

**THE PERCEPTION THAT STUDENTS OF EIGHTH SEMESTER HAVE  
ABOUT THE FRENCH CLASS AT THE LICENCIATURA EN LENGUAS  
MODERNAS CON ÉNFASIS EN INGLÉS Y FRANCÉS DE LA UNIVERSITY  
OF QUINDÍO AND ITS POSSIBLE IMPLICATIONS FOR THEIR  
PROFESSIONAL FIELD: A QUALITATIVE CASE STUDY**

**Daniel Caro Mejía**

**University of Quindío**

**Faculty of Education Sciences**

**Bachelor's degree in Modern Languages with Emphasis on English and French**

**Armenia, Quindío**

**2020**

**The Perception That Students of Eighth Semester Have About The French Class  
at the Licenciatura En Lenguas Modernas Con Énfasis En Inglés Y Francés of  
University Of Quindío And Its Possible Implications for Their Professional Field:  
A Qualitative Case Study**

**Research Advisor: Mg. Paola Alzate Ortíz**

**University of Quindío**

**Facility of Education Sciences**

**Bachelor's degree in Modern Languages with Emphasis on English and French**

**Armenia, Quindío**

**2020**

## CONTENT TABLE

THE PERCEPTION THAT STUDENTS OF EIGHTH SEMESTER HAVE ABOUT THE FRENCH CLASS AT THE LICENCIATURA EN LENGUAS MODERNAS CON ÉNFASIS EN INGLÉS Y FRANCÉS DE LA UNIVERSITY OF QUINDÍO AND ITS POSSIBLE IMPLICATIONS FOR THEIR PROFESSIONAL FIELD: A QUALITATIVE CASE STUDY .....	1
The Perception That Students of Eighth Semester Have About The French Class at the Licenciatura En Lenguas Modernas Con Énfasis En Inglés Y Francés of University Of Quindío And Its Possible Implications for Their Professional Field: A Qualitative Case Study .....	2
INTRODUCTION .....	1
1. RESEARCH PROBLEM .....	4
1.1 General question.....	5
1.1.2. Specific questions .....	6
1.2 General objective .....	6
1.2.1 Specific objectives .....	6
2. JUSTIFICATION.....	7
3. LITERATURE REVIEW.....	9
4. THEORETICAL FRAMEWORK .....	22
4.1 Language.....	22
4.2 Culture .....	22
4.2.1 Cultural Exchange .....	23
4.2.2 Cultural approach in Language Teaching .....	24
4.3 Foreign Language Immersion .....	24
4.4 Perception .....	25
4.5 Outsider and Insider Perspective.....	25

4.6 Curriculum.....	26
5. METHODOLOGY.....	27
5.1 Research approach.....	27
5.2 Research Design.....	28
5.3 Type of research.....	28
5.4 Data Collection Techniques and Instruments.....	29
5.4.1 Interviews.....	29
5.4.3 Class Observation.....	30
5.4.4 Analysis of Documents.....	30
5.5 Research Ethics.....	32
6. DATA ANALYSIS.....	34
6.1 Elements that interfere in the class development: a students' perspective.....	34
6.1.2 Virtual Class Model Impact on Students' Perception about Their Learning Process.....	36
6.2 Some Findings about Students' possible Future Professional Field.....	37
6.3 How Globalization has influenced the Way French is perceived as a Prestigious Language.....	38
6.4 A Class' Perspective According to the Research and Collected Data.....	39
6.5 Limitations.....	40
6.6 Recommendations and Projections.....	41
7. CONCLUSIONS.....	42
References.....	44
Appendix 1: Consentimiento Informado para Participantes de Investigación.....	51
Appendix 2: Consentimiento Informado para Participantes de Investigación – Profesor ...	53
Appendix 3: Questions for the Interview.....	55
Questions for the Interview.....	55

For the professor: .....	55
Students .....	55
Appendix 4: Class Observation Format .....	56

Figure 1. categories and subcategories .....	34
--	----

## INTRODUCTION

The positioning of English as one of the main foreign languages in the world dates from the years after the Second World War when United States and England gained great influence in Europe and the world as the largest economies power (Lowenthal, 2006). Nowadays, the need of acquiring a second language increases the demand of English teachers and the inclusion of English in the curriculums has become the priority of many governments, especially in Latin America where public policies are strongly influenced by the USA as part of its external politics (Lowenthal, 2006). According to the Brenton Woods' agreement, one objective was to position the dollar as one main currency in the world economy. There is a lack of interest and leadership in the creation of policies that slows the process of creating accurate education policies (Ingram, 1989, cited by Cunningham and Hatoss (2005). The creation of the common European framework of reference in 1989, as a way to standardize the language learning in Europe, and later on in the world itself, helped promote language learning in the world. In 2003, with the publication of "*Education in a multilingual world: UNESCO education position paper*", the UNESCO pretended to create an atmosphere of consciousness among the countries in relation to the creation of punctual measures that mitigate the gap in education access and the implementation of bilingual and multilingual learning environments.

In Colombia, English and French are foreign languages that have great prestige. For this reason, The Ministry of Education has set a national bilingualism program, *Colombia Bilingüe*, to catch up with the rhythm of globalization dynamics. With this program, it is intended to make students, especially from public schools, capable of using English accurately. This project is divided into a set of plans called "planes decenales" which are a way to measure the effectiveness of the project and such segmentation allows academics to make upgrades and changes on them. The awareness of the importance that English as "lingua franca" was remarked by the *Misión de los Sabios* in 1993. Among the recommendations they gave were: to invest more public budget in research and the production of scientific knowledge which consequently increases the country's GPC. Today, 20 years after the publication of such recommendations, a bulletin published in

2014 by the IEMP (Instituto de Estudios Del Ministerio Público) revealed that only a few of those measures have been taken into account and that there has been little interest from the government to enhance the quality of the education in the country. This lack of interest makes programs like *Colombia Bilingüe* lose effectiveness, what at its time delays the creation strong public education policies.

There is a big gap between what education policies propose and what the real situation is. Policy makers do not often consider the social context in which policies are going to be applied and this causes them to lose effectiveness, and education is not the exception. The first great educational change that the Colombian education suffered was in 1851. In this year, Franciscan education is introduced and the Catholic Church takes control of the education. This pedagogical practice –if it can be called in that way—extends until 1950 when the first great educational reform takes place and new institutions, *Normalist schools*, are set out which delayed the advance of the educative system. By 1939, France sees Colombia as a great allied regarding to its economy based on coffee and the neutrality Colombia towards the USA external politic of “*the good neighbor*”, and at this time, Colombia perceives France as an independent country because it is not influenced either the USA or the URSS. This diplomatic relationship would influence the education system in Colombia since the French embassy started building schools, and high schools where French was taught as the main second language in the country, rather than English (Andrade, 2014). By the 70’s and 80’s, this relationship would change as the drug trafficking emerged as the main enemy for the USA interests in Latin America. It is from this time that USA would start gaining influence in the Latin American countries as the main allied to defeat this arising cancer. From this moment on, North American culture started “colonizing Colombia”.

French is nowadays affirming its prestige in Colombia as second language. Currently, it is more common to find French academies, among of them are the French alliances which, in covenant with the French embassy, promote the teaching-learning of *Français comme langue étrangère* (FLE). As was already it seen, FLE in Colombia has a great career which it can been its impact on the curriculum of public universities that has included as part of its curriculum. In a local context, the learning-teaching of FLE is very



limited only for university situation where bilingualism is more commonly present and is very important to emphasize the great prestige that speaking French brings due to the fact that it is not as common as English. Also, the learning of another languages brings more benefits for the intellectual development of the learner, according to Krasner (1999, p. 80) “Through the study of other languages, students gain knowledge and understanding of the cultures that use that language...” this means that learning a language not only gives support to the CV, but also exposes such person to the culture surrounding such language. In the program of Modern Languages, the ancient curriculum suggested by University of Quindío offers a total of 6 hours a week for the course of FLE –compared to 15 hours a week for English- and the course begins in fifth semester until the eighth one, but now, because of the accreditation as a high quality institute, the curriculum now establishes the beginning of FLE in third semester which at its time makes the student be exposed to it previously in their study. An early approach to the language would guarantee that student would be more exposed to the target language during their studies and to the culture by the way.

## 1. RESEARCH PROBLEM

Since the USA became a strong ally for Latin American governments in the fight against drugs, it influenced every aspect of the governability that each country is supposed to have. Its external policy not only included to advise militarily, but also to make them dependent of its economy, products, and public policies (Ingram, 2005). This economic influence came since 1949, when the World Bank imposed the *Currie plan* imposed from Washington; it became one of the economic aims of the Colombian government though France kept having the main attention and was the principal advisor in the fields of culture and education. “In 1951, a commission of government delegates Colombia requests 26 foreign experts from the United Nations technical assistance office in order to implement the Currie Plan.” (Andrade, 2014). This plan was intended to boost the agricultural economy and as a result, *El Banco Agrario* was created. As the *Currie plan* was managed by the USA, the cultural exchange between the two countries grew and the English language started gaining importance in Colombia.

In 1965, the French government invited some of the ministry of culture, among them were the principals of the *Universidad Nacional & Los Andes*, also known as *Comisión Mixta*, to a conference in Paris; this meeting was to talk about the participation of the French government in Colombia and the implementation of exchange programs. Before the failure of this meeting (Centre Archives Diplomatiques, Valeur, 26 de febrero de 1966), the two governments met again in 1966 to sign educational agreement that would facilitate students to do exchange programs. As results of those treatments, the French government helped strengthen the educational centers like SENA and by 1970 French became a mandatory foreign language to be taught in high school (Andrade, 2014). With the zenith of the drug trafficking in Colombia, USA came to be the main military advisor and English gained a priority in the national curriculum as part of the new requisites listed on the Consensus of Washington and French lost their importance although the French lyceums kept working and the French Alliances also kept promoting courses of French language and certifying the learners through the DELF exam, which is valid internationally and has no expiration date.

