 15. Writing

Table 19 and Figure 15, from a sample of 23 students, 39.1% (9) have a low level in the writing dimension of English language learning, followed by 34.8% (8) that have a level regular, another 21.7% (5) have a high level and finally 4.3% (1) have a very high level in the writing dimension of English language learning.
Table 20

Frequency distribution of speaking dimension

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute Frequency (f)</th>
<th>Relative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>[4]</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>High</td>
<td>[3]</td>
<td>5</td>
<td>21,7%</td>
</tr>
<tr>
<td>Regular</td>
<td>[2]</td>
<td>16</td>
<td>69,6%</td>
</tr>
<tr>
<td>Low</td>
<td>[1]</td>
<td>2</td>
<td>8,7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Figure 16. Speaking

Table 20 and Figure 16, of a sample of 23 students, 69.6% (16) have a regular level in the dimension speak of English language learning, followed by 21.7% (8) that have a level high, and finally 8.7% (2) have a low level in the dimension speak of learning the English language.

5.2.2. Inferential Level
5.2.2.1. Statistical test for the determination of normality

For the analysis of the results obtained, initially, the type of distribution presented by the data will be determined, both at the level of variable 1 and variable 2, for which we use the Shapiro-Wilk test of goodness of fit. This test allows measuring the degree of agreement between the distribution of a data set and a specific theoretical distribution. Its objective is to indicate if the data come from a population that has the specific theoretical distribution.

Considering the value obtained in the distribution test, the use of parametric (Pearson's r) or nonparametric (Spearman's Rho and Chi-square) statistics will be determined. The steps to develop the normality test are the following:

Step 1:
Raise the null hypothesis (Ho) and the alternative hypothesis (H1):

**Null Hypothesis (H0):**

There are no significant differences between the ideal distribution and the normal distribution of the data.

**Alternative hypothesis (H1):**

There are significant differences between the ideal distribution and the normal distribution of the data.

Step 2:
Select the level of significance.

For the purposes of the present investigation, it has been determined that: $\alpha = 0.05$
Step 3:

Choose the statistical test value.

The statistical test value considered for the present hypothesis is Shapiro-Wilk.

Table 21

Normality test

<table>
<thead>
<tr>
<th></th>
<th>Shapiro-Wilka</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistical</td>
</tr>
<tr>
<td>Intercultural Communicative Approach</td>
<td>0.944</td>
</tr>
<tr>
<td>English Language Learning</td>
<td>0.897</td>
</tr>
</tbody>
</table>

a. Significance correction of Lilliefors

Step 4:

We formulate the decision rule.

A decision rule is a statement of the conditions under which the null hypothesis is accepted or rejected, for which it is essential to determine the critical value, which is a number that divides the region of acceptance and the region of rejection.

Decision rule

If alpha (Sig)> 0.05; the null hypothesis is accepted.

If alpha (Sig) <0.05; the null hypothesis is rejected.

Step 5:

Decision-making
As the p value of significance of the normality test statistic has the value of 0.005 and 0.002; then for Sig values <0.05; It is true that; the Null Hypothesis is rejected and the Alternative Hypothesis is rejected. This means that, according to the obtained results we can affirm that the data of the study sample do not come from a normal distribution. Thus, even as can be seen in the following graphs, the distribution curve differs from the normal curve.

**Figure 17.** Frequency distribution of intercultural communicative approach scores

As can be seen in Figure 17, the frequency distribution of the scores obtained through the Intercultural Communication Approach Questionnaire are skewed to the left, with a mean of 49.22 and a standard deviation of 11.95, as well as the graph shows that the distribution curve differs from the normal curve, considered as a platicurtic curve.
According to Vargas (2005), "It presents a reduced degree of concentration around the central values of the variable" (p.392), therefore it is stated that the curve is not normal.

![Histogram](image)

**Figure 18.** Frequency distribution of English Language Learning scores

As can be seen in Figure 18, the frequency distribution of the scores obtained through the English Language Learning instrument are skewed to the left, having an average of 29.13 and a standard deviation of 3.634. In addition, the graph shows that the distribution curve differs from the normal curve, considered as a platycurtic curve.

 Likewise, it is observed that the level of significance (Sig. Asymptotic bilateral) for Shapiro-Wilk is less than 0.05 both in the scores obtained at the level of the intercultural communicative approach Questionnaire and the English language learning instrument, what can be deduced that the distribution of these scores in both cases differ from the normal distribution, therefore, for the development of the
hypothesis test; Nonparametric tests will be used for non-normal distribution of Chi
square data (association of variables) and Spearman's Rho (degree of relationship
between variables)

5.2.2.2. Hypothesis Testing

General Hypothesis

The intercultural communicative approach is significantly related to the
learning of the English language in fourth grade students of Jesus Divino Maestro
School, Santa Cruz de Flores, Cañete, 2016.

Step 1: Proposal of the null hypothesis (H0) and alternative hypothesis (H1):

Null Hypothesis (H0):

The intercultural communicative Approach is not significantly related to the
English Language Learning in fourth grade students of Jesus Divino Maestro School,
Santa Cruz de Flores, Cañete, 2016.

Alternative hypothesis (H1):

The intercultural communicative approach is significantly related to the
learning of the English language in fourth grade students of Jesus Divino Maestro
School, Santa Cruz de Flores, Cañete, 2016.

Step 2: Select the level of significance

The level of significance consists of the probability of rejecting the Null
hypothesis, when it is true, this is called Type I error, some authors consider that it is
more convenient to use the term Risk level, instead of significance. This level of risk is
denoted by the Greek letter alpha (α). For the present investigation it has been
determined that: α = 0.05

**Step 3:** Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables
under study, the Chi Square and Rho Spearman Correlation Coefficient has been used.

**Table 22**
Contingency table Intercultural communicative approach * Learning the English language

<table>
<thead>
<tr>
<th>Intercultural Communicative Approach</th>
<th>English Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td><strong>Very good</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Regular</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Bad</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0,0%</td>
</tr>
</tbody>
</table>

Chi Square = 31,620          g.l. = 6          p = 0,000

Rho de Spearman = 0,562
Step 4: Interpretation

Interpretation of the contingency table

In table 22 it can be seen that of the respondents who consider the Intercultural Communicative Approach very good, 8.7% have a very high level of English Language Learning. In addition, when the respondents consider the Intercultural Communicative Approach to be good 30.4%, have a high level in their English Language Learning, too, and 4.3% have a regular level. On the other hand, the respondents who consider regular the Intercultural Communicative Approach 26.1% also have a regular level in English Language Learning and 17.4% have a high level, finally when respondents consider the Intercultural Communicative Approach to be bad, 13% also have a regular level.

