

**Intercultural Communicative Competence and Critical Thinking: Encouraging
Deeper Student Insights on Migration**

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LICENCIATURA EN ESPAÑOL E INGLÉS

BOGOTÁ D.C,

2025

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Abstract

This research seeks to promote the development of Intercultural Communicative Competence (ICC) and critical thinking in sixth-grade students at La Merced I.E.D. School through letter writing focused on the topic of migration. Based on a need identified in the diagnosis, a pedagogical intervention based on Project Based Learning (PBL) was designed. This research was framed within the qualitative paradigm and used action research as a methodological approach. The results show significant progress in the students' ability to reflect critically on migration and express their ideas with greater clarity, coherence, and empathy in their written texts. It was evident that ICC not only strengthened their language skills but also fostered a deeper social awareness, allowing for a more humane and complex understanding of the migration phenomenon. This study contributes to the field of teaching English as a foreign language by linking language development to culturally relevant and socially significant topics.

Key words: Critical thinking, letter writing, intercultural communicative competence, migration.

Resumen

Esta investigación busca promover el desarrollo de la Competencia Comunicativa Intercultural y el pensamiento crítico en estudiantes de sexto grado del colegio La Merced I.E.D., a través de la escritura epistolar enfocada en la temática de la migración. A partir de una necesidad identificada en el diagnóstico, se diseñó una intervención pedagógica basada en el Aprendizaje Basado en Proyectos. Esta investigación se enmarcó en el paradigma cualitativo y utilizó la investigación-acción como enfoque metodológico. Los resultados muestran avances significativos en la capacidad de las estudiantes para reflexionar críticamente sobre la migración y expresar sus ideas con mayor claridad, coherencia y empatía en sus textos escritos. Se evidenció que la ICC no solo fortaleció sus habilidades lingüísticas, sino que también fomentó una conciencia social más profunda, permitiendo una comprensión más humana y compleja del fenómeno migratorio. Este estudio contribuye al campo de la enseñanza del inglés como lengua extranjera al vincular el desarrollo lingüístico con temas culturalmente relevantes y socialmente significativos.

Palabras clave: Pensamiento crítico, escritura epistolar, competencia comunicativa intercultural, migración

1. Context and statement of the problem

This chapter will be focused on the context of the population for the present research project, specifically the school location and its history. Likewise, it will address its institutional documents such as Proyecto Educativo Institucional (PEI), its educational philosophy, and its curriculum. Moreover, this section will present the students' characterization and English diagnosis level. The statement of the problem, the rationale and the research question and objectives are also addressed.

Contextualization

This research project took place in Colegio La Merced I.E.D, a public educational institution in Bogotá, Colombia. This school is located near to the heart of the city, specifically in Puente Aranda locality in the Gorgonzola neighborhood, which is an industrial zone. It is important to mention that La Merced was the first official school founded in Nueva Granada in 1832, offering education only for women until today.

The Proyecto Educativo Institucional (PEI) *Pensamiento y acción para la transformación social* (2013, 2023), the Manual de Convivencia *Catedra mercedaria proyecto de educación para la ciudadanía, la convivencia y la paz* (2018) and the institutional curriculum adopts a constructivism pedagogical model with an approach of significant learning and a trend of interstructuring for the institutional horizon of the school in order to promote critical thinking. In this way, to achieve the previously mentioned, the school has four principles: *Principio de singularidad y trascendencia (EL SER)*, *Principio de apertura integral hacia el conocimiento (EL CONOCER)*, *Principio de transformación y desempeño (EL HACER)* and, *Principio de reconocimiento y valoración*

de la dignidad humana (EL CONVIVIR). So that, to strengthen the training agents of social change with values of a sense of belonging, autonomy, and responsibility.

Additionally, the school's mission is adhering to the social transformation through the education to the reconciliation in the Colombian society. Hence, La Merced is focused on the skills development to strengthening the socio-affective dimension, the commitment to environmental sustainability and, the readiness for the technological skills of the 21st century, all this through critical thinking, creativity, and empowerment.

1.1 Participants' characterization

The participants in this research were 26 female students from sixth grade, specifically 604, from the school La Merced I.E.D, whose age range from 10 to 12 years old. In terms of relationships within the classroom between students, although there is collaboration to comprehend the class topics, they tended to interrupt others. Throughout the class, students supported each other even in challenging situations. They remained engaged with the topics and showed curiosity about unfamiliar vocabulary, often attempting literal translations from Spanish or inventing words to express their ideas.

Regarding, the English lesson, normally took place in the classroom for almost 2 hours, twice a week, yet the final 15 minutes of the class the group went out to play in English for some extra points. Inside the classroom, they were divided into two groups, so that they were sitting face to face with the group in front of them. However, just for their third term exam, they were organized alphabetically in rows. Moreover, the observation exercise and the field diary revealed that students particularly enjoyed the moments when they practiced song lyrics. This activity was part of the teacher's (English teacher of that

academic period) effort to integrate the four language skills in each class. For example, reading and writing were addressed through an activity based on a *Tom & Jerry* episode.