The University of Quindio has a pact with the French Alliance in Armenia for the students who want to access to a course and certificate their level of competence in French. This relationship represents a great advantage for the fomentation of the language in the department, but only a few students can afford these courses. The expansion of FLE and *Français langue/culture étrangère* (FC/LE), especially in Colombia, opens a great working market in Europe where educational programs like *Erasmus Mundus* offer opportunities for foreign students having as requisite mastering French or English, though the French government offers its own programs for students but in that case the use of French is mandatory. In his study, Moreno (2007) suggests that FC/LE must be oriented not only for the perspective of a foreign language but also from the common points that both cultures, Colombian and French, have. This, according to him, would make that Colombian students see French attractive and *learnable*. One of the suggestions in the study was to appeal for the similarities that both languages have in terms of syntax, grammar, vocabulary, and language family. This, in his words, helps break the possible paradigms existing among the students. Publicly, the MEN has not suggested any curriculum for the teaching-learning of French ignoring the decades spent by the French government in diplomatic assistance, advisory and cultural supporting. It can be seen that English has fossilized in the governments' agendas and that does not let them perceive that great prestige that French also counts with.

### **1.1 General question**

-What is the perception that students have about the French class in relation to the English class, and both cultures at a bachelor's program in a public university in Quindío?

### **1.1.2. Specific questions**

What is the students' perception towards the French class?

How does the teaching practice reflect the pedagogical approach suggested in the French IV course syllabus?

How is the development of the competences proposed in the syllabus reflected during the class?

### **1.2 General objective**

To describe the perception that students of eighth semester have about the French class in relation to the English class, the methodology at the University of Quindío and to try to determine how this may affect their professional future as teachers.

#### **1.2.1 Specific objectives**

To identify students' perception towards French class

To analyze the syllabus for the French course and contrast it to what happens in the class

To describe how the class development reflects the competences proposed in the syllabus (PEU y syllabus)

## 2. JUSTIFICATION

This research has been conceived as a result of the talks that the researcher has had with his classmates along the eight semesters in a modern languages bachelor's program. Reviewing the history, it was found that there is great crisis in the national bilingualism programs that need to be solved soon. There is no doubt that English possess a high level of prestige and has millions of speakers; this causes that in many countries English considered a second official language which in such case is not an advantage but a need. This number is increasing every year as USA keeps gaining influence in the world. In Colombia, although English is still a second language, the number of English speakers grows every year; this, supported by the national bilingualism program *Colombia Bilingüe*. This ambitious program pretends to impact all the students from elementary school until high school. As Le Gal (2019) proposes, the government needs to consider that “marketization” or “businessification” should not be the base to propose education policies. In his study *English Language Teaching in Colombia: A Necessary Paradigm Shift*, the author analyzes the situation of English teaching in the country concluding that the government agenda responds to merely neoliberal standards. Also, the adoption of foreign methodologies, technologies and curriculums provokes that the local knowledge be set apart the local culture and expertise and that this process needs to be collaborative. Canagarajah (2009, p. xiv, cited by Le Gal 2019) also said that “the local should be primary and critical force in the construction of contextually relevant knowledge”.

Other of his critics is that English has become a costume in Colombia, something normal –though it is not a second language, but the reluctance of the MEN in boosting other foreign languages like French for example makes this situation not to tend to change or improve. In this way, the government keeps investing money on English programs, many people aim to become English teacher which reduces the quality and increases the quantity. The MEN, as part of the program *Colombia Bilingüe*, brought 124 “native speakers” to Colombia as part of an intercultural exchange program. The native speaker fallacy proposed by (Phillipson, 1992; Canagarajah, 1999b) suggests that the only referent students and teachers should have is native speakers, while the real purpose should be to

train teachers to be as proficient as a native speaker. By the way, not all of them were native speakers as it was initially said. As it can be seen, the teaching-learning of English has become a cliché when talking about a foreign language. It is time for the MEN to start betting for the French as a third foreign language. Finally, it is important to mention that there are very few studies in the local arena regarding the teaching/learning of French. This is why it is important to carry out a study which focuses on that language.

### 3. LITERATURE REVIEW

In this chapter, more than 20 academic articles that were product of research studies were considered, but only 8 were selected to be included in this paperwork due to their relationship to the topic, the pertinence in their research field, and the compatibility with the expected results of this study.

In the international field of researching regarding to the topic of this study, Mora, Lengeling, Zenil, Crawford, and Goodwin (2011) present the result of a qualitative research, (Richards, 2003, p. 10, cited by Mora, Lengeling, Zenil, Crawford, and Goodwin, 2011) that was carried out in a public educational institute in central Mexico. The study focuses on the use of first language (L1 now on) inside the classroom and its possible implications for the positive development of the class. Among the general description of the results, some students do not agree with the use of L1 in class. The research questions they established were: *What are the reasons why teachers and students use (or do not use) L1? , How do these reasons impact the teaching-learning processes?*

In the research, one hundred and twelve university students that were doing different bachelor's degree and that took French (50) and English (68) classes at different level (beginners, intermediate, and advanced). Also, eight teachers (the researchers were part of the participating teachers) with a great range of experience (5 for English and 3 for French). In regard to the English teachers, there were two English native speakers and three nonnative English speaker, which includes two Mexicans and one French-Canadian. The French teachers were two French native speakers, one Mexican French teacher. Both the students and teachers volunteered to participate and they were given the option of declining, were also given pseudonyms.

The tools used by the researchers to recollect information included a questionnaires and semi-structured interviews. The questionnaires were given at the end of the class in native language (Spanish) but the interviews were done individually at researches' offices using the language that each research preferred, could it be English, French or Spanish and the data (questionnaires and interviews) were collected in 2009 and they proceed to analyze

them. The questionnaires were coded with “Q” and the interviews with “I” and a number was given to each student to keep their real identity hidden, the interviews were translated and transcribed and the data were divided into 5 groups so each researcher could analyze a group of data. Finally, the researchers met up to discuss the findings and got to the final conclusions.

In the discussion, they agreed that the use of French or English would not affect the results due to the results were very similar. The data were divided into two categories: students’ perspectives and teachers’ perspectives and the findings were condensed in a table. From the teachers’ perspective they find out that L1 was useful in the classroom for 5 aspects: L1 as pedagogical device for clarification, to establish rapport, course level as a factor in determining the degree of L1 use, excess use of L1 is negative, and the implicit policy regarding L1 use in educational context.

The researchers all agreed that L1 helped them deliver instructions and explanations in a clearer way. Also, doubts about grammar and vocabulary could be solved much faster and accurately, *“avoiding to give lengthy explanations in the target language and to avoid interrupting the pace of their lessons”* (Mora, Lengeling, Zenil, Crawford, and Goodwin, 2011). Also, L1 is so important when trying to approach students, focusing the class not only in mere academic talks and interactions, as it can be seen *“kind of bond, make a connection with their students...just like chit chat with them... like about the weekend or something... I know they can’t tell me in English, I’d ask and let them tell me in Spanish (...). (I, 5)* This shorts and quick talks proved to help enhance the confidence of the student at the moment of using the target language in class. Researchers also determined that the level of the students was also a crucial factor in the allowing them to use L1. It was found out that the higher the L2 was, the lesser students will use L1 in class as we can see *“Well, it all depends on the level...for example, with beginners, it is different, with beginners when we begin lessons, we speak Spanish to explain how the class will function, but little by little I introduce French.” (I, 4)*

On the other hand, the researchers considered the results grasped from the questionnaires concluding that “learning aid for clarifying or explaining instructions, grammar, and vocabulary, use as socialization tool, and negatives aspect of using L1”



(Mora, Lengeling, Zenil, Crawford, and Goodwin, 2011). They considered these were the most common reasons why participants used L1 in class. This is what one of the participants answered to the questionnaire *“I use Spanish when I do not understand a phrase or structure to learn more”* (Q3). The students also see the drawbacks of allowing L1 to ease the learning environment. The students also showed through the answers they gave and the interviews that a good professor is who can successfully mix both language to enrich the process. Among the conclusions exposed that the use of L1, as part of the methodology of the development of the classes, represents something positive value as the researchers said *“we concur with Martin’s (2001, cited by Mora, Lengeling, Zenil, Crawford, and Goodwin, 2011) call for a more comprehensive and flexible view of the role and possible use of L1”* (Mora, Lengeling, Zenil, Crawford, and Goodwin (2011). Also, the researchers make a call for the action to all the future and current teachers to consider that the use of L1 by the students makes part of the learning process because they look to try to make sense of the new world that represents learning an L2.

With this important research, we can see that L1 plays a very important role when learning-teaching a foreign language and what is also remarking from this study is that the researches not only included English but also French. The techniques used were *“simple”* but accurate and the perfect ones for the kind of questions they wanted to answer. This shows that for carrying out a research is not necessary to create very complex instruments for collecting data.

In the same international field, Qian & Sun (2018), published the results of their studied carried out in china. This action research had the following research questions *““What teaching actions can be taken to enhance students’ autonomous learning of productive vocabulary?” & “How will these actions impact the students’ vocabulary knowledge and their management of vocabulary learning?”* to guide the process. The population they chose to implement the study was a group of 322 (11 women and 21 men) non graduate English students with an average age between 21 and 23. They were able to use some Basic English skills because they had already took 10 years of formal English education. The participants attended a 2 hour English class once a week during 16 weeks.

They were assessed at the end of the semester with a semi-structure interviewed that studied all the topics covered during the semester.

The researcher established two tests (pre-action and in-action) to collect data. One questionnaire was done at the very beginning of the course to evaluate students' English level. This questionnaire was based on the Likert scale. The consider students' learning attitude, learning behavior and learning needs. Few of those participants were sure of what and how to learn. Also, a vocabulary, a pronunciation, a spelling test was included. The results would be contrasted with the in-action test. The other one was applied by the end of the course; also a vocabulary, a pronunciation, and a spelling test was applied to compare both results. The researchers took the action research to the action in the first 8 weeks of the term responding the findings done in the pre-action. The researchers chose to use Evernote due to its feature and it has also proven to enhance English learning in autonomy (Boyd 2011, cited by Qian & Sun (2018) and the students were trained on how to use it for learning purposes. Among the activities used, there was word guessing. After the first cycle of action, students showed an increment in vocabulary knowledge from 388 to 542 in the post-test. For the 2<sup>nd</sup> cycle (beginning in the 9<sup>th</sup> week until the end of the semester), the researchers focused on the oral production skill by using the phonetic alphabet and recordings of native speakers. This was done to help them understand the importance of well pronouncing to deliver the right message. Also, their knowledge about phonetic would be strengthened. Finally, they applied a test to quantify students' advance and to compare the data with the pre-test.