Chi square Interpretation

$X^2_{\text{obtenido}} = 31,620$

$X^2_{\text{teórico}} = 12,592$.

According to g.l. = 6 and the table of values $X^2$ (Barriga, 2005)

If $X^2_{\text{obtenido}} > X^2_{\text{teórico}}$, then the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

Figure 19. Bell of Gauss - General hypothesis
Then $31,620 > 12,592$

It inferred that the null hypothesis ($H_0$), it is rejected and the alternative hypothesis ($H_1$) is accepted.

Likewise, assuming that the p value = 0.000, the null hypothesis is rejected and the alternative hypothesis is accepted, then: The Intercultural Communicative Approach is significantly related to the learning of the English language in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

**Rho interpretation of Spearman**

It is also observed that the intercultural communicative approach is directly related to the English Language Learning, that is, the better the Intercultural Communicative Approach, there will be higher levels of English language learning, also according to the Spearman correlation of 0.562 represent this a correlation positive moderate.

![Dispersion diagram Intercultural communicative approach vs English language learning](image)

**Figure 20.** Dispersion diagram Intercultural communicative approach vs English language learning
Step 5: Decision-making

Consequently, it is verified that: The Intercultural Communicative Approach is significantly related to the learning of the English language in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Specific Hypothesis 1

The Intercultural Communicative Approach is significantly related to the development of listening in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Step 1:
Approach of the null hypothesis (H0) and alternative hypothesis (H1).

Null Hypothesis (H0):

The Intercultural Communicative Approach is not significantly related to the development of listening in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Alternative hypothesis (H1):

The Intercultural Communicative Approach is significantly related to the development of listening in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Step 2:

Select the level of significance.
The level of significance consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I error, some authors consider that it is more convenient to use the term Risk level, instead of significance. This level of risk is denoted by the Greek letter alpha ($\alpha$). For the present research it has been determined that: $\alpha = 0.05$.

**Step 3:**

Choose the statistical value of the test.

In order to establish the degree of relationship between each of the variables under study, the Chi Square and Rho Spearman Correlation Coefficient has been used.

**Table 23**

Contingency table Intercultural Communicative Approach * Listening Development

<table>
<thead>
<tr>
<th>Intercultural Communicative Approach</th>
<th>Listening Development</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Regular</td>
</tr>
<tr>
<td>Very good</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% of total</td>
<td>0,0%</td>
</tr>
<tr>
<td>Good</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% of total</td>
<td>0,0%</td>
</tr>
<tr>
<td>Regular</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% of total</td>
<td>0,0%</td>
</tr>
<tr>
<td>Bad</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% of total</td>
<td>0,0%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>% of total</td>
<td>0,0%</td>
</tr>
</tbody>
</table>

Chi Square = 16,295  
g.l. = 6  
$p = 0,000$

Rho de Spearman = 0,300
Step 4: Interpretation

Interpretation of the contingency table

Table 23 shows that of the respondents who consider the Intercultural Communicative Approach as very good, 8.7% have a very high level of their listening development, and when the respondents consider the Intercultural Communicative Approach good 34.8% have a very high level of listening development. On the other hand, the respondents who consider regular Intercultural Communicative Approach 4.3% also have a regular level in the development of listening, 13% have a high level and 26.1% have a very high level, finally when respondents consider the Intercultural Communicative Approach to be bad, 13% also have a very high level.

Interpretation of Chi square

\[ X^2 \text{ Obtained} = 16,295 \]

\[ X^2 \text{ Theoretical} = 12,592 \]

According to g.l. = 6 and the table of values X2 (Barriga, 2005)

If \( X \) obtained > \( X \) theoretical then the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

Figure 21. Bell of Gauss - Specific Hypothesis 1

Then 16,295 > 12,592
It can be inferred that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

Likewise, assuming that the value $p = 0.000$, the null hypothesis is rejected and the alternative hypothesis is accepted. Then, the Intercultural Communicative Approach is significantly related to the Listening Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

**Rho interpretation of Spearman**

It is also observed that the Intercultural Communicative Approach is directly related to the Listening Development, that is, the better the Intercultural Communicative Approach, there will be higher levels of listening development, also according to the Spearman correlation of 0.300 this represents a correlation positive low.

**Figura 22.** Dispersion diagram: Intercultural Communicative Approach vs Listening Development

**Step 5:**

As a result, it is verified that: The Intercultural Communicative Approach is significantly related to the Listening Development in fourth grade students of Jesus Divino Maestro school, Santa Cruz de Flores, Cañete, 2016.
Specific Hypothesis 2

The Intercultural Communicative Approach is significantly related to the Speaking Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Step 1:

Proposal of the null hypothesis (H0) and alternative hypothesis (H1):

Null Hypothesis (H0):

The Intercultural Communicative Approach is not significantly related to the Speaking Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Alternative hypothesis (H1):

The Intercultural Communicative Approach is significantly related to the Speaking Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Step 2:

Select the level of significance

The level of significance consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I error, some authors consider that it is more convenient to use the term Risk level, instead of significance. This level of risk is denoted by the Greek letter alpha (α). For the present investigation it has been determined that: \( \alpha = 0.05 \).
Step 3:

Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, the Chi Square and Rho Spearman Correlation Coefficient has been used.

Table 24

Contingency table: Intercultural Communicative Approach* Speaking Development

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Regular</th>
<th>High</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very good</strong></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0,0%</td>
<td>0,0%</td>
<td>8,7%</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>4,3%</td>
<td>26,1%</td>
<td>4,3%</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Regular</strong></td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0,0%</td>
<td>34,8%</td>
<td>8,7%</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Bad</strong></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>4,3%</td>
<td>8,7%</td>
<td>0,0%</td>
<td>0,0%</td>
</tr>
<tr>
<td>Count</td>
<td>2</td>
<td>16</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>% del total</td>
<td>8,7%</td>
<td>69,6%</td>
<td>21,7%</td>
<td>0,0%</td>
</tr>
<tr>
<td>Chi Square=</td>
<td>21,471</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.l. = 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p = 0,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rho de Spearman= 0,322</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 4:

Interpretation of the contingency table
In table 24, it can be seen that of the respondents who consider the Intercultural Communicative Approach is very good, 8.7% have a high level of Speaking Development. In addition, when the respondents consider the Intercultural Communicative Approach is good, 4.3% have a high level in their Speaking Development. Moreover, 26.1% have a regular level and 4.3% a low level. On the other hand, the respondents who consider regular Intercultural Communicative Approach 34.8% also have a regular level in Speaking Development and 8.7% have a high level. Finally, when respondents consider the Intercultural Communicative Approach to be bad, 4.3% also have a low level and 8.7% have a regular level.