In order to characterize the group a questionnaire was applied (Annex B), to know about the students' context, how they feel in the English class, and their perceptions about migration. Regarding the English class, most students expressed excitement and interest, particularly in learning new vocabulary. However, around one-third of the group reported feeling confused or anxious, especially during oral presentations or when encountering unfamiliar words. Despite these challenges, none of the students expressed negative feelings such as dislike toward the class. Besides, through the questionnaire, it was evidenced that the students perceive that one of their greatest weaknesses in English was writing, due to in the characterization questionnaire a little more than half of the students indicated this.

All students are Colombian; one girl was born in Fusagasugá, while the rest were born in Bogotá. Only one student has lived abroad. Additionally, sixteen girls have family members living in countries such as the United States, Mexico, Spain, France, Chile, Argentina, and Australia. Even so, the information regarding students' indirect or direct connections to migration (through personal or familial experiences) highlights a meaningful entry point for introducing topics related to migration recognition, exploration, and research, which will help initiate the development of critical thinking.

Finally, regarding the topic of migration, students defined it as the act of leaving one's country to live in another. They demonstrated an understanding of the various motivations behind migration, such as seeking better job opportunities and quality of life,

reuniting with family, or learning about different cultures and languages. Additionally, they recognized that some individuals are forced to migrate due to safety concerns, experiencing displacement and being compelled to leave their country.

1.2 Diagnosis

To establish the specific English level of the 604 students, it was necessary to apply a diagnosis test (annex C) which was based on *Estándares básicos de competencias en lenguas extranjeras: Inglés* of Colombia's government and the Ministerio de Educación (MEN). According to the previous, 4th and 5th¹ grade² (Cycle 2) students must have a basic A1 level or A.2.1. In this way, to evaluate the diagnosis test results, some aspects of the *Common European framework of reference for languages: Learning, teaching, assessment* (CEFR) were considered (see Annex Q).

In the first part of the test, listening, the students had to identify specific personal information from a short audio about a woman's migration experience. The participants achieved the evaluative aspects as they identified in the audio personal information provided by the interlocutor, such as the country where she came from and to which she

¹ It is important to mention that during the diagnostic test the students were in 5th grade, so the diagnosis was based on the respective standard. However, the implementation was carried out when the students were already in 6th grade.

² Both 4th and 5th grades are considered, as the Ministerio de Educación Nacional *Estándares básicos de competencias en lenguas extranjeras: Inglés* by cycles, which consist of two or three grades. For this specific case, the standards for cycle 2 were taken into account, as the diagnostic test was developed when the students were in 5th grade.

migrated, her difficulties and how she felt in that situation. Similarly, in the reading part, the students accomplished collecting specific information about a short text. They identified general information like some recurring actions and places.

According to the writing section results, it was possible to identify some complications. Most of the students accomplished to write about the actions in the images and describe what happened there. Nevertheless, there is a lack of vocabulary that did not allow them to communicate completely in English their perceptions about the images, as shown in the Annex D. Therefore, it is essential to strengthen this competence to improve their ability to express more complex ideas and descriptions in English. Building vocabulary will allow students to move beyond basic labeling and action identification in writing tasks towards richer, more detailed written communication.

1.3 Statement of the problem

In an increasingly globalized world characterized by growing migration flows, developing intercultural communicative competence (ICC) is crucial to promote cross-cultural understanding and critical thinking. In this way, 6th grade students at La Merced school have demonstrated certain perceptions about migration, including its meanings and possible causes. Nevertheless, these are some rather simple or superficial definitions, which do not involve a complex process of analysis of the migratory situation. This offers an opportunity to explore this social phenomenon in more depth, not only to understand it, but also to analyze it, and take possible actions based on the possibilities. This not only stems from oral discussions in class, but also from a written perspective. This could strengthen the students' written skills, allowing them to express their opinions on a specific topic, since

the diagnostic test revealed a weakness in this skill, as it revealed limited vocabulary use and poor sentence construction, which complicates the process of providing solid arguments and expressing opinions in writing.

At the same time, classroom discussions and reflections, as well as the characterization questionnaire, have demonstrated that students have emerging but diverse perceptions about migration, a global phenomenon that increasingly shapes societies and is deeply rooted in intercultural dynamics. This context presents a pedagogical opportunity: using migration as a meaningful and relatable topic to strengthen both writing and critical thinking skills by developing Intercultural Communicative Competence (ICC), in line with the objectives of Colombia's bilingualism policies.

Consequently, this difficulty reflects a broader issue: without the intentional development of Intercultural Communicative Competence (ICC), students often lack the analytical tools to understand migration dynamics and to express empathetic, informed perspectives. Therefore, it is essential to move beyond superficial statements and foster deeper, reflective thinking. On a global scale, negative stereotypes toward migrants often emerge from these same intercultural gaps. One way to address this is through letter writing, which could transform writing into an empathetic act, allowing students to connect with others' experiences and view migration from a more humanized and meaningful perspective.

Therefore, this research addresses how purposeful ICC strengthening can impact 6th graders' critical thinking on migration and writing skills. It will implement targeted ICC activities to determine their influence on enabling students to move past generalizations,

understand multi-faceted migration factors, and convey more thoughtful analysis through improved vocabulary, sentence construction, and detail in short written texts. Developing intercultural communicative skills is key to nurturing global citizenship and writing abilities in an increasingly mobile world. Therefore, this research explores ICC's potential to fill these gaps for students regarding critical thinking and writing skills.