A remarking conclusion the researchers do is a call for the action to foreign language teachers to identify their students' need and weaknesses and to solve them so full learning may be achieved and also, that teachers are not unquestionable authorities that carry knowledge, but just transmitters of it. Also, it is crucial to keep in mind the "*dynamic changes in students' learning processes*" Qian & Sun (2018). The researchers also stated that the implementation of action research inside the classroom would cause students not to demotivate towards the pedagogical process. The researchers conclude that their goal was achieved due to they perceived an enhancement on students' vocabulary learned and the pronunciation performance. The researchers remarked that the most important achievement

was that they could encourage students to start learning autonomously. Also, the use of a digital tool caused the students to be more involved in the process. The study was concluding by making a call for the action so teacher could start promoting and developing learner autonomy because learning does not limit itself to a classroom.

In New Zealand, Sun and Yuan (2017) conducted a cross-sectional mix study with a qualitative and quantitative approach. The research questions they established to guide their process were “*Are there any perceptual differences among novice-level L2 students and teachers in terms of CLL strategies? If yes, what are the differences? Does L2 type (such as Chinese, French, and German) influence the students’ and teachers’ perceptions of CLL strategies? And how do the novice-level L2 teachers perceive and implement CLL strategies in actual classroom practice?*” This study sought to describe and analyze teachers and students’ performance and perception about collaborative language learning. Also, teachers volunteered to be observed during their classes. Among the participants, there are 32 language teachers (Chinese, French and German). Some were full-time and part-time teachers from a university in the USA.

The students were a total of 136 that were full-time college students with a learning experience of one or two semester. They all were in the novice level of language proficiency. The study was divided into two stages and lasted one semester. The first part was to describe in a qualitative way students and teachers’ perceptions about the use of collaborative language learning, and the second stage was to qualify the use of collaborative language learning techniques in their classes and lessons. For the purpose of this study, we will concentrate on the qualitative aspect of this research. The researchers implemented a questionnaire using Likert’s ranging scale to gather information about students and teachers’ perceptions towards CLL. This questionnaire was voluntary for both students and teachers. Class observation was done during 15 sessions and some students were randomly invited to confirm what the researchers textually wrote down during the observations. The final step was a semi-structured interview to try to explain the difference of perception of teachers and students. Their answers were also recorded to analyze them afterwards.

The researchers used the software one-way ANOVA to analyze the data collected in the questionnaires to try to graphic the perceptions tendency among students and teachers. Through an extensive process of data analysis, the researchers concluded that there was a tendency towards the use of CLL. Also, French teachers preferred to use of CLL techniques. The final conclusion was that German and French teachers were more likely to accept and implement CLL techniques. The pertinence of this study reveals that in university context, students also need the implementation of tools that integrate other students and teachers and also among students so they all can help each other to build a positive learning environment.

In the national field, Loaiza Villalba & Colorado López (2014) present us the findings they did while carrying out a project-based pedagogy. The project had the following objectives: a) to overcome the traditional set of the classroom as a learning space of a foreign language, b) to offer students different possibilities of interaction and improvement of communicative, cultural, and linguistic competences in French due to a very intensive, authentic and significant language practice through the discovery of two Colombian departments, c) to enrich French learning through students' direct contact with their university classmates and people in a natural environment and cultural differences from their own one, and d) to lead students, in an intercultural perspective, to understanding social, economic, cultural and ecologic phenomena. To observing and analyzing them in the varied cultural exchange spaces.

It is a project-based pedagogy that seeks to create a learning environment for students to use the language in a real context outside the classroom. The project was conducted with a group of 30 students of the university of Quindío that were coursing French III and 25 students from the university of Antioquia that were enrolled in the course of spoken-written communication. The group's average age was between 19 and 30 who were very enthusiastic in relation to the project. The project basis was supported on Prégent's (1990) principles: project-based pedagogy and cooperative learning. Based on him, the researchers said that cooperative learning makes students interact among them because they are divided into small groups. The project was conceived based on the

suggested references proposed by the Research Team of the Montpellier Academy (ERAM, cited by Maga, 2005). The researcher remarked that thought the project basis were proposed by ERAM, they gave birth to the project by conviction and the desire of approaching their students to French in a more effective way, different from the classic methodology. They presented the stages of the project in a chart that shows step by step the oncoming activities and their respective objectives. The use of audiovisual aids was crucial. Before the beginning of the project, each group sent a video introducing themselves to their fellow students from the Universidad de Antioquia and Quindío. Also, each group prepare brochures and papers with information about the places to visit.

To collect the data, the researchers asked the participants to produce oral and written texts, but they focused on the comments done by the students at the end. Also, a questionnaire was done using the digital tool of *GoogleDocs*". To analyze the data, the researchers proceeded to the collection of the brochures, written and oral texts, and the result of the questionnaires and determined both the qualitative and quantitative results. They saw that by this exchange technique, the learning process was more realistic. Also, students acquired knowledge about geography, history, culture that enriched the vocabulary learned. When compared the results with the established objectives, they achieved them all because the students could explore and interact with the culture and local people using French. This immersion favored the improvement of students' linguistic competence and performance and the cultural self-awareness.

The researchers concluded that by this project-based methodology, the results regarding to the effectiveness on the learning process were remarking since the texts written at the end of the course revealed an increment of the vocabulary and performance when using French.

Also, Herrera Pineda (2018) presents the results of his research carried out in Colombia. The study aimed to answer the question "*Do critic hermeneutic and collaborative learning develop the intercultural communicative competence in French as foreign language students in the University of Quindio despite the mainly monolingual sociolinguistic context?*" The nature of the study is oriented towards a qualitative paradigm, according to Hernández, Fernández –Collado, Baptista (1997, cited by Herrera

Pineda 2018) and it also features characteristics of an action research, Elliot (2000, cited by Herrera Pineda 2018). As part of the research, 29 students of seventh semester of a Licenciatura in Modern languages at Universidad Del Quindío without any international experience in a francophone country, with a B1 level, according to Ministerio de Education and the common European framework of reference.

For collecting the data, the researcher designed and implemented a didactic sequence and an evaluative part that consisted on written test and a structured interview. This was useful to qualify students' linguistic competence before the implementation of the sequence. In that way, and to collect the data, this phase was done in two parallel parts. The first one was done considering the hermeneutic aspect and the second one was to interpret the methodological data. The results presented by the researcher show that participants were able to improve their performance in the target language. Also, they notably perform in the final evaluations applied by the researcher to qualify their advance. The results of those tests were condensed in several charts that described in detail the students' progress.

The researcher divided the conclusion stage into 3 parts. The first one, they presented the results from the pedagogical point of view. First, the researcher said that it was possible to make students develop communicative linguistic competences despite the monolingual context they were in. From the intercultural perspective, the researcher could conclude that participants could get to develop their LCC with the help of the hermeneutic and collaborative learning. Finally, from the epistemological view, the researcher added that the general results were positive and proved the efficacy of the CLL techniques mixed with the addition of the hermeneutic part made students become self-conscious of their own learning and of other students' learning styles

What is remarking from this research is that it is focus not only from a pedagogical perspective, but it also considers the philosophical aspect, like the hermeneutic feature. This focus is oriented towards making learning more appealing to students and making a real francophone classroom environment, mitigating the effects of the mainly monolingual context.

By their part, in the national arena, Faustino Ruiz & Cárdenas Ramos (2008) shared with us the results of a study they carried out at Universidad del Valle, which focuses on a qualitative approach due to its aim is to determine how beneficial the research component is for students that are doing their senior thesis and their development as future foreign language teachers. In the research, a total of 38 students took part of the students and participants were students between 17 and 23 years old that belong to the *Licenciatura en Lengua Extranjera* (LLE) that were doing the 2<sup>nd</sup> stage of the research project, coursing the 7<sup>th</sup> academic term. The researcher mentioned that they only limited to the two latter groups due to they fitted into the criteria used to carry out the studio. Once selected the two groups (2000 and 2001), 32 of the participants had to answer to a survey aimed to identify previous knowledge they may have about the research program and the contribution of this subject to their academic life; 23 belonging to 2000 and 9 to 2001.

The second survey featured questions with multiple choice option but only with a single answer that sought to verify the impact of the research component in the construction of senior thesis. Last, the third survey, with opened questions, pretended to establish a relation between the research component inside the classroom and their professional practices. The researchers remarked that only 16 students answered the latter survey due to it was hard to contact the remaining participants. Also, the participants with code number 2000 were surveyed beginning their 8<sup>th</sup> semester and the last two surveys were done in their last semester. Participants with code number 2001 did the first survey beginning their 6<sup>th</sup> semester and the last two were done while they did 9<sup>th</sup> semester.

To collect and organized the data, the use the triangulation, the comparison, and statistical management for the quantitative data. The researchers used two models to analyze the data: One proposed by Berelson (1952, in Cerda, 1995) and other by Hernández, Fernández, & Baptista. (2003). Based on the surveys, the researchers could conclude that it was very beneficial for students to use a journal for the courses because a considerable number of participants answered that is “pertinent with a good orientation”. Also, there were participants that did not like methodology of filling out a journal though they recognized its pedagogical benefits. In gross, the researchers said, based on the data, that students did improve their academic performance in the seminar courses. Also, the participants

recognized the good preparation that their professors had in relation to class planning and their performance in general, their responsibility, patience, honesty, and constant will to help. The participants also said that their feelings towards the first two stages were positive due to contact they had with real teaching-learning context. Negative aspects such as physical and mental tiredness were also considered by the researches when drawing the conclusions

In the same way, Loaiza & Arenas (2011) present the results of a study carried out by students from Universidad Del Quindio and Universidad Pedagógica y Tecnológica de Colombia). The purpose of the study was to develop in the students the use of the language in a context different from the classroom, and the aim of improving of the communicative skills in the students. Among the planned objectives, the researchers established a qualitative project-based pedagogy (Lebrun, 2002) that seeks mainly to positively impact the students by taking the classes out of the traditional methodology, and by making the students interact with their fellow mates in a cultural exchange involving French language. The research process provided students with an exchange experience that allowed them to interact with the local culture enriching in that way their learning process. The steps for the trip were organized in a chart that was adapted from a model proposed by the research team of the academy of Montpellier (ERAM in French, cited by Maga, 2005).