**Chi Square Interpretation**

\[ X^2 \text{ Obtained} = 21,471 \]

\[ X^2 \text{ Theoretical} = 12,592. \] According to g.l. = 6 and the table of values \( X^2 \) (Barriga, 2005)

If \( X \text{ Obtained} > X \text{ Theoretical} \), then, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

![Figure 23](image)

**Figure 23.** Bell of Gauss Specific - Hypothesis 2

Then 21,471 > 12,592
It can be inferred that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Likewise, assuming that the value $p = 0.000$, the null hypothesis is rejected and the alternative hypothesis is accepted, then: The intercultural communicative approach is significantly related to the Speaking Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Rho interpretation of Spearman

It is also observed that the Intercultural Communicative Approach is directly related to the Speaking Development, that is to say, the better the Intercultural Communicative Approach, there will be higher levels of Speaking Development; also, according to the Spearman correlation of 0.322 represent a low positive correlation.

**Figure 24.** Dispersion diagram: Intercultural Communicative Approach vs Speaking Development

**Step 5:**

Decision-making
As a result, it is verified that, the Intercultural Communicative Approach is significantly related to the Speaking Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Specific Hypothesis 3

The Intercultural Communicative Approach is significantly related to the Reading Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Step 1:
Proposal of the null hypothesis (H0) and alternative hypothesis (H1):

Null Hypothesis (H0):

The Intercultural Communicative Approach is not significantly related to the Reading development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Alternative hypothesis (H1):

The Intercultural Communicative Approach is significantly related to the development of reading in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Step 2:
Select the level of significance
The level of significance consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I error, some authors consider that it is more convenient to use the term Risk level, instead of significance. This level of risk is denoted by the Greek letter alpha (α). For the present investigation it has been determined that: \( \alpha = 0.05 \).

**Step 3:**

Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, the Chi Square and Rho Spearman Correlation Coefficient has been used.

**Table 25**

Contingency table: Intercultural Communicative Approach * Reading Development

<table>
<thead>
<tr>
<th></th>
<th>Reading Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td><strong>Very good</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Regular</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Bad</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td>% of total</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Step 4: Interpretation

Interpretation of the Contingency Table

In table 25, it can be seen that of the respondents who consider the Intercultural Communicative Approach is very good, 4.3% have a very high level of Reading Development and another 4.3% have a high level. In addition, when the respondents consider the Intercultural Communicative Approach is good, 21.7% have a high level of Reading Development, and 13% have a very high level. On the other hand, the respondents who consider the Intercultural Communicative Approach to be 17.4%. In addition, they have a regular level in the Reading Development, 21.7% have a high level, and 4.3% a very high level. Finally, when the respondents consider the Intercultural Communicative Approach to be bad, 13% have a high level.

Interpretation of Chi Square

X² Obtained = 19,126

X² Theoretical = 12,592. According to g.l. = 6 and the table of values X² (Barriga, 2005)

If X Obtained > X Theoretical, then, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.
Then 19,126 > 12,592

It can be inferred that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

Likewise, assuming that the value p = 0.000, the null hypothesis is rejected and the alternative hypothesis is accepted, then, the Intercultural Communicative Approach is significantly related to the Reading Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

**Rho Interpretation of Spearman**

It is also observed that the Intercultural Communicative Approach is directly related to the Reading Development, that is to say, the better the Intercultural Communicative Approach, there will be higher levels of Reading Development; also according to the Spearman correlation of 0.514, this represents a correlation positive moderate.
Figure 26. Dispersion diagram: Intercultural Communicative Approach vs Reading Development

Step 5:

Decision – making

As a result, it is verified that: The Intercultural Communicative Approach is significantly related to the Reading Development in fourth grade students of Jesús Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Specific Hypothesis 4

The Intercultural Communicative Approach is significantly related to the Writing Development in fourth grade students of Jesús Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Step 1:

Proposal of the null hypothesis (H0) and alternative hypothesis (H1):

Null Hypothesis (H0):
The Intercultural Communicative Approach is not significantly related to the development of writing in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

**Alternative Hypothesis (H1):**

The Intercultural Communicative Approach is significantly related to the Writing Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

**Step 2:**
Select the level of significance

The level of significance consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I error, some authors consider that it is more convenient to use the term Risk level, instead of significance. This level of risk is denoted by the Greek letter alpha (α). For the present investigation it has been determined that: $\alpha = 0.05$

**Step 3:**
Choose the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, the Chi Square and Rho Spearman Correlation Coefficient has been used.

**Table 26**
Contingency table: Intercultural Communicative Approach * Writing Development
### Writing Development

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Regular</th>
<th>High</th>
<th>Very high</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>% of total</td>
<td>0.0%</td>
<td>0.0%</td>
<td>4.3%</td>
<td>4.3%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>% of total</td>
<td>17.4%</td>
<td>8.7%</td>
<td>8.7%</td>
<td>0.0%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Regular</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>% of total</td>
<td>8.7%</td>
<td>26.1%</td>
<td>8.7%</td>
<td>0.0%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Bad</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>% of total</td>
<td>13.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>% of total</td>
<td>39.1%</td>
<td>34.8%</td>
<td>21.7%</td>
<td>4.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Chi Square = 20.528  
g.l. = 6  
p = 0.000

Rho de Spearman = 0.373

**Step 4: Interpretation**

Interpretation of the Contingency Table

Table 26 shows that of the respondents who consider the Intercultural Communicative Approach is very good, 4.3% have a very high level of Writing Development and another 4.3% have a high level. In addition, when the respondents consider the Intercultural Communicative Approach is good, 8.7% have a high level of Writing Development, 8.7% have a regular level and 17.4% have a low level. On the other hand, the respondents who consider regular the Intercultural Communicative Approach 26.1% also have a regular level in the Writing Development 8.7% have a high
level, and another 8.7% a low level. Finally, when respondents consider the Intercultural Communicative Approach is bad, 13% have a low level.