1.4 Rationale

This research arose from the need to address a particular challenge identified in the sixth-grade English as a Foreign Language (EFL) classroom: students' weakness in writing in English. It is important to mention that developing and perfecting writing skills is crucial not only to improve linguistic aspects, such as grammar rules and others, but also to ensure that students can successfully express their thoughts, opinions, and reflections through writing.

Therefore, to address this issue, the research adopts an Intercultural Communicative competence (ICC) perspective. This is significant since ICC not only focuses on language use but also empowers students to relate with respect and empathy in a diverse and globalized world. It incorporates communicative, cultural, and critical elements, enabling students to understand the world and their position in it through the use of language.

This is relevant since, through ICC, there is an opportunity to approach and analyze global issues. In this way, migration, both globally and locally, becomes a relevant issue in this approach. For instance, in the Colombian context, Venezuelan migration has had a notable impact on social interactions and educational contexts. Therefore, students are affected by the impacts of migration in their communities but may lack the means to

critically analyze or express their thoughts. Therefore, discussing migration in the classroom allows students to confront their own preconceptions, understand different experiences, and foster a more inclusive mindset.

For this reason, in this context, letter writing is suggested as a relevant tactic. Hence, letter writing facilitates students in expressing different points of view, exploring emotions, and developing empathy, while practicing structure, consistency, and vocabulary in English. This is particularly significant in an English as a foreign language setting, as English not only serves as a means of communication but also as a tool for addressing global issues and fostering intercultural awareness.

Finally, this study expects to contribute to the research field by linking English as a Foreign Language (EFL) with writing, intercultural competence, and migration studies, a field with little research in Colombia. It provides insights into how culturally relevant topics and empathetic writing practices can enhance language education. Thus, the project emerges as an educational innovation and a contribution to the broader academic debate about language, culture, and education.

1.5 Research question

What impact does the development of Intercultural Communicative Competence (ICC) have on critical thinking about migration of 6th-grade students from La Merced I.E.D through letter writing?

1.6 Research objectives

General

To encourage critical thinking about migration through the Intercultural Communication Competence (ICC) in 6th grade in the school La Merced I.E.D using letter writing.

Specific

- To promote the development of written communication skills, specifically letter writing, as a means for students to express their reflections on migration from an intercultural perspective.
- To raise awareness about the experiences and challenges faced by migrants through engaging students in critical analysis of real-life stories and scenarios.
- To evaluate the impact of the pedagogical intervention on students' ICC, critical thinking, and written expression related to the topic of migration.

2. Literature review and theoretical framework

This chapter has the purpose of presenting the research journey that ICC has had in the teaching of foreign languages with different objectives. Therefore, five investigative projects (international, national, and local) and their impact on this one will be announced. Likewise, the respective theoretical framework will be presented, which will include the key aspects for this research, its definition from different perspectives and the relationships that arise between these concepts.

2.1 Literature review

In recent years, the implementation of ICC has been welcomed for teaching English as foreign language as it is useful for the understanding of the cultures around the world and everything that entails. Therefore, for this research project it is essential to make a brief

review of the literature to consider different insights regarding ICC in the teaching of English and especially how it relates to the topic of migration. Below, three investigations that have addressed ICC from sociocultural factors such as stereotypes and migration.

Firstly, Annenkova & Domysheva (2020) in their research article *Developing Critical Thinking Skills For Overcoming Stereotypes In Intercultural Communication* emphasize that “In intercultural communication, stereotypes often lead to misunderstanding or even cultural conflicts as they prevent representatives of one national culture from rationally evaluating products, perspectives, and practices related to another culture” (p. 1032). Researchers implemented a qualitative applied research approach and decided to execute a four-stage technique (motivational, educational, practical and, controlling) to achieve addressing stereotypes and reducing overgeneralization through ICC to foster critical thinking. The population they worked with was A group of second-year students (15 people) from Baikal International Business School at Irkutsk State University, majoring in management, who study English for professional purposes. Research results demonstrate the effectiveness of the technique, since the students achieved “to make logical conclusions, evaluate quality of arguments and specify rather than generalize preconception” (Annenkova & Domysheva, 2020, p.1037). This research article supports the importance of implementing ICC to comprehend and analyze cultural issues promoting students’ critical thinking. Specially, in the case of the present research, so that students can empathize with the situation of immigrants in their own country and social context, overcoming stereotypes and cultural misunderstanding

Secondly, María Juliana Angarita (2020) also highlights, in her research project *Intercultural Communicative Competence: Reflecting about the stereotypes regarding Venezuelan migrants*, the relevance of applying this approach to promote cultural awareness. Their target population was Colombian and Venezuelan students of tenth grade. To evidence the relevance previously mentioned, she applied different activities where the students could read biographies of Venezuelan and Colombian artists and different cultural situations “to work on learners’ assumptions and stereotypes, specifically those towards Venezuelan people” (Angarita, 2020, p. 22). Then, the students had to write about themselves but in relation to others, that is, reflect on how they see themselves based on the recognition and treatment they give to the immigrants around them. This research is very enriching for this project because it highlights the importance of analyzing how students recognize others based on stereotypes and overgeneralization. So that, the students can understand and empathize with the situation of their own classmates.