The researchers carried out the creation of committees that were in charge of the logistics aspects of the trip (lodging, budget, places to visit, etc.) and, by the end of the project, the students presented paragraphs and multimedia archives that were part of the assessment part in the assessment section: “Collective project appraisal form and Individual and collective comments” (Loaiza & Arenas, 2011: p. 150). The analysis was done taking into account each of the research questions and giving them an answer sharing some of the work done by the participants, which are condensed and posted in a web blog (<http://levoyageatunja.blogspot.com>) along with some pictures and videos. The students must have written descriptive texts narrating their experience and the places they visited. These texts were part of the assessment steps. According to the relationship *objectives-results*, and as in the author’s words “the project gave tangible results”. The experiences lived during the trips and the tours they took enhanced their learning process. Also, the



exchange with the culture made students improve their communicative skill. As well as the acquisition of specific vocabulary in the field of tourism, historical dates and events, leisure activities. The use of the French language as the only way to share ideas and without the constant corrections, strengthened self-trust and spontaneity.

The study concludes by revising students' texts, collecting the e-mails and graphic material of the trips and of the videos and pictures that both groups shared about their respective universities. Also, the professors condensed all the information about the trip in rubrics of evaluation in relation to the committees and the planned visits to cultural places. Following this way, they established a relationship between the results and the objectives the project had since the beginning. Among the conclusions, they said that the development of the classes was successful for the students could use the language as planned. They ended up by mentioning that this type of exchange programs are not very common which causes students not to reinforce the competences of *savoir*, *savoir-faire* and *savoir-être*.

The pertinence of this study relies on the pedagogical tool that focuses students on learning a foreign language in a very enjoyable way. The structure of a rubric used regarding cultural aspects and the addition of the qualitative approach makes the students forget about a grade and entirely focus on the learning aspect. Also, this leads students and professors to discover new alternatives to language teaching, especially with French, which is not a so common second language in the country.

In the local context, Galindo & Moreno (2008) present us the results of a study they carried out at the University of Quindío. The purpose of such research was to use the Quebec's French culture, mixed with the autoscopia technique, as an excuse to teach French to a group of 22 students (9 men and 13 women) with an average age of 22.3 in the undergraduate Modern Language Program at the University of Quindío. The criteria used to select them included the age, the nationality, mother tongue, French language domain when beginning the course, the knowledge they may have about Quebec's French-culture. Among the objectives they established was to verify how effective the teaching of the Quebec's French culture was on students' proficiency and development of communicative and linguistic skills.

As this was a qualitative approach considering that the researchers have established the objective of verifying the development of the discursive competences of the students involved. The researchers also established 3 hypotheses based on the general objectives that were aimed to make the study more varied and broader to consider as many possible results as possible. To collect the data control, before the beginning of the course and at the end of this one, the participants took a questionnaire to verify their general knowledge about the Quebec's French culture. The type of questions used included multiple choice (true or false) and one incomplete statement with 5 options of response. Also, the second test consisted on asking the participants to read different texts during a period of 4 days and after the participants had to respond by giving their opinion and supporting it.

The researchers pointed out that the material was adapted to the participants' proficiency level. Once these tests were carried out, the researchers set out the pedagogical plan based on the Quebec's French language and culture approach and using the autoscopia during an academic term of 16 weeks long. Among the activities they called "*pedagogic stimulus*", they played current Quebec's songs, pictures of the university of Laval and son TV broadcasts. To apply the autoscopia technique, the researchers organized activities like round table where participants were asked to read short stories and the share thoughts about it. Also, oral presentations of 15 minutes long were set up in pairs. Another proposed activity was to choose randomly a participant and ask them to go to the board to write down some sentences that were dictated by the researchers. They knew beforehand they were going to be recorded.

For the data analysis, the researchers used the program Statgraphics Centurion XIV to analyze the data. Once they already had the results, they used the Kruskal-Wallis test to do the analysis of the statistics. The researcher condensed all the results into a chart that shows the advance and improvements the participants have in relation to the pretest. The results prove that the participants also enhanced their knowledge about the Quebec's French culture. Another conclusion the researchers got to was that they could describe the enhancing of the students' proficiency in the language and the amelioration of the consciousness between the mother and the Quebec culture.

They concluded, from both general results and accomplishment of objectives, that the introduction of the cultural aspect in the teaching-learning process clearly enhanced students' communicative and linguistic skills. Also, the participants developed a self-consciousness about the great value of the mother culture. Finally, researchers suggest that the early introduction of the cultural component in the classroom would develop students' intercultural competence. Beside this, they also concluded that the implementation of the autoscopia technique would favor students' learning rhythm and the development of the master of the speaking skill and precursor of the discursive skill. The pertinence of this study for the way the French course is approached would improve the language and linguistic competences in the language making it more appealing and in that way the existing breach between English and French.

The researchers, after presenting part of the information condensed in charts and drawing the relation with the professional, personal and academy life, concluded that the research component really marked positively their lives. Also, they evidenced the necessity of establishing more institutional covenants among universities to enrich the exchange projects. Also, they suggested that seminar professors must deep through a formation that follows a plan and common knowledge base that helps develop students' theoretical knowledge. The results shown in this research are very important for the future English and any foreign language teacher to enlighten the importance of the research component as enriching factor for the professional development for positively impact our socio-cultural context.

## 4. THEORETICAL FRAMEWORK

Next, we are going to review the concepts chosen to support this study. Their order of appearance responds to the relevance they have for the researcher; beginning by language then culture, foreign language immersion, perception, outsider and insider perspective, and ending up with curriculum.

### 4.1 Language

What language is has confused academics throughout the history of linguistics, and it is mainly because to define *language* we need to use language. This very complex concept has been submitted to the scrutiny of linguists, both linguists and amateurs. Language, according to De Saussure (1916), is “a system of signs”. He sees language as a tool that permits human beings to interact and live in society. This definition is alike with the one given by Martinet (cited by Rifat, 2000 pag. 64) that language is a set of tools that transmit ideas among humans. That is very accurate since all what human being has achieved in their history has been due to the domain of such accurate communication system that now is called language. Later, Chomsky (1965) stated that language is an attribute of human beings and we are born with it inside our brains. So to speak, we are made by language and for language. It is something inherent is us that we cannot be sure of when and how it got to us.

### 4.2 Culture

One of the main aims of anthropologists has been the look of a clear definition of culture since there are many perspectives which it can be analyzed from. This perspective of culture is very similar to the one given by the British anthropologist Tylor (1870. pag. 1, cite by Avruch 1998, pag. 6) who said that culture is very complex in itself and it embodies

“knowledge, beliefs, art, moral, laws, customs (...)”. It can be seen that culture involves all what humans have had throughout their history and those values are transmitted from generation to generation through language, could be spoken or written one, Matsumoto (1996. pag. 16). However, other authors like Spencer-Oatey (2008. pag. 3) say that culture is a group of basic assumptions that influence the way people behave and how they interpret other people's behaviors. This definition encompasses the attempts that some anthropologist have made in the pursuit of a clear definition of what culture is and where it comes from. As Auwalu Issa, Yunusa, & Garga (2015) said in their research “The concepts of culture and communication are strongly related, in the sense that, an individual cannot learn or acquire any aspect of culture without going through the process of communication.” So it can be talked about culture and language without considering a feature in common they have: they are so related that their origin and essence keep being an intriguing question to answer.

#### **4.2.1 Cultural Exchange**

This concept comprehends the sharing of the values and moors. This process begins since the very first class and with the very first contact with that culture through music, movies, series, magazines, and even the “borrowing of linguistic words and phrases” Rogers (2006). Cultural exchange also includes the moors, morals, values, etc. belonging to a particular society; however, sharing those elements does not always mean a subject is bicultural. This latter one is defined by Schwartz & Unger (2010) as the proficiency an individual has when dealing with their own cultural heritage and the one where they are settled in.

### **4.2.2 Cultural approach in Language Teaching**

The notion of cultural approach in language teaching is defined by Atkinson (1999, cited by Merrouche 2010) when stating that language teaching goes along with culture teaching since foreign language learning does not only imply that students to use it in only academic contexts or situations. His statements agree with Sun (2013) when he said that “in foreign language learning, linguistic transfer refers to the effect of one language, usually the native language on the learning of another usually the target language.” This is, that whenever someone is learning a new language, the cultural aspect cannot and should not be set apart from the learning/teaching process given that it provides students cultural awareness when comparing the different values present in the target language, also the possible common ones. It is key to adequately guide students in this process because during the learning process, students use, as a learning model, their own culture and customs which may be considered inappropriate for native speakers’ culture (Sun 2013). Also, Thanasoulas (2001, cited by Merrouche 2010) states that curriculums and pedagogies are not designed to consider the importance of culture teaching inside the classroom.

### **4.3 Foreign Language Immersion**

Foreign language immersion deals with the direct social interaction that allows students to practice their target language in a very exhaustive way (Loaiza Villalba & Colorado López (2014). Also, Morel (2006) said that the main objective of the immersion is not to make the learners bilingual, but “to make students learn the L2 as they learned their L1.” This agrees with what was stated by Loaiza & Arenas (2011 pag. 146). They said that teachers must create pragmatic situations where students can use the L2, and that exchange programs favor the effectiveness of those situations. They also added that foreign language immersion is a tripartite function: “communication instrument, learning tool and cognitive development, and as personal, intellectual, and socio-cultural growth vehicle.” Loaiza & Arenas’ (2011 pag. 146) statements go along with the perspective that Morel

(2006) has about language learning when he said that language learners do not need to have a perfect domain of L2, contrary, he affirms that what is really important is “to understand and to be understood” regardless the possible grammar and pronunciation mistakes.

#### **4.4 Perception**

When talking about perception, what immediately comes is senses (Schacter, Gilbert & Wegner, 2011) though there are different definitions that could be given to this wide concept. Perception describes what we can grasp from our senses (García Restrepo, 2007). In this way, we can say that the mere fact of using our senses (vision, hearing, touching, tasting, and smelling) we are taking a step towards how our brain accepts or rejects something. In the chapter *De la percepción a la inferencia*, from the philosophical perspective, García Restrepo (2007) describes that there are some steps to follow in order to identify something. He mentioned perceptions as first basic interaction, then acknowledgement, interpretation, and finally inference. Based on these distinctions, it is important to point out that perception is what we think about something and how we feel when interacting with certain object or person. Learning a language implies all the stages mentioned by García Restrepo (2007) since we first perceive knowledge through senses; then, we acknowledge it using our background and past experiences. So, perception is the first step to learn. Learning is linking new knowledge with older one in order to make it make sense.