**Interpretation of Chi Square**

X² Obtained = 20,528

X² Theoretical= 12,592. According to g.l. = 6 and the table of values X² (Barriga, 2005)

If X Obtained > X Theoretical, then, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

![Figure 27. Bell of Gauss - Specific Hypothesis 4](image)

Then 20,528> 12,592

It can be inferred that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

Likewise, assuming that the value p = 0.000, the null hypothesis is rejected and the alternative hypothesis is accepted, then, the Intercultural Communicative Approach
is significantly related to the Writing Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

**Rho interpretation of Spearman**

It is also observed that the Intercultural Communicative Approach is directly related to the Writing Development, that is, the Intercultural Communicative Approach will be better, there will be higher levels of the Writing Development, also according to the Spearman correlation of 0.373 this represents a correlation positive moderate.

*Figure 28. Dispersion diagram: Intercultural Communicative Approach vs Writing Development*

**Step 5:**

Decision-making
Consequently, it is verified that: The Intercultural Communicative Approach is significantly related to the Writing Development in fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

5.3. Discussion of Results
5.3.1. Relationship between Intercultural Communicative Approach and English Language Learning

The research to establish the relationship between Intercultural Communicative Approach and English Language Learning in fourth grade students at Jesus Divino Maestro School has found that the correlation degree between variables is positive and moderate.

According to Spearman, the correlation degree is 0.562, which allows that the null hypothesis rejects. The null hypothesis tells:” the Intercultural Communicative Approach is not related significantly with the English Language Learning in fourth grade students at Jesus Divino Maestro School.”

Habiňáková (2015) reinforced this result, “Knowledge of the target language culture and the ability to apply them in real life communication make up the intercultural communicative competence. For effective foreign language learning it is necessary to include the intercultural communicative competence into foreign language teaching itself. Given the nature of language education uniting in itself learning about everyday life with its all-cultural, social, political, economic and scientific aspects, it offers an excellent opportunity for an intercultural and interdisciplinary approach. Learning a target language culture is a strong motivational factor as it presents an immediate contact to the real use of the language and to the target country.”(p.253)
Furthermore, the results demonstrate the development of the listening, speaking, reading and writing as integrated skills in English language learning. As Kumaravadivelu (2003) asserted, “integration of language skills is natural to language communication. He believed that designing and using microstrategies, which integrate language skills, we will be assisting learners to engage in classroom activities that involve a meaningful and simultaneous engagement with language in use.” (p.238)

5.3.2. Relationship between Intercultural Communicative Approach and the development of listening

The research to establish Intercultural Communicative Approach and the development of listening in fourth grade students at Jesus Divino Maestro School has found that the correlation degree between variables is positive and low.

According to Spearman, the correlation degree is 0.300, which allows that the null hypothesis rejects. The null hypothesis tells:” the Intercultural Communicative Approach is not related significantly with the development of listening in fourth grade students at Jesus Divino Maestro School.”

5.3.3. Relationship between Intercultural Communicative Approach and the development of speaking

The research to establish Intercultural Communicative Approach and the development of speaking in fourth grade students at Jesus Divino Maestro School has found that the correlation degree between variables is positive and low.

According to Spearman, the correlation degree is 0.322, which allows that the null hypothesis rejects. The null hypothesis tells:” the Intercultural Communicative
Approach is not related significantly with the development of speaking in fourth grade students at Jesus Divino Maestro School.”

5.3.4. Relationship between Intercultural Communicative Approach and the development of reading

The research to establish Intercultural Communicative Approach and the development of reading in fourth grade students at Jesus Divino Maestro School has found that the correlation degree between variables is positive and moderate.

According to Spearman, the correlation degree is 0.514, which allows that the null hypothesis rejects. The null hypothesis tells:” the Intercultural Communicative Approach is not related significantly with the development of reading in fourth grade students at Jesus Divino Maestro School.”

5.3.5. Relationship between Intercultural Communicative Approach and the development of writing

The research to establish Intercultural Communicative Approach and the development of writing in fourth grade students at Jesus Divino Maestro School has found that the correlation degree between variables is positive and moderate.

According to Spearman, the correlation degree is 0.373, which allows that the null hypothesis rejects. The null hypothesis tells:” the Intercultural Communicative Approach is not related significantly with the development of writing in fourth grade students at Jesus Divino Maestro School.”

Kumaravadivelu (2003) reinforced those results:

1. Try to understand the teacher’s directions, seek clarifications, and take notes (listening, speaking and writing);
2. Brainstorm, in pairs or in small groups, and decide to use library resources or the Internet to collect additional information (listening, speaking, reading and writing);

3. Engage in a decision – making process about how to use the collected information and proceed with the activity (listening, speaking and reading);

4. Carry out their plan of action (reading, writing, speaking and listening);

5. Use the notes taken during their group discussion, and present to class what they have accomplished (reading, speaking and listening); and

6. Finish the activity with a whole class discussion (listening and speaking).

(p.230)
Conclusions

1. English Language Learning is significantly related to Intercultural Communicative Approach of the fourth grade students at Jesus Divino Maestro School, Santa Cruz de Flores- Cañete, Lima in 2016, because of the correlation degree between variables is positive and moderate, 0.562 for English Language Learning and the Intercultural Communicative Approach. Moreover, the level of significance is less than 0.05 with a 95% confidence interval.

2. The development of listening is significantly related to Intercultural Communicative Approach of the fourth grade students at Jesus Divino Maestro School, Santa Cruz de Flores- Cañete, Lima in 2016, because of the correlation degree between variables is positive and low, 0.300 for English Language Learning and the Intercultural Communicative Approach. Moreover, the level of significance is less than 0.05 with a 95% confidence interval.

3. The development of speaking is significantly related to Intercultural Communicative Approach of the fourth grade students at Jesus Divino Maestro School, Santa Cruz de Flores- Cañete, Lima in 2016, because of the correlation degree between variables is positive and low, 0.322 for English Language Learning and the Intercultural Communicative Approach. Moreover, the level of significance is less than 0.05 with a 95% confidence interval.

4. The development of reading is significantly related to Intercultural Communicative Approach of the fourth grade students at Jesus Divino Maestro School, Santa Cruz de Flores- Cañete, Lima in 2016, because of the correlation degree between variables is positive and moderate, 0.514 for English Language Learning and the Intercultural Communicative Approach.
Learning and the Intercultural Communicative Approach. Moreover, the level of significance is less than 0.05 with a 95% confidence interval.