Thirdly, it is important to highlight the significant impact that the implementation of ICC has had in the EFL classroom through different cultural tools. In this way, Brenda Estefania Quintero (2023) demonstrated it in her research *Traditional games: a pedagogical proposal to encourage intercultural communicative competence*, since “is crucial to note that foreign language learners are mediators between cultures, since they are not only individuals with a sociocultural background, but they are also a connection to the culture of the foreign language that they are learning” (Quintero, 2023, p. 14). Therefore, to fulfill its main objective of explaining the impact of using traditional games to promote ICC in the EFL classroom, six games, from different countries, were brought to the classroom to be applied and analyzed from their social, cultural and historical context. This

allowed the research to realize that “students learn about the language together with cultural elements of their own culture, but also of others; thus, developing intercultural awareness” (Quintero, 2023, p. 14-15). Likewise, students develop skills to communicate effectively from elements of their own culture in relation to the culture of the other.

Fourthly, Eide, Skalle and Müller (2023) in their text *Intercultural competence in the foreign language classroom. Pedagogical applications of literary texts on migration and exile* highlight the importance of teaching foreign languages as a key point for the development of intercultural competence through different teaching materials. Specifically, the authors offer an exploratory analysis to answer, “How can literary texts on migration and exile provide useful material to stimulate the development of intercultural competence in the foreign language classroom?” (Eide, Skalle, & Müller, 2023, p. 608). Because the readings may also assist the teacher establish connections between FL and the multicultural diversity currently present in the classroom and perhaps help children from migration/exile experiences feel like they belong (Eide, Skalle, & Müller, 2023, p. 616). To accomplish this, they proposed case studies of different texts from three literary genres (short story, novel, micro-story), which offer a different contextualization but all aim to provide perspectives of migratory and exile experiences, thanks to the fact that the texts are "suitable for active construction, the creation of connections, social interaction, reflection and responsibility" (Eide, Skalle, & Müller, 2023, p. 611). This type of teaching resources allows for an intercultural space within the classroom, in which different visions of the world and culture are recognized.

Finally, it has been shown that there are not many studies on ICC in different educational environments pointing directly to the recognition of migration and its implications, and for this reason, Ana María Santana & Blanca Cely (2020) propose their literary review *The importance of intercultural communicative competences in English classes on the context of current migration waves* and suggest various points for discussion. The authors highlight that ICC not only works to understand Anglophone cultures but also allows to understand the diverse cultures of each region of the country that are found in the same classroom. They affirm that “Educative context constitutes the permanent opportunity for human beings to advance and strengthen their social and individual competencies” (p. 63). Additionally, this research emphasizes that the Colombian government specifies that to achieve bilingualism it is necessary to achieve intercultural competences for dynamic participation. This literature review allows to reinforce the idea that in a globalized world, it is not only important to use the language, but also to understand the cultures around the world to establish different social relationships, starting from the classroom.

At this point, it is important to mention that in these studies, it can be evidenced that the authors have a common thread: their conceptualization of culture, directly related to nationality and certain customs. Nevertheless, this should not be seen as a merely simplistic perspective or a negative aspect. Following Edward Hall's (1976) statement, which will be developed later, this conception of culture may be the tip of the cultural iceberg and the beginning of a deeper analysis of this concept.

In conclusion, the reviewed studies provide essential insights into the significance of Intercultural Communicative Competence (ICC) in English language teaching,

particularly regarding migration. Annenkova & Domysheva (2020) emphasize the role of structured methodologies in reducing stereotypes and fostering critical thinking, a key approach in this research to help students reassess their views on migrants. Similarly, Angarita (2020) highlights the importance of self-reflection and awareness in challenging stereotypes, which align with the intercultural focus of this study. Quintero's (2023) innovative use of traditional games to teach ICC presents a culturally grounded approach that could enhance student engagement in the project, while the work of Eide, Skalle, and Müller (2023) on using literary texts about migration and exile demonstrates how literature can foster empathy and intercultural understanding in students. Together, these studies offer valuable frameworks that will shape the present research, emphasizing the importance of addressing migration through intercultural perspectives to promote empathy, respect, and critical awareness in the language classroom.

2.2 Theoretical framework

The following section develops the theoretical framework for this research project, which involves the following concepts: *Intercultural Communicative Competence (ICC)*, *Critical Thinking*, *Critical Cultural Awareness*, *Migration*, and *Writing Skills*. These concepts are defined from the perspective of different authors, allowing a relationship between the different concepts and the phenomenon researched.

2.3 Intercultural Communicative Competence (ICC)

This research project has been based on the concept of Intercultural Communicative Competence (ICC), but it is necessary to highlight the difference between ICC and Intercultural Competence (IC). On the one hand, according to Byram (1997), IC refers to

people's "ability to interact in their own language with people from another country and culture" (p. 70). On the other hand, ICC focuses specifically on interactions through a foreign or second language. Byram defines ICC as the "ability to interact with people from another country and culture in a foreign language" (p. 71). The key distinction is that IC refers to general intercultural abilities in one's native language, while ICC incorporates linguistic proficiency in crossing cultural boundaries and achieving shared understanding with diverse others through communicative contexts involving a common foreign language. In this distinction, Byram (1997) establishes the following key concepts:

1. Attitudes: Having an open and curious mindset about other cultures. This includes withholding judgment and having the willingness to relativize one's own values and beliefs.
2. Knowledge: Understanding cultural conventions, values, and worldviews. This knowledge extends beyond superficial facts to seeing from an insider's perspective.
3. Skills of interpreting and relating: Ability to recognize, explain, and relate cultural meanings and behaviors. This facilitates cultural insight and bridges understanding.
4. Skills of discovery and interaction: Ability to acquire new cultural knowledge and operate that knowledge under real-time communicative constraints. This includes negotiating a shared understanding based on cultural gaps.
5. Critical cultural awareness: Ability to critically evaluate perspectives, practices, and cultural norms and values - both one's own and others'. These meta-cognitive skills prevent stereotyping.