#### **4.5 Outsider and Insider Perspective**

From the anthropologist point of view, there is a clear distinction between these two terms, especially regarding to the data analysis. It is kind of demanding to accurately define what position to during a research, as it is illustrated in the following statement:

Did my background make me an insider? Was I also outsider in some respects? . . . Bearing the distinction between these two sets of perspectives in mind, it appeared to me that I would be conducting research from an emic perspective; that is an ‘insider’. After all I was proposing to collect data in an area in which I was very familiar, located near my hometown . . . Although it seemed plausible that I was an ‘insider’ in certain aspects, I felt like I was ‘outsider’ in others as I did not fit either category completely. Witcher (2010 pag. 126, cited by Nakata 2014)

This means that there is not a clear perspective to take when conducting a research and that acting as a researcher implies to be open minded to what the data may show. It is also important to consider that our own background may affect the way data are interpreted and analyzed. This effect may arise specially when conducting qualitative research (Dwyer and Buckle 2009, 61; Victoria 2011, cited by Nakata 2014.) it is very important to delimit our position as researchers and to use all the background we have to produce a wide research framework (Nakata, 2014). So far, we can see that is crucial, if we expect to conduct an effective research, that we establish the borders and the perspective we will adopt as researchers; that is insider or outsider. In short, there is no clear and correct way to say which of these to institute when beginning our study.

#### **4.6 Curriculum**

Standardizing the way procedures are done guarantees that mistakes do not be made. In education, curriculums are used to assure that everyone to learn and achieve the same competences in equality. According to Kelly (1999), a curriculum is a “syllabus which may limit the planning of teachers to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both” (p83). This perspective aims to say that curriculums tend not to be well-regarded in general opinion. Kelly’s (1999) declarations are accurate in away given that teacher cannot simply what they wish to. Following this, each country conceives its own curriculums according to the expected goals from the educational system. This definition agrees with what Marsh (2009, cited by Tse Nga 2005) said when stated that a curriculum should not be designed to accomplish social needs, instead, it must aim to work as a guide light for both teachers and students.



## 5. METHODOLOGY

This chapter presents how the research was carried out, bearing in mind that the aim is to describe students' perceptions and attitude towards the French class in relation to the English one in the University of Quindío. The chapter shows the research approach, design and type, the data collection techniques and instruments and the ethical issues.

### 5.1 Research approach

Considering the objectives and the general question, the research approach is qualitative since the focus is analyzing the curriculums and how it may influence students' attitude towards French learning in a real context environment. The context where this research was carried out, type of population chosen for this research, and instruments piloting the will be described in detail later on. Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning”. He means that the planning stage is important to guarantee a solid methodological procedure (systematic) and empirical since the data come from the real world and in a real situation. Therefore, this approach allows to analyze and interpret more accurately the collected data considering we are dealing with human beings and data will not probably be consistent. As Mainville & Deslauriers (1992) said “la recherche qualitative n'est jamais un processus continu et linéaire<sup>1</sup>.” This permits us to state that this type of research allows us to use different techniques like semi-structured interview and class observations as reliable ways to get data that answer to the research problem. These instruments that are going be implemented during this study.

---

<sup>1</sup> Researcher's translation: “qualitative research is never a continuous and straightforward process”

## 5.2 Research Design

The design chosen for this study is micro ethnographic. This design includes some techniques such as semi-structured interviews, questionnaires, class observations and the analysis of institutional documents. This research obeys to the ethnographic standpoint based on Rodrigues-Júnior (2012) who says that ethnographic research consists of “describing specific cultures and groups of people.” His point of view accords with the objectives of this research as we aim to impact a short part of the population. He also makes a call for considering the *emic perspective* –Witcher (2010 pag. 126, cited by Nakata 2014), since the resulting data comes from the community’s or group’s perspective. Watson-Gegeo (1988) defines ethnographic research as the study of how people behave setting providing internal viewpoint data. Her statement agrees with Witcher’s standpoint. Considering the theoretical framework, language and culture are two phenomena that cannot be studied independently in accordance with Matsumoto (1996, pag. 16).

## 5.3 Type of research

The Oxford dictionary defines *case study* as “a process or record of research into the development of a particular person, group, or situation over a period of time.” According to Baxter & Jack (2008), they delimit the qualitative case study as a research when the context, population, and phenomena are precise. This research is inside the parameters of case study since the population of the study is very specific. Stake (1995, cited by Baxter & Jack 2008) said that even though there are no clear boundaries to determine when a case study begins and ends, it can exclusively be delimited by the research’s general question and objectives.

## 5.4 Data Collection Techniques and Instruments

For collecting the data, the following techniques were used: semi-structured interviews, documentary revision, and class observation. Interviews were applied at the end of the process observation process. Both students and teachers were interviewed. 6 English classes and 6 French classes were observed. These were conducted with the purpose of perceiving student's reactions and attitude changes regarding the subject in question. The validation process was done by research professors from the research department of the university. To organize the information, the class observation format used for a subject called "Pedagogical Practice" was adapted to the needs of this project. Due to there is no any other institution that offers a bachelor's degree on languages in the department of Quindío, the instruments were piloted in a private academy with similar characteristic and similar population.

### 5.4.1 Interviews

Talking about the instruments, specifically about interview, López Estrada & Deslauriers (2011) say that defining what components an interview should contain is not that simple. They say that its basic purpose is to get information by asking questions though we do not often get the information we expect or need. This is affirmed by Fontana & Frey (1994) who said that "asking questions and getting answers is a much harder task than it may seem at first." Besides, André-Larochebouvy (1984) defines interview as "(...) un échange verbal dont le fond est considéré comme plus sérieux et la forme plus contrôlée que ceux de la conversation<sup>2</sup>." In here, it can be inferred how they remark the importance of having well-structured and clear questions to avoid ambiguity. Also, Talmy & Richards (2011), cited by Guasch & Ribas (2013), said that though interview has a widely use in qualitative research, there is little theoretical background about the implementation of this instrument.

---

<sup>2</sup> Researcher's translation: The interview is therefore a verbal exchange whose content is considered more serious and the form more controlled than those of the conversation.

### 5.4.3 Class Observation

When it comes about observation, Garcia Restrepo (2007) said that our senses, in this case vision, are the primary source of knowledge. He also states that acknowledgement appears when we use our conceptual experience, e.g. *I see a tree* –since we need to know in advance its morphological characteristics. Interpretation deals with our ideologies or emotions e.g. *I see a beautiful tree*. From his statements we can say that observing is a more complex task since it involves the already mentioned cognitive processes. According to Center for Instructional Development and Research 1998, cited by Zaare (2013), it is important for teachers to be observed since it provides useful feedback that would not be revealed by a regular assessment method. The author also remarks that it is very essential to observe objectively and ethically to obtain eclectic results. Thus, class observation allows to assess both students and teachers' performance and behavior in a natural context without the need of giving immediate feedback.

### 5.4.4 Analysis of Documents

As part of the consensus of Washington, Latin American countries followed these recommendations, which involves taxes, education and military public policies. Since that moment, government created a national suggested curriculum which standardizes the way English is taught in both public and private schools. These national curriculums are divided for primary school and high school. They establish a sequence of suggested topics and projects in order to develop students' linguistic competences in class; also, there are some proposed rubrics to guide the assessment process.

In the department of Quindío, there is a current program called *Quindío Bilingüe y Competitivo* which is an extension of *Colombia Bilingüe* adapted to the local context. This project pretends to prepare teachers from public schools in the field of language teaching to

enhance the quality of the education and the promotion of English in the department. This year, the government has invested a total of \$4.762 million of pesos in the acquisition of printed material and booklets which benefited more than 54 schools, according to the official website of Secretaría de Educación Departamental (2019). The great attention that the national government has paid onto this project has given good results since 2018 more than 500 teachers from public schools have been learnt on the development of the linguistic competences in English. Also, 145 graduate modern languages teachers were updated on the new pedagogical practices of language teaching. These training programs are given by docents from the University of Quindío. This stage counted on an investment of \$1.600.000 million of pesos.

To carry out the analysis, the following documents were read and analyzed: the PEU and the French IV syllabus belonging to the ancient curriculum of the bachelor's degree in Modern Languages with Emphasis on English and French. First of all, let us talk about the PEU (Proyecto Educativo Uniquindiano). It begins by talking about mission the university has on the region in regard to the fomentation of knowledge and a source of opportunities to impact it in a positive way through “Vicerrectoría de extension” that is in charge of promoting the cultural values of the country and the region among the habitants of the department of Quindío. In the sixth article of the general statute of the University of Quindio, the University commits itself to promote research and innovation in the region since it is in charge of transforming the society. Likewise, after the signature of the Colombian peace process, all the projects –academics and social- are aimed at the construction of a post-conflict society and to strengthen the peace and social responsibility.

To guarantee the quality in all the processes involved, University of Quindio makes use of its integrated management system (Sistema Integrado de Gestión SIG) to monitor how benefit those projects are for the community. The PEU shows the focus of the University of Quindio that aims to be a pertinent, creative and innovative university that educates integral university students with critical thinking, who are aware of the needs of the region and that help building a lasting peace in the country.

Now, we are going to talk about what the French IV syllabus proposes. It is meant that students get to a B1 level of proficiency according to the Common European Framework of

Reference. The course is focused on developing students' communicative abilities that permit them to perform naturally in French speaking environment. The methodological perspective it proposes is through knowing-doing (*savoir-faire*) and knowing-being (*savoir-être*). Also, it focuses on analyzing and studying the grammatical features that will help students understand native speakers, radio podcasts, films, newspapers, etc. The cultural component plays an important role in the development of the classes.

It is approached by talking about current problems that imply students to use critical thinking to spot them and give them a possible solution. One suggested topic to work on culture is about reviewing what the women's roles is in the societies around the world and their current situation in relationship to the country they live in. In the same way, students are asked to consider the role that ICT play for educational purposes in Colombia and to motivate students (as future teachers they will be) to implement them as a powerful tool that will enhance education.

In here we can see how the French IV syllabus' structure and content are aligned with what is stated in the PEU as this it proposes that students must be able to identify the problematic of their social environment and create possible solutions to them. Also, developing students' critical thinking is still one of the main goals in the French IV syllabus.