5. The development of writing is significantly related to Intercultural Communicative Approach of the fourth grade students at Jesus Divino Maestro School, Santa Cruz de Flores- Cañete, Lima in 2016, because of the correlation degree between variables is positive and moderate, 0.373 for English Language Learning and the Intercultural Communicative Approach. Moreover, the level of significance is less than 0.05 with a 95% confidence interval. For study reasons, the research has tested the four skills separated to analyze with details. However, the author knows that the four skills are important and they are interrelated one with each other in English Language Learning through Intercultural Communicative Approach.
**Recommendations**

1. The authorities of the Ministry of Education should take it into consideration and promote workshops to train English teachers from High Schools in English Language Learning in order to improve the standards of teaching quality, because Intercultural Communicative Approach has a significantly relationship with the English Language Learning.

2. English teachers in Jesus Divino Maestro High Schools should consider this research to make some changes in English Language course. Considering this research, they can improve English Language syllabus in the school and get good results in the English Language Learning.

3. English teachers should be able to produce English Language materials for their lessons where make an emphasis on the development of speaking, listening, reading and writing as integrated skills.

4. English teachers in High Schools should foster the Intercultural Communicative Approach in order to develop critical thinking skills and critical cultural consciousness in our students. It underlines that we should design activities that develop the critical cultural consciousness where students have the opportunity to discuss cultural topics. Discussing cultural topics, students can develop the Intercultural Communicative Competence because the students not only analyze and criticize the proposed topics; the students give their own point of view based on their knowledge and experiences.

5. This research shows the relationship between Intercultural Communicative Approach and English Language Learning. This research has a descriptive correlational design and it could be used as a basis of future research.
References


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http://www.macmillandictionary.com/dictionary/british/communicative-competence (1)

http://www.macmillandictionary.com/dictionary/british/efl (2)

http://www.virginia.edu/processsimplification/resources/PennState%20Surveys.pdf (4)


Appendices
### Appendix A

#### Consistency matrix

<table>
<thead>
<tr>
<th>Formulation of problema</th>
<th>Study objectives</th>
<th>Research hypothesis</th>
<th>Study variables</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>General problem:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent is intercultural communicative approach related to English language learning in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016?</td>
<td>General Objective: To determine the relationship between intercultural communicative approach and English language learning in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.</td>
<td>General Hypothesis: Intercultural communicative approach is significantly related to English language learning in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.</td>
<td>Variable I: Intercultural communicative approach</td>
<td>Type of Research: Descriptive - quantitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Problem:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent is intercultural communicative approach related to the development of listening in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016?</td>
<td>Specific Objective: SO01To determine the relationship between intercultural communicative approach and the development of listening in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016. SO02To determine the relationship between intercultural communicative approach and the development of speaking in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016. SO03To determine the relationship between intercultural communicative approach and the development of writing in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016. SO04To determine the relationship between intercultural communicative approach and the development of reading in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.</td>
<td>Specific Hypothesis: SH01Intercultural communicative approach is significantly related to the development of listening in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016. SH02Intercultural communicative approach is significantly related to the development of speaking in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016. SH03Intercultural communicative approach is significantly related to the development of writing in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016. SH04Intercultural communicative approach is significantly related to the development of reading in fourth grade students at Jesús Divino Maestro High School, Santa Cruz de Flores, Cañete, 2016.</td>
<td>Variable II: English language learning</td>
<td>Research Method: Descriptive research method</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The participants of this study are 23 High school students at Jesús Divino Maestro School, Santa Cruz de Flores, 2016. Their ages range between 14 and 16 years old and the distribution of female and male students is about equal. Most of the students’ mother tongue is Spanish.
## Appendix B

### Operationalization of variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable I:</strong> Intercultural communicative approach</td>
<td>Classroom culture</td>
<td>Needs analysis of the classroom (what students need to learn, what they need to improve or reinforce)</td>
<td>1,2,4,5,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethnographic action research (how students behave, how students react in certain situations)</td>
<td>3,6,7</td>
</tr>
<tr>
<td></td>
<td>Cultural context</td>
<td>Cultural practices (what customs or community’s traditions students practice)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural information (what students know about their culture)</td>
<td>11,12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural perspectives (how students interpret their culture)</td>
<td>10,13</td>
</tr>
<tr>
<td></td>
<td>Communicative interaction</td>
<td>Knowledge (information that students bring in their brains)</td>
<td>14, 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills (abilities that students put into practice)</td>
<td>16,18,19,20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attitudes (how students react in some situations, how students feel or react when talk about their culture)</td>
<td>17</td>
</tr>
<tr>
<td><strong>Variable II:</strong> English language learning</td>
<td>Listening</td>
<td>To infer information about social topics from different audios.</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To identify specific information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To get the global message of the audios presented.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>To predict the message of the text.</td>
<td>3,4,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To identify the main and secondary ideas from a text referred to social topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To infer the message of the text using the general structure of the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>To plan the text that want to write.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To organize different forms of texts’ presentations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To write different texts to communicate writers’ opinions about cultural topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>To talk with different speakers about social topics.</td>
<td>7,8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To express ideas clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To show interest in the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking Test</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C
Spanish Version of the Survey

Grado: ________ Edad: ________ Sexo: M - F Fecha: ________/______/______

ENCUESTA

Estimado estudiante:

Te presento un cuestionario de veinte preguntas con cuatro alternativas y deberás escoger sólo una. Te agradecería contestar esta encuesta pensando en tu experiencia con el curso de inglés. Por favor, responde con franqueza y libertad. No es necesario que des tu nombre. ¡Gracias por tu tiempo y ayuda!

INSTRUCCIONES: Lee atentamente y marca con un aspa la respuesta que creas conveniente.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIEMPRE</td>
<td>A VECES</td>
<td>POCO</td>
<td>NADA</td>
</tr>
</tbody>
</table>

### DIMENSIÓN : CULTURA DEL AULA DE CLASES

1. Si me encuentro desanimado y es observable en clase, me gustaría que mi profesor se acerque a mí para aconsejarme u orientarme.

2. Cuando estoy desanimado, prefiero que nadie me acerque.

3. Cuando mi profesor ingresa al aula y me pongo de pie, lo hago como señal de respeto.

4. Uso lo aprendido durante mi clase de inglés fuera de mi I.E.

5. Me emocionan mis clases de inglés.

6. Cuando alguien ingresa a mi aula, me pongo de pie porque es una norma establecida.

7. Cuando trabajamos en pares o equipos, me agrada que mi profesor aclare mis dudas.

8. Creo que las actividades desarrolladas en mi curso de inglés ayudan en mi aprendizaje del idioma.

### DIMENSIÓN : CONTEXTO CULTURAL

9. Creo que los temas presentados en mi libro presentan información cultural.

10. Las actividades realizadas en mi clase de inglés ayudan a fortalecer mi identidad cultural.

11. Creo que es importante conocer sobre mi cultura, mis valores, mis creencias y mis experiencias personales y expresarlas en mis clases.