In this way, each component of this concept can not be understood individually, the best option to recognize ICC is interconnecting its components and the educational context. Therefore, Wiseman (2001) proposes a possible representation of ICC through six “C”s: Communicative competence; Cooperative competence; Confidence; Commitment to universal human rights; Critical thinking; and Comparability. Since, ICC enables effective and constructive dialogue across cultural boundaries through a combination of attitudinal openness, declarative knowledge, procedural skills, meta-cognitive awareness, and humanizing dispositions that motivate ethical intercultural relations.

Furthermore, communication is deeply influenced by cultural values and worldviews, often unconsciously. Drawing on Edward Hall’s (1976) cultural iceberg analogy, there are observable linguistic behaviors and explicit beliefs, but also hidden rules, unspoken assumptions, and unseen deep cultural dimensions shaping perceptions and narratives related to human phenomena like migration.

Therefore, developing ICC requires addressing not just visible linguistic forms but also the invisible sociocultural grammar that imbues language with meaning. This involves unveiling ideological preconceptions, underpinning discourse, and fostering ethical perspectives embracing diversity and common humanity. In this critical reflective process, epistolary writing provides a space for perspective-taking and sharing migrant stories.

2.4 Critical Thinking

In the educational context, following ICC guidelines, one of the most important pillars for this research and pedagogical proposal is the improvement of students' critical thinking, specifically regarding a global social phenomenon. Therefore, according to John

Dewey (1910) in *How We Think*, critical thinking involves “Active, persistent and careful consideration of any belief or supposed form of knowledge in the lights of the grounds that support it, and the further conclusions to which it tends” (p. 6). In that sense, this process is crucial for overcoming the natural tendency to accept the first plausible suggestion and for exploring new evidence to corroborate or refute initial ideas. "The essence of critical thinking is suspended judgment; and the essence of this suspense is inquiry to determine the nature of the problem before proceeding to attempts at its solution" (Dewey, 1910, p. 75).

As the author mentions, to improve critical thinking it is crucial to have training of the mind, since thinking is inferential, and habits must be worked on for this. Some of the habits that Dewey (1910) emphasizes are the following: suspend judgment, systematic inquiry, problem identification, and evidence evaluation (p.13). In Dewey’s (1910) own words "The most important factor in the training of good mental habits consists in acquiring the attitude of suspended conclusion, and in mastering the various methods of searching for new materials to corroborate or to refute the first suggestions that occur" (p. 13). So, by following these steps, it is possible to leave that place of inference as the only source to be able to reach a level of analysis and acceptance of proven suggestions.

Likewise, Wade (1995) affirms that “a critical thinker should be able to ask questions, determine problems, analyze evidence, scrutinize assumptions and biased judgments, avoid emotional reasoning, eschew oversimplified statements, take into account multiple interpretations and be willing to accept ambiguity” (quoted by Annenkova & Domysheva, 2020, p. 1031). Consequently, this is what the investigation seeks to achieve

with the students in the pedagogical proposal; that they are able to understand and analyze migration from a critical and unbiased position, where they can think and propose solutions to this situation from their own context.

2.5 Critical Cultural Awareness

To better understand Critical Thinking, it is important to delimit the previous concept, considering an essential component in ICC, this concept is Critical Cultural Awareness (CCA). According to Byram (1997) CCA is “an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries” (p. 53). It ensures learners are prepared to navigate and interact effectively in diverse cultural and linguistic environments.

Encourage this skill in the English as a foreign language classroom allow the students engage in a comparative analysis of different cultures, which involves identifying similarities and differences and understanding them within their specific contexts. In this way “Critical awareness is different; it implies critique, both political and social (...) Furthermore, critical cultural awareness includes a critique of our own communities and societies as well as that of other countries.” (Byram, 2012, p. 10) Therefore, learners must develop and articulate their own set of beliefs and values, this involves self-reflection and critical thinking about their cultural assumptions and biases. It is important due to “This will enhance the transferability of skills and attitudes so that learners have a generalizable critical cultural awareness as a basis for study of other cultures and languages or for coping with interaction in other cultural and linguistic environments” (Byram, 1997, p. 103).

2.6 Migration

Throughout the history of the humanity, it has been possible to evidence that humans are always in constant change due to different circumstances, as Castles and Miller state (1998) “Migrations have been part of human history from the earliest times” (p. 4). Likewise, with the growth of globalization and wars around the world, the concept of migration has become an essential and multifaceted aspect of population processes and change. (Newell & Colin, 1988, quoted by Sinha, 2005, p. 403). In this way, reaching a single definition of the concept of migration has been a complex process, which is why different authors have theorized this concept from the different classifications, causes and consequences that will be revealed below.