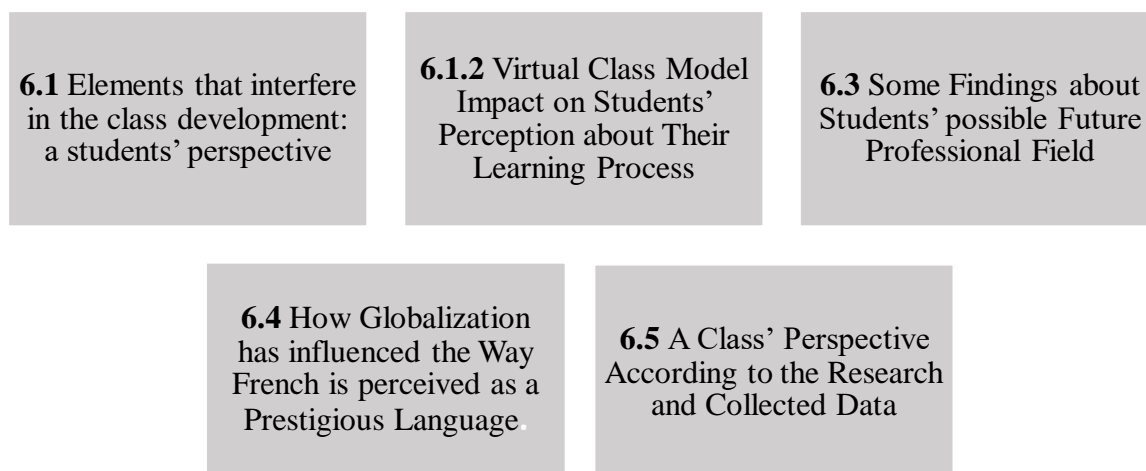
## **5.5 Research Ethics**

Resnik (2015) defines ethic in researching as the methodology to follow by the kept the data and participants' personal information anonymously. He claims that the research must be carried out with integrity, objectivity, and honesty. To develop this study correctly, a letter will be sent to the program's director requesting permission to carry out the study inside the university, specifically, the bachelor's degree program and three informed consents (Annex 2 and 3). The first one is going to be signed by both participants and teacher by which they agree to participate in the study. Also, during the interview process, teachers and participants could either accept to be recorded or not. It is important to

mention that participants could deny at any moment of the process and that their identities were be kept anonymously by using pseudonyms or codes, and third-party people did not have any access to the data collected and the participants' personal information. In that way, the information collected in the interviews and class observation was not altered with the purpose of making the study more appealing. It is guaranteed that all the information presented in here is genuine and a direct product from the instruments used.

## 6. DATA ANALYSIS

This chapter presents the categories that arose during the analysis process. The triangulation of the data was done using the information gathered, the theoretical framework and literature review. To distinguish between class observation and interview, this convention is going to be used: *Interview* = interview, *T* = teacher, and *Observation* = class observation.



*Figure 1. Categories and Subcategories*

### **6.1 Elements that interfere in the class development: a students' perspective**

The information presented in this category was taken from class observation and the interview that was done to some students that belonged to the observed group. During the development of the classes, students tended to use their L1 more than the target language, French in this case. This behavior was repetitive even in the more basic



sentences – according to their level of proficiency. This is evident in the following extract taken from the data recollected in class observation:

**Extract 1 – Observation 2:**

*“Spanish still plays an important role during the interactions. Also, T sometimes code-switches to make sure about students’ understanding”*

During the development of the first class, it was noticed that the use of Spanish was frequent but the research thought it could be a random intervention in class. Later, during the second class, the use of Spanish happened again. T uses Spanish to clarify doubts and questions regarding mostly to grammar. The following extract of the interview done one of the students who says that the sudden introduction to the French subject shows to be shocking since he has no previous preparation for facing the new elements involved in the learning of French. Also, he remarks the differences between the two languages, English and French, not only regarding to grammar or spelling and how this difference changes the panorama.

**Extract 2: Interview**

*“Entonces uno lleva años estudiando el inglés, aprendiendo fonética por ejemplo, la manera de pronunciación de otras palabras y todo y llega francés y es una fonética totalmente diferente y es un tema totalmente diferente...”*

This tendency was also noticed by Mora, Lengeling, Zenil, Crawford, and Goodwin (2011) in their study carried out in a similar environment of French teaching in a public university in Central Mexico. When they asked the teacher why they used Spanish to answer a student’s question, instead of the target language, the teacher said: *“avoiding to give lengthy explanations in the target language and to avoid interrupting the pace of their lessons”*. Thus, the tendency to use L1 in class could also be due to the lack of confidence and knowledge about French that students may have. They also spoke

among themselves in Spanish considering they had certain level of proficiency in the target language since they had already take 3 French courses.

### **6.1.2 Virtual Class Model Impact on Students' Perception about Their Learning Process**

In this sub category, it is going to be discussed the impacts of an unforeseen global event (Covid-19 pandemic) caused on the normal development of the classes and students perception about the French course. This situation forced colleges and schools to move into the virtual learning in order to fulfill the academic schedule normally. During the development of the interviews, a pattern arose among all the people involved. They mentioned how this change to virtual classes affected their performance. It had been planned to ask the participant about this topic but they mentioned it before it was asked. Regarding this situation, some participants commented:

#### **Extract 3: Interview**

*(...) ha sido difícil en el tema de cómo estamos viendo las clases online que pues es más complicado para mí ehh...*

#### **Extract 4: Interview**

*(...) pero también hay que recalcar que el material o las actividades que se llevan a cabo normalmente no son con las más adecuadas para, para desarrollar de verdad la habilidad de manejar este tercer idioma (...)*

In these extracts, it can be seen how much virtual classes affected the perception those students have in regard to the French course. This participant perceives that this environment of virtual learning affects the learning, in general, of the language and the development of effective techniques that guarantee a good teaching and learning process. The French IV syllabus was not designed to consider virtual classes as part of the methodology of the course.

## 6.2 Some Findings about Students' possible Future Professional Field

Though the purpose of this bachelor's degree is, according to what is proposed in the curriculum, to prepare future language teacher, it is surprising the perception that some students have regarding this objective. During the interviews with the participants, it was found that not all of them had decided to study this bachelor's degree due to the fact that they wanted to become teachers once graduated. On the contrary, some expressed their indecision about if they saw themselves as future teachers or not. Let's look at the following extract that shows how a participant sees himself forced to become a language teacher:

### Extract 6: Interview

*Jummm... yo no sé... todavía estoy como pensándolo...Mmm pues yo creo que al fin y al cabo es lo que me va a tocar hacer de primerazo cuando salga eh... porque pues... esto es una licenciatura (...)*

This tendency contrasted when participants were asked if they wanted to become English or French teachers. It was found that in average they felt more prepared to teach English rather than French since they think they had better abilities, training, and expertise. One participant expressed that she felt a big gap between English and French; she also liked French but she was more confident about English. This can be seen in the following extract from the interview with her. She commented:

### Extract 7: Interview

*(...)Pero pues no es porque no me guste el francés o algo así sino que pues tengo muchas más habilidades en... en inglés...*

### Extract 8: Interview

*(...) Ese desbalance, ese desequilibrio cuando usted empieza con el francés y con el inglés se ve mucho que a usted le faltan muchísimas bases... ehh respecto al francés...*

Extract 8 describes the perception this participant has about French. In the whole interview, she told the research that she had had the chance of having begun to take

French private lessons. However, she still felt kind of lost when she took the course of French I, as part of the bachelor's degree curriculum. Compared to her classmates, her level of proficiency was superior but she still saw herself in the same proficiency level of the class.

### **6.3 How Globalization has influenced the Way French is perceived as a Prestigious Language**

The propensity to choose English, rather than French, as a *viable* option as future teachers relies on the educational model that MEN (Ministerio de Educación Nacional) is implementing in the country and French is not considered as part of the official curriculum, according to Moreno (2007). This sense is reflected in the students' attitudes towards considering in which language they should focus and specialize to become competent professionals adapted to the needs of the market.

#### **Extract 9: Interview**

*que uno pues... va a norte américa y todo el mundo habla inglés ehh, emm... en Europa, si no la mayoría, muchos de los jóvenes hablan inglés y hablan buen inglés..*

The labor that the French government has done to promote their national language has been enormous and Colombia is inside its projects as a valuable cultural allied. According to the Centre Archives Diplomatiques, Valeur, 26 de febrero de 1966, cited by Andrade (2014), since 1960, the French embassy has been offering different types of scholarships for Colombian students to do their bachelor's or master degree in France. Also, there are many financial aids the country offers for students.

#### **Extract 9: Interview**

*(...) Yo creo que al fin de cuentas, son esas personas que hablan francés más poquitas que hablan inglés entonces es... es un público específico. (...) entonces en mi caso yo identifiqué cuando estaba empezando mi carrera que... Que el francés iba a ser como... como una alternativa, como más fácil el día de mañana encontrar un trabajo o en*

*distinguirme en...en... con respecto a mis compañeros, con respecto a... digamos la competencia que hay hoy en día para usted ser contratado, si me entiende?*

However, there was one participant that saw French as an effective tool for becoming professionals more competent, a plus in their CV, and decided to give it certain importance to French, compared to other participant's opinion.

#### **6.4 A Class' Perspective According to the Research and Collected Data**

It was not possible to arrange a synchronic interview with the teacher. One option suggested by the research was to send the questions, via email, to the teacher and he would answer them could be either in an audio or in a short text. From this pseudo-interview, it was understood that he had genuine intentions of making his students understand and learn. This attitude was also reflected during the development of the observed classes. Throughout the class observation, his performance was excellent, considering that he was not really trained to adapt curriculums to be developed in a virtual way, students were motivated to be in class and those questions presented by him did their job and engaged effectively students' attention.

##### **Extract 10: Class Observation**

*The class begins with T asking students about something bizarre they have read during the weekend so they started talking about their anecdotes.*

##### **Extract 11: Class Observation**

*(...) The warm up used for the class is based on memes that caught students' attention towards the topic. (...)*

*(...) T shows themselves very patient and explains the topic as many times as needed (...) T sometimes code-switches to make sure about students' understanding.*

The way the classes were performed shows preparation by the teacher. Previous classes were tied to the new ones, so a sequence could be appreciated just by seeing the dynamic of the class and students' reactions and comments. Also, the topic of the class number three was presented through a video that was on a platform the teacher had implemented to make sure everyone could have access to the same information and those students who had troubles with the connection could download the material whenever they got the chance to do it. T does a noticeable effort to guarantee that all the students understood both the instructions and the activities to do. He does so by code-switching and re-stating in Spanish what he had just said in French.

#### **Extract 5: T's opinion**

*Es decir, los estudiantes intervinieron y participaron en las diferentes actividades orales, de socialización de ideas, crítica de documentos orales y escritos, pero la interacción, retroalimentación entre ellos se vio un poco afectada (...)*

T opines that class interaction was affected and student could not have effective feedback because they could not interact effectively among themselves. Also, T perceived that students tended to attend to class more in the sense of the responsibility rather than because of a natural desire of taking the lesson. On the other hand, it is unfair to generalize since it must also be considered that some students may have really attended to class with the real wish of learning.