12. Me gustaría que las imágenes de mi libro sean relacionadas a mi entorno y a mis costumbres.

13. Creo que la lengua, el folclore y el arte son medios para transmitir cultura.

### DIMENSIÓN : INTERACCIÓN COMUNICATIVA

14. Los temas presentados en mis clases de inglés es información nueva para mí.

15. Creo que para iniciar un nuevo tema se debe realizar un repaso de lo anterior.

16. Me agrada trabajar en parejas o en grupos en mis clases de inglés.

17. Me agrada hablar sobre las costumbres de mi comunidad en mis clases de inglés.

18. Me agrada trabajar individualmente y con la clase completa en mis clases de inglés.

19. Me agrada que mis clases de inglés inicien con juegos, canciones, diálogos, videos u otros que generen mi interés.

20. Siento que con mi participación activa en clase (haciendo diálogos, saliendo a la pizarra, etc.) aprendo mejor el inglés.

Muchas gracias
**Questionnaire**

Questionnaires can be classified as both, quantitative and qualitative methods depending on the nature of questions. Specifically, answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie charts, bar charts and percentages, whereas answers obtained to open-ended questionnaire questions are analyzed, using qualitative methods and they involve discussions and critical analyses without use of numbers and calculations.

Advantages of questionnaires include increased speed of data collection, low or no cost requirements, and higher levels of objectivity compared to many alternative methods of primary data collection. However, questionnaires have certain disadvantages as well, such as selection of random answer choices by respondents without properly reading the question and the absence of possibility for researchers to express their additional thoughts about the matter due to the absence of a relevant question.\(^5\)

**Instrument on Intercultural Communicative Approach**

**Data sheet**

**Name:** Questionnaire to measure the intercultural communicative approach

**Author:** María del Carmen Quispe Cuya.

**Administration:** Individual and collective

**Time of administration:** Between 10 and 15 minutes, approximately

**Scope:** Fourth grade students in high school

**Significance:** Perception of the intercultural communicative approach that students have.
**Type of response:** Items are answered through Likert scaling with five categorical values.

**Objective:**

This questionnaire is part of this study that aims to obtain information about the level of perception of the intercultural communicative approach according to students of the fourth grade of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

**Application character**

The evaluation is an instrument that uses the technique of observation, which is why students are asked to answer with sincerity.

**Description:**

The questionnaire consists of 20 items, each of which has five possible answers: Never (1), almost never (2), Sometimes (3), Always (4). In addition, the respondent can only mark an alternative, with a cross (X). If you mark more than one alternative, the item is invalidated.

**Structure:**

The dimensions that the intercultural communicative approach evaluates are the following items:

a) Classroom culture

b) Cultural context

c) Communicative interaction
PART I: LISTENING

TALKING ABOUT YOUR ANCESTORS

1. What is the topic? 1P.

![Images of historical figures and events]

A □ B □ C □

2. Choose the best answer: 4P.

<table>
<thead>
<tr>
<th>a) In the_________Andean region you will find Lake Titicaca.</th>
<th>b) They found a_________valley where they could plant corn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Magical b) Southern c) Philosophy</td>
<td>a) Whole b) Earth c) Fertile</td>
</tr>
<tr>
<td>c) Manco Capac and Mama Ocllo taught a Deep respect for the</td>
<td>d) They preached a_________ of ayni.</td>
</tr>
<tr>
<td>_____________</td>
<td>a) Philosophy b) Lake c) Rod</td>
</tr>
</tbody>
</table>

| a) Whole b) Earth c) Fertile                         |
PART II: READING

A TRADITIONAL DISTRICT

A. DESCRIPTION
Santa Cruz de Flores is one of the most attractive districts of Cañete in its landscapes, country environments and fertile land producing a variety of fruits. A good example is the hamlet of San Vicente de Azpitia, called the "Balcony of Heaven", because from there you have a good view of the valley of Mala, is characterized by its exceptional wine production.

B. CUSTOMS
Santa Cruz de Flores, has beautiful scenery, delicious meals, pleasant weather, and one hour from Lima, visit the annex Azpitia, and knows the viewpoint. The municipality, always doomed to seek local development, understands the great tourist potential that surrounds the area, by having beautiful and cozy landscapes that invite solace and rest in addition to being privileged to have a rich agriculture, all of which we are sure to enhance the early economic and social growth of our locality, this by the

C. TOURISM
Different opportunities that are made possible by promoting the tourism industry and working for agriculture. In the district, we can celebrate the Pisco Sour Day to promote our drink to others.

3. Read the article and match the photos with the events: 1P.

4. Answer the questions with the information of the article: 4P.

<table>
<thead>
<tr>
<th>a) Where is Santa Cruz de Flores located?</th>
<th>b) What is common in Santa Cruz de Flores?</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ In the south of Cañete</td>
<td>➢ Bananas</td>
</tr>
<tr>
<td>➢ In the center of Cañete</td>
<td>➢ Pisco and wine</td>
</tr>
<tr>
<td>➢ In the north of Cañete</td>
<td>➢ Beer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c) Is it an important economic activity?</th>
<th>d) What activity does the district promote?</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Agriculture</td>
<td>➢ Agriculture</td>
</tr>
<tr>
<td>➢ Mining</td>
<td>➢ Tourism</td>
</tr>
<tr>
<td>➢ Farming</td>
<td>➢ Mining</td>
</tr>
</tbody>
</table>

5. Find the correct definition 2P.
PART III: WRITING

6. You have to talk about the place where you were born. Complete the map and write directions to your district or community.