According to Stephen Castles and Mark J. Miller (1998) in their book *The Age of Migration*, the different problems worldwide were related to “growing international migration and to the problems of living together in one society for culturally and socially diverse ethnic groups. These developments in turn are related to fundamental economic, social and political transformations in this post-modern and post-Cold-War epoch” (p. 3). This allows to have a view of the concept of migration in a slightly more global way, understanding it as a phenomenon of change within humanity, and as “the emergence of international migration as a force for social transformation” (Castles & Miller, 1998, p. 1).

Nonetheless, it is essential to understand in more depth why people decide to leave their place of origin and settle in another, what factors influence not only their decision but also their adaptability process. To comprehend it, Castles & Miller (1998) propose different general tendencies in migration movements: *globalization of migration, acceleration of*

migration, differentiation of migration, feminization of migration and politicization of migration (p. 8-9). These tendencies permit to analyze a general panorama, where it is evident that migration, over the years, is crossing more and more countries every day, although these have not yet clearly established a migration policy to regulate, differentiate and identify the different types, roles, and needs within this.

Moreover, Sinha (2005) manages to compile several contributions from different authors to categorize migration more precisely, considering that "migration as the physical transition of an individual or a group from one society to another. This transition normally involves abandoning one social setting and entering another, and a different one."

(Eisenstadt, 1953, quoted by Sinha, 2005, p. 404) the change of social environment implies leaving not only a house, but a home. According to Sinha (2005), migration can be classified based on several criteria:

- Political boundaries crossed: Internal (within a country) or international (across countries)
- Duration: Permanent (more than a year), or temporary (one year or less)
- Distance: Short-distance or long-distance
- Decision-making: Voluntary, forced (war, natural disasters), or impelled (retaining some choice)
- Number involved: Individual, group, or mass migration
- Skill level: Skilled, semi-skilled, or unskilled migration

Besides, Castles and Miller (1998) affirm that migration is driven by a combination of *push factors* that compel people to leave areas of origin (demographic growth, low living

standards, lack of opportunities, political repression) and *pull factors* that attract them to receiving areas (labor demand, economic opportunities, political freedoms) (p. 20).

However, this type of system fails to fully explain migration decisions since they are a wide extension of reasons.

Even so, the authors of the migration systems approach suggest that “The migrations systems approach implies that any migratory movement can be seen as the result of interacting macro- and microstructures. Macro-structures refer to large-scale institutional factors, while micro-structures embrace the networks, practices, and beliefs of the migrants themselves” (Castles & Miller, 1998, p.24).

Nevertheless, beyond understanding only the conceptualization of this term and the main reasons for this social phenomenon, it is important to understand a key concept at the time of socialization between immigrants and natives of a country. According to Lawrence Blum (2004) in his text *Stereotype and Stereotyping: A Moral Analysis* “Stereotypes are false or misleading generalizations about groups held in a manner that renders them largely, though not entirely, immune to counterevidence” (p. 251). As migration grows around the world, so do stereotypes about migrants, which makes the integration process difficult.

Therefore, when talking about migration, it is key not to lose sight of this concept because “Stereotypes are a form of morally defective regard of persons. Cultural stereotypes involve a defective regard that is widely shared, and that can therefore do a kind of damage to stereotyped groups that goes beyond individual stereotyping” (Blum, 2004, p. 271). Because, if there is no awareness of this social reality, it is possible to make the same

mistake of rejection repeatedly, which hinders the processes of integration and intercultural enrichment.

At its core, migration represents a fundamental human adaptation to changing circumstances, a response to the ebbs and flows of opportunity, resources, and security. Whether propelled by economic aspirations, political upheavals, environmental pressures, or demographic shifts, the act of migration encapsulates the resilience and adaptability of the human spirit, constantly reshaping the intricate mosaic of societies. Likewise, stereotypes are false or misleading generalizations about groups that can hinder integration efforts.

It is important to know and analyze these types of issues in the classroom, because it is a social reality that not only affects migrants, but all agents in society. So, it is a topic that requires a lot of attention to prevent students from falling into stereotyping bias and improve their critical thinking and empathy skills.

2.7 Writing skills

According to the results obtained from the diagnostic test, it is important to focus on improving writing skills where the student's deficiency was found. Since "Writing allows time for reflection and a careful consideration of reasons for taking a position or making an assertion" (Wade, 1995), will allow critical thinking process to be carried out in a more detailed and conscious way.

It is essential not to underestimate the writing process, as "writing skills are still neglected because writing is perceived as a linguistic skill that is primarily taught in primary schools and is achieved through mastery of grammar and spelling rules" (Klimova,

2013, p. 9). This perspective overlooks the complexity of writing in a foreign language, which must be taught from the ground up, similarly to how the mother tongue is acquired, to ensure a continuous and meaningful process that supports language development through written expression.