### **6.5 Limitations**

This study was expected to be carried out in face to face class sessions observation and interviews as part of the methodology proposed. When the instruments were ready to be implemented, a global event (Covid-19 pandemic) arose which caused that both public and private schools and universities change to the methodology of virtual classes. This setback forced to redesign the specific questions and objectives to make them fit in the new

academic context in which the research project was now going to be conducted. Plus, it was not possible to contact the professor in charge of the group to arrange a synchronic interview, so an option proposed by the research was to send, through e-mail, the questions and the professor answered them in a short text. This limited the flexibility that a semi-structured interview provides, however, the data could be collected and analyzed correctly.

## **6.6 Recommendations and Projections**

This study represents a big step in the comprehension of how students coursing this bachelor's degree see the French either as a college subject or as a plus in their CV. The results in this research serve future contribution in the field of the language teaching since there is little evidence of studies that focus on students' perception in relation to the learning of French. The research allows itself to make the following recommendations:

1. The results of this research is the beginning point for future studies that deepen in the field of foreign language teaching. Given that French does not have the same importance as English according to the country's policies.
2. It is important to train teachers to implement virtual classes as an alternative methodology and be able to use accurate strategies to keep students motivated.

## 7. CONCLUSIONS

Based on the information gathered, this chapter presents the conclusions that were drawn considering the theoretical framework and the literature review.

Taking into consideration the first question about the students' perception about the French class, the information showed that most of the participants felt insecure about the French since they perceived it to be harder to learn than English. Thus, they preferred to choose English as their main focus of specialization. This responds to what Moreno (2007) stated in his study about the government agenda is thought to prioritize English as main foreign language. Another important pattern that emerged was that they commented that the change to virtual classes made the situation worse because they were used to in-person classes. The interview and the class observations allows to conclude that although they had already taken the previous French courses, participants still thought they had very weak linguistic foundation in French, which was reflected during the interactions they did during the classes; they used Spanish instead of French to communicate among them. According to Witcher (2010 pag. 126, cited by Nakata 2014), this research has adopted both insider and outsider perspective to consider the opinion of the students without omitting that the researcher is also a student that belongs to the same bachelor's degree. García (2007) proposes that perception is just the first of several stages to get to acknowledgement, which is to ponder the new information, in this case the content of the course syllabus, with the old one – the previous knowledge the participants have from the other French courses.

Continuing with the second question about how the teaching practice reflects the pedagogical approach suggested in the French IV course syllabus, it was found out that the component of the curriculum was more focused on the grammatical aspect and language function instead of the pragmatic use of French. Students still have to face the difficulties of understanding, explicitly, the grammatical rules and structures. Agreeing with Kelly (1999), this is the basic purpose of a curriculum since it helps narrow the endless topics that can be taught in a classroom. Regarding this, the professor in charge of the course said that he would like the curriculum to be more specific when it come to the tools to use in order to develop effectively the students' discursive competences. So far, a contradiction seems to



appear between what Kelly (1999) perceives as curriculum and what the professor suggests to improve in the French IV curriculum. While this curriculum should be more specific, it results to be kind of ambiguous though it is completely aligned with the PEU proposed by the University of Quindío.

Retaking the last, but not least, question related to how those competences proposed by the syllabus are evident in the classes, the information collected during the class observation showed that the way this curriculum is applied was effective and well-aligned with what was expected from the students to do and learn. Thus, due to the fact that the syllabus was not designed to be developed in virtual classes, these limitations were also perceived. It was noticeable the effort the professor made to adapt the curriculum to the circumstances given. The use of platforms and different audiovisual aids helped make the classes be as enjoyable as possible. This is in agreement with what was stated by Loaiza & Arenas (2011 pag. 146) when they say that teachers must create pragmatic situations where students can use the L2. The professor devoted some time of the class to correct mistakes related to grammar and sentence structure. He barely corrected pronunciation mistakes. In the same line, one of the topics of one of the classes was immigration in Africa. This led the students to critically think of possible causes and possible solutions.

## References

- Andrade, M. (2014). Relaciones franco-colombianas y acción cultural 1939-1984. En: *Revista Virajes*, Vol. 16, No. 2. Manizales: Universidad de Caldas.
- André-Larochebouvy, D. (1984). *Introduction à L'analyse Semio-Linguistique de la Conversation* (p. 9). Paris: Didier.
- Atkinson, D. (1999) "TESOL and Culture" in *TESOL Quarterly*, Volume 33, Number 4, winter 1999 (pp 625 -650).
- Auwalu Issa, A., Yunusa, M., & Garga, F. (2015). *The Meaning and Theories of Intercultural Communication*. 10.13140/RG.2.2.14026.36806. Retrieved from [https://www.researchgate.net/publication/309155695\\_The\\_Meaning\\_and\\_Theories\\_of\\_Intercultural\\_Communication](https://www.researchgate.net/publication/309155695_The_Meaning_and_Theories_of_Intercultural_Communication)
- Avruch, K. (1998) *Culture and Conflict Resolution*. Washington DC: United States Institute of Peace Press.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. Retrieved from <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>
- Boyd, J. (2011). The role of digital devices in vocabulary acquisition. *Cambridge ESOL: Research Notes*, 27(44):27–34.
- Canagarajah, S. (Ed.) (2009). *Reclaiming the local in language policy and practice*. London: Lawrence Erlbaum Associates Inc.
- Canagarajah, S. (1999b). Interrogating the "Native Speaker Fallacy": Non-Linguistic Roots, Non-Pedagogical Results. In G. Braine (Ed.), *Non-native Educators in English Language Teaching* (pp. 77- 92). Mahwah, NJ: Lawrence Erlbaum Associates Inc.
- Centre Archives Diplomatiques Nantes-France. Bogotá, Embajada-Serie C, Sección VI Cartón 50, M. Robert Valeur, el embajador de Francia en Colombia a su excelencia el ministro de relaciones exteriores en París, Bogotá, 26 de febrero de 1966.

Cerda, H. (1995). Los elementos de la investigación. Bogotá: Editorial El Buho, Ltda.

Chomsky, N. (1965). Aspects of the Theory of Syntax. MIT Press.

Cunningham, D., & Hatoss, A. (2005). *An International perspective on language policies, practices and proficiencies* (p. 62). Belgrave, Australia: Fédération Internationale des Professeurs de Langues Vivantes.

De Saussure, F. (1916). *Curso de Lingüística General*. Bogotá: Skál

Elliot, J. (2000). La investigación-acción en educación. Madrid: Ediciones Morata S.L.

Faustino Ruiz, C., & Cárdenas Ramos, R. (2008). Impacto del componente de investigación en la formación de licenciados en lenguas extranjeras. *Lenguaje*, 36(2), 407-446. Doi: 10.25100/lenguaje.v36i2.4878

Fontana A.; Frey, J. H. (1994). Interviewing: The Art of Science. En: N.K. Denzing; Y.S. Lincoln (Eds) *Handbook of Qualitative Research*. Thousand Oaks, Sage

Galindo, A., & Moreno, L. (2008). Enseignement du français par la langue-culture franco-québécoise et l'autoscopie. *Lenguaje*, 36(2), 385-405. doi: 10.25100/lenguaje.v36i2.4881

García Restrepo, L. (2007). *Lógica y Pensamiento Crítico* (p. 51). Bogotá (Colombia): Editorial Universidad de Caldas.

Guasch, O., & Ribas, T. (2013). La Entrevista en la Investigación Cualitativa Sobre la Didáctica de la Lengua. *Cultura y Educación*, 25(4), 483-488. Doi: 10.1174/113564013808906852

Hernández, R., Fernández-Collado, C., y Baptista, P. (1997). Metodología de la Investigación. Santafé de Bogotá: McGraw-Hill.

Hernández, R., Fernández, C. & Baptista, P. (2003). Metodología de la Investigación. Ciudad de México: Mc Graw Hill.

- Herrera Pineda, J. (2018). La ficcionalidad como estrategia didáctica en el desarrollo de la competencia comunicativa intercultural en las lenguas-culturas extranjeras. *Lenguaje*, 46(2), 242. Doi: 10.25100/lenguaje.v46i2.6582
- Ingram, D. E. (1989) Language-in-education Planning. In Kaplan, R. B. et al. (eds). *Annual Review of Applied Linguistics*, 10: A Broad Survey of the Entire Field of Applied Linguistics, (New York: Cambridge University Press), 53-78.
- Kelly, A.V. (1999). *The curriculum: theory and practice* (4th Ed.). London, UK: Paul Chapman Publishing Ltd.
- Krasner, I. (1999). The role of culture in language teaching. *Dialog on Language Instruction*, 13 (1-2), 79-88.
- Le Gal, D. (2019). *English Language Teaching in Colombia: A Necessary Paradigm Shift* [Ebook] (pp. 2-20).
- Lebrun, M. (2002). *Des technologies pour enseigner et apprendre : Perspectives en éducation et formation*. Paris : De Boeck, 2<sup>ème</sup> éd.
- Loaiza Villalba, N., & Colorado López, D. (2014). *Projet d'Échange Culturel entre l'Université du Quindío et l'Université d'Antioquia: espace d'immersion en français langue étrangère*. *Íkala, Revista de Lenguaje y Cultura*, 19(1), 59-82.
- Loaiza, N., & Arenas, M. (2011). *Les échanges culturels comme espaces d'immersion en français langue étrangère: une expérience pédagogique à l'Université du Quindío et à l'Université Pédagogique et Technologique de Colombie*. *Lenguaje*, 39(1), 139-163. Retrieved from <http://revistas.univalle.edu.co/index.php/lenguaje>
- López Estrada, R., & Deslauriers, J. (2011). *La entrevista cualitativa como técnica para la investigación en Trabajo Social*. *Margen*, (61), 1-19. Doi: <http://www.margen.org/suscri/margen61/lopez.pdf>
- Lowenthal, A. (2006). *Estados Unidos y América Latina a principios del siglo XXI | Nueva Sociedad*. <https://nuso.org/articulo/estados-unidos-y-america-latina-a-principios-del-siglo-xxi/>