MAP TO YOUR COMMUNITY:

My family is from……………………………………

a) There, houses look like...
   b) The typical food is...
   c) The weather is like…
   d) One of the important celebrations is…
   e) Some touristic places are....
   f) Activities that you can do there…

DIRECTIONS TO YOUR COMMUNITY:

My community is  …………………

There, houses look like…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

PART IV: SPEAKING

4P.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fertile</td>
<td>The promotion of tourist travel, especially for commercial purposes.</td>
</tr>
<tr>
<td>2. Landscape</td>
<td>Producing an abundance.</td>
</tr>
<tr>
<td>3. Tourism</td>
<td>Capable of producing abundant vegetation or crops.</td>
</tr>
<tr>
<td>4. Production</td>
<td>A panoramic view of scenery.</td>
</tr>
</tbody>
</table>
7. **PAIRWORK:** Choose one topic of the cards and ask questions to your classmate:

<table>
<thead>
<tr>
<th>POSSIBLE TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My best holiday</strong></td>
</tr>
<tr>
<td>Advantages of the technology</td>
</tr>
<tr>
<td>Celebrations in my community</td>
</tr>
<tr>
<td>Peace and war</td>
</tr>
</tbody>
</table>

8. **Use these expressions:**

- Try to use questions like…
  - What……?
  - Where….?
  - When…..?
  - How…….? 
  - Why…….? 

- Use phrases like…
  - In my opinion, **English** is…….
  - It is an important problem…….
Data sheet

Name: Evaluation of English language learning.

Author: María del Carmen Quispe Cuya.

Administration: Individual and collective

Time of administration: Between 20 and 50 minutes, approximately

Scope: Fourth grade students in high school

Significance: Level of Learning of the English language according to the students.

Type of response: Items are answered through binomial escalation.

Objective:

The present evaluation is part of this study that aims to obtain information about the level of English language learning according to the fourth grade students of Jesus Divino Maestro School, Santa Cruz de Flores, Cañete, 2016.

Application character

The evaluation is an instrument that uses the technique of observation, which is why students are asked to answer with sincerity.

Description:

The instrument consists of four parts, its scale is vigesimal.

Structure:

The dimensions that evaluate the learning of the English language are the following:

1. Listening
2. Reading
3. Writing
4. Speaking
## APPENDIX E

### SPEAKING SKILLS RUBRIC

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<thead>
<tr>
<th>STUDENTS’ NAME</th>
<th>CRITERIA</th>
<th>SCORE</th>
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<td>To talk with different speakers about social topics.</td>
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<td>To express ideas clearly.</td>
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<td>To show interest about the topic.</td>
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<th>To talk with different speakers about social topics.</th>
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<td>To show interest about the topic.</td>
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LESSON 1:  *LET’S CELEBRATE!*

**WARM UP**

Think of the holidays that you know in your country (Ex.: Independence Day, Christmas, Mother’s day, etc.) for a minute. Can they mention some holidays from other countries? Give some examples.

**READ AND SPEAK**

1. Skim through the text below to answer these questions:

   ➢ What do you think the text is about?

   ➢ Which holidays are mentioned?

   ➢ What places are listed in the text?

1. **Holy Week** is a religious celebration in our country; some provinces are traditional with this celebration. Ayacucho is a traditional city to celebrate it; many people and tourist arrive there to enjoy the celebration.

2. **Carnivals** are celebrated in February, cities like Puno, Cajamarca, Arequipa and other cities. In this festival, people dance typical music of the region. These cities receive many tourists that arrive there to share these activities with the family.

3. **Inti Raymi** celebration is on 24th June, this celebration reminds us the Inca ceremony. That ceremony is in honor of God Inti. Many people travel to Cusco to revive these feelings; nowadays, people represent that ritual in a touristic place where every people can look at the process of the Inca ceremony.

4. **Independence Day** in Peru is on 28th July. This celebration involves a Parade where participates the President, the Congress and other Peruvian authorities. This parade is on 29th July where military forces participates, too.

5. **Christmas** is on 25th December, people celebrate the birth of Jesus with a dinner with the family. People decorate their homes and put a Christmas tree in their living rooms with some gifts. Many families eat turkey in Christmas dinner and paneton.
2. Are you familiar with any of the pictures below? Which are mentioned in the text in activity 1 and put the correct number.

3. Answer the questions about the text in activity 1.

   a. When is celebrated Inti Raymi?
   b. Where is celebrated the Carnivals?
   c. How is celebrated the Independence Day?
   d. What do people do in Christmas?
   e. What place is popular in Holy Week?
3. Look at the pictures below. What celebrations do they represent?

1. February 14th
2. Halloween
3. Easter
4. New Year’s Eve
5. Creole Music

4. Complete the chart using pictures in exercise 3.

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<tr>
<th>CELEBRATION</th>
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<td>Creole Music</td>
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</table>
5. Report the dates of celebrations in exercise 4 as in the example.
   ➢ Valentine’s Day is celebrated on 14th February.

WRITE AND READ

6. Think in a celebration of your city and write a short text as in the example.

   This celebration is on………………. People ………………. . It takes place in………………….. Many tourists arrive……………..

7. Share your texts with your classmates.

LISTEN AND WRITE

8. Listen to the recording and complete the texts below.

   1. Thanksgiving day is celebrated in the fourth Thursday in _______________. The following ______________is free that Americans use it to travel, visit the family and so on.

   2. Labor Day, this holiday remarks people’s work. In the United States, this_________marks the end of the _____________. In some countries is celebrated on 1st _____________.

Adapted from:
9. Answer the questions about the celebrations referred to in activity 8.
   a. When is celebrated Thanksgiving Day?
   b. What do Americans do in the following day after Thanksgiving Day?
   c. What does Labor Day mark in the United States?

10. Read and match the celebrations with the dates.

   1. Valentine’s day  
   2. Christmas  
   3. New Year’s Eve  
   4. Labor Day  
   5. Creole Day

   a. On 1st January  
   b. On 31st October  
   c. In May  
   d. In December  
   e. On 14th February
APPENDIX G
SAMPLE LESSON 2

LESSON 2: FAMILIES IN OUR TIMES

1. Look at the pictures and answer the following questions:
   - What do they represent?
   - Are these pictures common in your community?
   - How are families in those days?
   - Is your family similar to one of the photos below? Why?

   THINK AND SPEAK

   WARM-UP

   Bring some photos of your family and share in class. Can they mention some characteristics of the photos?
2. Look at the pictures and write the correct number next to the description.

Picture N°…………
A girl or boy who lives with her or his mother only. The father doesn’t help them to support the home.

Picture N°…………
A typical or ideal kind of family that everyone wants. It is formed by the father, the mother and children.

Picture N°…………
When parents work or travel abroad, they leave their children with the grandparents. Grandparents take care of their grandchildren and help them in the school and their education.

3. Answer the following questions:

- How is your family? Is it big or small?
- Can you tell me some characteristics of your family?
- Why is a family important?
- What values does a family transmit?