In this context, recognizing the depth and complexity of writing in a foreign language led to the need for distinguishing between the broader concept of Writing Skill (singular) and the more specific Writing Skills (plural). On the one hand, the first one refers to the communicative ability “which writers explore their thoughts, ideas and knowledge with an objective of constructing meaning in the form of a graphological reflection” (Zamel, 1983, quoted by Gautam, 2019, p. 76), this implies complying with the following aspects proposed by Rajkumar (2013) (quoted by Gautam, 2019, p. 77):

- To transcribe the internally generated ideas (from cognition) or externally expressed notions (from reading and hearing) by employing conventional graphic symbols.
- To maintain a co-ordination between mental ideas generated internally or incited externally and hand-fingers with a mediation established by the nervous system.
- To express thoughts, ideas, beliefs, and knowledge as per learning and intuition.
- To bring out self-reflection about personal events, experiences and lived life (autobiography).
- To organize series of ideas, information, messages, and facts in a logical order (into topic, subtopics, paragraphs, and units).
- To keep up spiral maturity expanding to the use of vocabulary, spelling, sentence structures, grammatical rules, and organization during different levels of learning.

- To give information, entertainment, persuasion, and arguments.
- To respond to literary texts through book review, report writing, critical appreciation, article writing.

On the other hand, Writing Skills (Plural) refers to the entire process to achieve the previous, “the writing process is the stages a writer goes through to produce something in the final written form” (Harmer, 2004, quoted by Sa’adah, 2020, p. 22). In this way, the authors propose the following four stages for Writing Skills:

1. Planning
2. Drafting
3. Editing (Reflecting and Revising)
4. Final Version

It is essential to make the distinction between these two ways of understanding the concept, because for this project it is important to develop both writing skills (singular and plural), since, on the one hand, the development of the writing skill (singular) allows to follow and complement the reflective and communicative process on migration phenomena to accomplish with critical thinking, on the other hand, the writing skills (plural) allows to perfect writing from a linguistic aspect, which supports the weakness of the students and enriches the process of the singular form.

Likewise, it is necessary to recognize that the acquisition of written skills is not only useful in the academic setting, but as Klimova (2013) mentions, if students achieve effective written communication, they will be able to use it to their advantage both in

higher education and in their professional lives (p. 9). Besides, writing offers advantages such as the following stated by Blanka Klimova (2013):

- express one's personality
- foster communication
- develop thinking skills
- make logical and persuasive arguments
- give a person a chance to later reflect on his/her ideas and re-evaluate them
- provide and receive feedback
- prepare for school and employment

Furthermore, the development of writing skills enhances this research's approach to fostering critical thinking about migration. As Wade (1995) notes, "*writing tends to promote greater self-reflection and the taking of broader perspectives than does oral expression.*" In this sense, writing provides students with the opportunity to deepen their understanding by revisiting and expanding upon ideas discussed in class. Additionally, when students are encouraged to explore multiple sides of an issue in their writing, they engage in dialectical reasoning that challenges initial assumptions and fosters more nuanced perspectives (Wade, 1995). This process not only enriches the classroom conversation around migration as a social phenomenon but also strengthens students' communicative competence and written expression.

2.8 Project Based Learning

Project-Based Learning (PBL) is an instructional approach that emphasizes student-centered and experiential learning through active exploration of real-world problems. "PBL

is rooted in the progressive education movement, which advocated for more student-centered and experiential approaches to education that support ‘deeper learning’ through active exploration of real-world problems and challenges” (Condliffe et al., 2017, p. 2). Unlike traditional teacher-directed methods, PBL places students at the center of the learning process, engaging them in inquiry, collaboration, and problem-solving.

Over time, education reformers have recognized the value of this approach in preparing students with essential 21st-century skills. As Condliffe et al. (2017) noted “Education reformers and policymakers increasingly support a more expansive and holistic vision for public education that aligns with the deeper learning goals of PBL” (p. 3). This shift reflects a growing emphasis on critical thinking, creativity, and real-world application of knowledge, which are fundamental aspects of PBL.

A central feature of PBL is the use of *driving questions* to guide inquiry and structure learning. Krajcik and Mamlok Naaman (2006) explained that “a driving question is a well-designed question that students and teachers elaborate, explore, and answer throughout a project” (Quoted by Condliffe et al., 2017, p. 5). These questions serve as catalysts for deeper investigation, requiring students to analyze information, propose solutions, and engage in sustained inquiry. To ensure effectiveness, high-quality driving questions must meet five key criteria: they should be feasible, worthwhile, contextualized, meaningful, and ethical (Condliffe et al., 2017, p. 5). Furthermore, PBL promotes learning that is directly connected to real-world contexts. “Other researchers have highlighted the fact that the subject matter or the topic of a PBL approach should be authentic and related to important issues in the real world” (Parker et al., 2013; Thomas, 2000, quoted by

Condliffe et al., 2017, p. 6). This authenticity enhances student engagement, making learning more relevant and motivating.

One of the defining characteristics of PBL is that projects serve as the primary mode of learning rather than as a final assessment. “What clearly distinguishes PBL from other instructional approaches is that projects are not the culmination of learning (as they often are in standard classrooms), but instead are the process through which learning takes place” (Condliffe et al., 2017, p. 6). Through this process, students develop critical thinking and problem-solving skills as they navigate complex tasks and make meaningful connections between concepts. This aligns with constructivist learning theories, which emphasize active knowledge construction rather than passive information absorption. This approach fosters deeper understanding and long-term retention of content.