- Maga, H. (2005). *La pédagogie de projet : Pourquoi ? Comment ?* Consulté en mars 2009 : <http://langues.superforum.fr/t1281-la-pedagogie-deprojet-pourquoi-comment>
- Mainville, S., & Deslauriers, J. (1992). Recherche qualitative: guide pratique. *Canadian Journal Of Education / Revue Canadienne De L'éducation*, 17(4), 466. Doi: 10.2307/1495447
- Matsumoto, D. (1996) *Culture and Psychology*. Pacific Grove, CA: Brooks/Cole
- Merrouche, S. (2010). Approaches to Culture in Foreign Language Teaching. *Sciences Humaines*, 33, 103 -114. Retrieved from [https://s3.amazonaws.com/academia.edu.documents/53707232/619-1291-2-PB.pdf?response-content-disposition=attachment%3B%20filename%3DApproaches\\_to\\_Culture\\_in\\_Foreign\\_Languag.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20190923%2Fus-east-1%2Fs3%2Faws4\\_request&X-Amz-Date=20190923T190612Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=479060a16117199ab653c166dc49543457229d303bccd7a7ae30c8f757b0ec70](https://s3.amazonaws.com/academia.edu.documents/53707232/619-1291-2-PB.pdf?response-content-disposition=attachment%3B%20filename%3DApproaches_to_Culture_in_Foreign_Languag.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20190923%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20190923T190612Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=479060a16117199ab653c166dc49543457229d303bccd7a7ae30c8f757b0ec70)
- Mora P., I., Lengeling, M., Rubio Zenil, B., Crawford, T., & Goodwin, D. (2011). Students and Teachers' Reasons for Using the First Language within the Foreign Language Classroom (French and English) in Central Mexico. *Profile*, 13(2), 113-129. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/25699/26152>
- Mora Padilla, C. (2014). *¿20 años después, qué ha pasado con las recomendaciones de la misión de sabios?* (20th ed., pp. 3-4). Bogotá: Instituto de Estudios del Ministerio Público. <https://www.procuraduria.gov.co>
- Morel, S. (2006). *La communication dans une classe d'immersion française aux USA*. Cited by Loaiza Villalba & Colorado López (2014)
- Moreno Blanco, J. (2007). La langue/culture française et ses filiations par affinité: introduction a une étude de cas. (pp. 241-256). Cali. *Lenguaje*. Retrieved from <http://revistas.univalle.edu.co/index.php/lenguaje/article/view/4858/6997>

- Nakata, Y. (2014). Insider–outsider perspective: revisiting the conceptual framework of research methodology in language teacher education. *International Journal of Research & Method in Education*, 38(2), 166-183. Doi: 10.1080/1743727x.2014.923835
- Phillipson, R. (1992). *Linguistic Imperialism*, Oxford: Oxford University Press.
- Qian, Y., & Sun, Y. (2018). Autonomous learning of productive vocabulary in the EFL context: An action research approach. *Digital Scholarship in the Humanities*, 34(1), 159-173. Doi: 10.1093/llc/fqy026
- Resnik, D. (2015). What is Ethics in Research & Why is it Important? Retrieved 10 October 2019, from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Rifat, M. (2000). *Dil Bilim Kuramları. (2. Cilt) İstanbul: Adam Yayınlar*
- Rodrigues-Júnior, Adail Sebastião. (2012). Ethnography: method only or logic of inquiry in efl research in Brazil? *Trab. Linguist. Apli.* vol.51, no.1, p.35-49. ISSN 0103-1813
- Rogers, R. (2006). From Cultural Exchange to Transculturation: A Review and Reconceptualization of Cultural Appropriation. *Communication Theory*, 16(4), 474-503. Doi: 10.1111/j.1468-2885.2006.00277.x
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). *Psychology*. New York, NY: Worth Publishers.
- Schwartz, S., & Unger, J. (2010). Biculturalism and Context: What Is Biculturalism, and When Is It Adaptive? *Human Development*, 53(1), 26-32. Doi: 10.1159/000268137
- Secretaría de Educación Departamental del Quindío. Retrieved 7 January 2020, from <http://www.sedquindio.gov.co/>
- Shank, G. (2002). *Qualitative Research. A Personal Skills Approach*. New Jersey: Merrill Prentice Hall.

- Spencer-Oatey, H. (2008) *Culturally Speaking*. Culture, Communication and Politeness Theory. 2nd edition. London: Continuum
- Sun, L. (2013). Culture Teaching in Foreign Language Teaching. *Theory and Practice in Language Studies*, 3(2). Doi: 10.4304/tpls.3.2.371-375
- Sun, P., & Yuan, R. (2017). Understanding collaborative language learning in novice-level foreign language classrooms: perceptions of teachers and students. *Interactive Learning Environments*, 26(2), 189-205. Doi: 10.1080/10494820.2017.1285790
- Thanasoulas, D. (2001) "The Importance of Teaching Culture in the Foreign Language Classroom" Internet Version (pp 1-9)
- Tse Nga, C. (2005). *Identify Different Concepts and Definitions of 'Curriculum' and Show How They Can Be Related to What You Do as a Teacher in the Classroom*. [Ebook] (pp. 1-4).
- Watson-Gegeo, K. (1988). Ethnography in ESL: Defining the Essentials. *TESOL Quarterly*, 22(4), 575. Doi: 10.2307/3587257
- Witcher, C. 2010. "Negotiating Transcription as a Reflective Insider: Implications for Rigor." *International Journal of Qualitative Methods* 9 (2): 122–132.
- Zaare, M. (2013). An Investigation into the Effect of Classroom Observation on Teaching Methodology. *Procedia - Social and Behavioral Sciences*, 70, 605-614. Doi: 10.1016/j.sbspro.2013.01.099

# APPENDIXES



**Appendix 1: Consentimiento Informado para Participantes de Investigación**

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por \_\_\_\_\_, de la Universidad \_\_\_\_\_.  
La meta de este estudio es \_\_\_\_\_  
\_\_\_\_\_.

Si usted accede a participar en este estudio, se le pedirá responder preguntas en una entrevista (o completar una encuesta, o lo que fuera según el caso). Esto tomará aproximadamente \_\_\_\_\_ minutos de su tiempo. Lo que conversemos durante estas sesiones se grabará, de modo que el investigador pueda transcribir después las ideas que usted haya expresado.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas al cuestionario y a la entrevista serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las entrevistas, las grabaciones se destruirán.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas durante la entrevista le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

Desde ya le agradecemos su participación.

---

Acepto participar voluntariamente en esta investigación, conducida por \_\_\_\_\_.

He sido informado (a) de que la meta de este estudio es \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente \_\_\_\_\_ minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a \_\_\_\_\_ al teléfono \_\_\_\_\_.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a \_\_\_\_\_ al teléfono anteriormente mencionado.

-----

Nombre del Participante

Firma del Participante

Fecha

(En letras de imprenta)

## **Appendix 2: Consentimiento Informado para Participantes de Investigación – Profesor**

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por \_\_\_\_\_, de la Universidad \_\_\_\_\_. La meta de este estudio es \_\_\_\_\_.

Si usted accede a participar en este estudio, se le pedirá responder preguntas en una entrevista (o completar una encuesta, o lo que fuera según el caso). Esto tomará aproximadamente \_\_\_\_\_ de su tiempo y permitirme observar sus clases usando una rejilla de observación. El proceso de observación no afectará el normal desarrollo de la clase. Lo que conversemos durante estas sesiones de entrevista se grabará, de modo que el investigador pueda transcribir después las ideas que usted haya expresado. Las clases no serán grabadas ni filmadas.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas a la entrevista serán codificadas usando un número de identificación o un seudónimo y por lo tanto, serán anónimas. Una vez transcritas las entrevistas, las grabaciones se eliminarán. La información recolectada durante las observaciones de las clases será igualmente de forma anónima y solo el investigador tendrá acceso a los apuntes tomados. Una vez termine el proceso de recolección de datos, triangulación y condensación de estos, los formatos serán destruidos en presencia del profesor asesor del proyecto y varios testigos, que serán miembros activos de la investigación.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas

durante la entrevista le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

Desde ya le agradecemos su participación.

Acepto participar voluntariamente en esta investigación, conducida por Daniel Caro Mejía. He sido informado (a) de que la meta de este estudio es

---

---

---

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente \_\_\_\_\_ minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a \_\_\_\_\_ al teléfono \_\_\_\_\_.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a \_\_\_\_\_ al teléfono anteriormente mencionado.

---

Nombre del Participante

Firma del Participante

Fecha

### Appendix 3: Questions for the Interview

#### Questions for the Interview

##### For the professor:

- ¿Cuáles eran sus expectativas para este curso de francés?
- ¿Cómo percibió el ambiente general de la clase?
- ¿Qué cambios haría en el sílabo de francés y por qué?
- ¿Cree que el inglés influencia la forma en que los estudiantes perciben el idioma francés?
- ¿cree que el entorno de clases virtuales influye en la participación en clase? ¿por qué?

##### Students

- ¿Cuáles eran sus expectativas para este curso de francés?
- . ¿Cree que el inglés influencia la forma en la que usted percibe el francés? ¿por qué?
- Entre inglés y francés, ¿cuál de los dos prefiere y por qué?
- ¿se ve en un futuro como profesor?
- Pregunta opcional: de inglés o francés y por qué. ¿cree que el entorno de clases virtuales influye en la participación en clase? ¿por qué?

**Appendix 4: Class Observation Format*****Class Observation Format***

Date and Time \_\_\_\_\_

This form has different criteria to evaluate the performance of the head teacher, the class development and different aspects related to the class itself. As observer, write an "X" to select the appropriate choice to evaluate the competence you observe of the practitioner in class.

<b>ASPECTS TO OBSERVE</b>	<b>CRITERIA</b>		<b>COMMENTS, EVIDENCE</b>
	<b>Yes</b>	<b>No</b>	
The teacher Implements a warm up			
<b>Presentation:</b>			
Meaning is clearly established and effectively checked			
Pronunciation is highlighted			
Form is clearly established and effectively checked			
<b>Student practice</b>			
There is enough practice related to the topic			
Practice is meaningful			
<b>Production</b>			
Production is meaningful			
The teacher monitors while students work			

<b>III. Material</b>			
It is understandable, graded, meaningful			
visual resources			
Realia			
Recordings			
Others			
Checks understanding			
Corrects errors			
Assesses in a formative way			
Assesses in a summative way			
<b>VI. Language of instruction</b>			
Uses understandable language			
Uses adequate pronunciation			
Uses language graded to the students level			
Uses useful examples and modelling to make sure Students understand			
<b>VII. Students</b>			
Are involved and interested in the class			
Use French to communicate with each other			