4. Share your answers to your partner.
5. Describe your family using the model.

My family is ____________________________ and ____________________________________________

The family is important because ____________________________________________________________

The family transmits __________________________________________________________

I like to _____________________________ with my family.

6. Exchange notebooks with your partner. Read his or her answers.

LISTEN AND WRITE

7. Listen to the recording and complete the text below.

I am Mateo. I am ____________ years old. I live in __________. I like my ______________. We live in the _________. We are in _______________. I have two ____________, my sister’s name is Marina and my brother’s name is Tadeo. We allow to _______________ ethnic. I am proud of my_________ and traditions of my _________. 
8. Observe the picture in activity 7, and then choose the best answer.

1. People in the picture are_______________
   
a. posing for a photograph.
   
b. listening to music.
   
c. walking in the street.

2. People in the picture wear a typical clothing of:____________
   
   a. the coast
   
   b. the Highlands
   
   c. the jungle

3. The speaker is proud of his___________.
   
   a. friends and family
   
   b. culture and origin
   
   c. community and city

4. the speaker’s tone of voice is_______________.
   
   a. friendly
   
   b. pessimist
   
   c. excited
9. Prepare and present a poster about your family and your traditions.
### APPENDIX H

**RESULTS OF THE QUESTIONNAIRE APPLICATION VARIABLE 1**

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**DIMENSION : CLASSROOM CULTURE**

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**DIMENSION : CULTURAL CONTEXT**

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**DIMENSION : COMMUNICATIVE INTERACTION**

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- P7: 60
- P8: 59
- P9: 51
- P10: 56
- P11: 60
- P12: 55
- P13: 57
- P14: 51
- P15: 37
- P16: 62
- P17: 51
- P18: 38
- P19: 59
- P20: 64

**TOTAL: 205**
### APPENDIX I
#### RESULTS OF STUDENTS’ GRADES VARIABLE 2

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APPENDIX J

VALIDATION FORMATS FILLED BY THE EXPERTS

UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
“Alma Máter del Magisterio Nacional”
INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
a. Apellido y Nombre(s) del informante: Hermosa, Tomás; Valle, Juan
b. Cargo e institución donde labora: Docente, UNESCO

II. ASPECTOS DE VALIDACIÓN:

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<th>CRITERIOS Qualitativos</th>
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<th>Regular (61 - 70)</th>
<th>Buena (71 - 80)</th>
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<th>Excelente (91-100)</th>
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III. OPINIÓN DE APLICABILIDAD: Apliqué - Muy bueno

IV. PROMEDIO DE VALORACIÓN: 95

Lugar y fecha: Departamento de Ciencias, 20 de septiembre de 2016
Teléfono No.: 9873168239

Firma del experto informante
**UNIVERSIDAD NACIONAL DE EDUCACIÓN**

Enrique Guzmán y Valle

“Alma Máter del Magisterio Nacional”

**INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO**

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: **Dr. Zárate Aliaga Edith**
   b. Cargo e institución donde labora: **Docente**
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: María del Carmen QUISPE CUYA
   e. Tesis: Intercultural Communicative Approach and English Language Learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, 2016

II. ASPECTOS DE VALIDACIÓN:

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<th>Excelente (91-100)</th>
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<td>Existe una organización lógica variables e indicadores.</td>
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**PROMEDIO DE LA VALORACIÓN CUANTITATIVA:**

**III. OPINIÓN DE APLICABILIDAD:** Aplicable

**IV. PROMEDIO DE VALORACIÓN:**

Lugar y fecha: **Lima, 18 de octubre de 2016**

DNI Nº: **992.317.447**

Teléfono Nº: **992.317.447**

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
“Alma Máter del Magisterio Nacional”
INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
- Apellido y Nombre(s) del informante: Dr. Darío Alaya Edith
- Nombre del instrumento: Examen de Inglés
- Autor del instrumento: María del Carmen Quispe Cuyía
- Tesis: Intercultural Communicative Approach and English Language Learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Fibres, 2016

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: Aplicable

III. OPINIÓN DE APLICABILIDAD: Aplicable

IV. PROMEDIO DE VALORACIÓN: 90

Lugar y fecha: 29 Agosto 2016
DNI N°: 321456
Teléfono N°:

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
“Alma Máter del Magisterio Nacional”
INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: DÉO DE LOS SANTOS HAYARQ AYUWA
   b. Cargo e institución donde labora: UNI - DUCP
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: María del Carmen QUSPE CUYA
   e. Tesis Intercultural Communicative Approach and English Language Learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, 2016

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA

III. OPINIÓN DE APLICABILIDAD:

ES APLICABLE

IV. PROMEDIO DE VALORACIÓN:

Lugar y fecha: 22 NOV 2016 (92)

DNI N°: 30.000.000-8 (92)  Teléfono N°: 092-885-55-45

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle

“Alma Máter del Magisterio Nacional”

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
- Apellido y Nombre(s) del informante: [NOMBRES DEL INFORMANTE]
- Cargo e institución donde labora: [CARGO E INSTITUCIÓN]
- Nombre del instrumento: Examen de Inglés
- Autor del instrumento: María del Carmen QUIMPE CUYA
- Tesis: Intercultural Communicative Approach and English Language Learning in fourth grade students at Jesus Divine Maestro High School, Santa Cruz de Flores, 2016

II. ASPECTOS DE VALIDACIÓN:

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<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: [PROMEDIO]

III. OPINIÓN DE APLICABILIDAD: [OPINIÓN]

IV. PROMEDIO DE VALORACIÓN: [PROMEDIO]

Lugar y fecha: [LUGAR Y FECHA]

DNI Nº: [DNI] Teléfono Nº: [TELÉFONO]

Firma del experto informante: [FIRMA]
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
“Alma Máter del Magisterio Nacional”
INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: **Reyes-Toray, Jean Pierre**
   b. Cargo e institución donde labora: **Docente**
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: María del Carmen QUISPE CUYA
   e. Tesis: Intercultural Communicative Approach and English Language Learning in fourth grade students at Jesus Divino Maestro High School, Santa Cruz de Flores, 2016

II. ASPECTOS DE VALIDACIÓN:

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA

III. OPINIÓN DE APLICABILIDAD: **Apliquése - Buena**

IV. PROMEDIO DE VALORACIÓN: **90**

Lugar y fecha: **01 de enero de 2023**

DNI N°: **41901319**

Teléfono N°: **95331168**

Firma del experto informante