In addition to promoting knowledge construction, PBL is designed to cultivate student engagement by sparking curiosity and a sense of purpose. “Grant (2002) and Parker et al. (2011, 2013) discussed the idea that teachers must begin a PBL approach by cultivating students’ ‘need to know’” (Larmer and Mergendoller, 2015, quoted by Condliffe et al., 2017, p. 8). This sense of urgency and relevance encourages students to take ownership of their learning and persist through challenges.

Moreover, PBL supports meaningful learning experiences that prepare students for future academic and professional success. “Students’ capacity to ‘engage in meaningful learning that will allow them to manage the fast-changing, knowledge-based society of the twenty-first century’” (Darling-Hammond, 2008b, p. 196, quoted by Condliffe et al., 2017, p. 10) is a critical outcome of this instructional model. By engaging in collaborative

projects, students not only master content but also develop essential life skills such as communication, teamwork, and adaptability.

Despite its benefits, implementing PBL presents challenges, particularly in traditional educational settings that emphasize standardized testing and rigid curriculum structures. One major obstacle is the lack of a universally accepted definition of PBL, which leads to inconsistencies in its application. While some educators advocate for flexibility in adapting PBL to different contexts, others argue that clearer guidelines are necessary to ensure its effectiveness (Condliffe et al., 2017, p. 12).

Additionally, PBL requires significant professional development for teachers, as it demands a shift from direct instruction to facilitation. Teachers must balance providing guidance with allowing students to explore independently, which can be difficult for those accustomed to conventional teaching methods (Condliffe et al., 2017, p. 19). Despite these challenges, the growing support for PBL in education reform suggests that, with continued research and refinement, it has the potential to transform teaching and learning, making it more dynamic, student-centered, and relevant to real-world success.

In this way, according to Condliffe et al. (2017) PBL unfolds through five phases that promote inquiry, collaboration, and authentic learning. It begins with the Initiation Phase, where a motivating and compelling question is introduced. In the Inquiry Phase, students actively investigate the problem, building knowledge through research, experimentation, and problem-solving, consistent with the constructivist foundations of PBL. Next, in the Creating Phase, students develop a tangible product that directly addresses the key question and demonstrates their understanding. This is followed by the

Presenting Phase, where students share their work with an authentic audience, serving as a motivating factor and an opportunity for feedback in real-life situations. Finally, the Reflection and Evaluation Phase allows students to assess their learning and growth, fostering deeper understanding and continuous improvement.

The implementation of Project-Based Learning (PBL) is fundamental to this research project, as it offers a dynamic, student-centered approach aligned with the overall goals of developing Intercultural Communicative Competence (ICC) and fostering critical thinking about migration. By engaging students in meaningful inquiry and real-world problem-solving, PBL allows them to explore complex social phenomena such as migration through reflection and discussion. It also allows for ongoing work, in this case, writing, in which improvements can be evidenced and confirmed in a tangible final product, such as the final letters.

3. Research methodology

3.1 Type of research

In order to encourage critical thinking about migration through developing Intercultural Communication Competence (ICC), an action research approach was essential. This methodology enables not just comprehension of a complex social phenomenon like migration, but also application of appropriate strategies to promote transformation around this issue in an educational setting. As Efron & Ravid (2013) state, “Action research is a distinct kind of research that is different from another traditional educational research. It is constructivist, situational, practical, systematic, and cyclical”

(p.7). These characteristics give the researcher the opportunity to find different ways not only to answer the research question, but also to find new alternatives for transformation in the classroom. For this research on nurturing students' ICC to foster reflective thinking on migration, action research allows tailored interventions responding directly to the participants and classroom dynamics observed.

Moreover, intercultural understanding requires examining situated sociocultural realities. As emphasized by Efron & Ravid (2013), “Action researchers aim to understand the unique context of their studies and the participants” (p.7). For a study exploring student perspectives on the sensitive topic of migration, recognizing their lived experiences is crucial. Using iterative cycles of reflection and action enables recalibration of the research approach to students' specific cultures and viewpoints. Rather than making assumptions about attitudes towards immigrants, this methodology can capture emic realities and use them to drive context-specific ICC learning activities. In these ways, action research's adaptability and context-responsiveness are highly suited to exploring development of intercultural communicative competence in relation to a complex real-world issue like human migration.

3.2 Research paradigm

The paradigm chosen for this project was qualitative educational research. In that sense, Denzin (1994) emphasizes that “Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (quoted by Higgins & Green, 2011). This paradigm allows the

investigator to get deeper understanding about the experiences, thoughts, beliefs and, feelings of the students.

Additionally, for this research on developing intercultural communicative competence (ICC) to encourage critical thinking about migration, it is important to consider that “there are multiple school realities, and their meanings are shaped by individuals’ historical and cultural backgrounds” (Efron & Ravid, 2013, p. 48). The qualitative paradigm enables gathering students' unique perspectives and experiences with immigration shaped by their cultural standpoints. Besides, this research perspective includes data collection instruments such as observation, opened questionnaires, interviews, and others. These instruments contribute to capturing nuanced information about the students' views and assumptions regarding migrants and migration.

Furthermore, from this paradigm, the analysis of the data collected permits an expanded insight into the educational reality, due to the “qualitative research results cannot be generalized” (Efron & Ravid, 2013, p. 40). Therefore, this analysis could provide a deeper, contextualized understanding of how ICC activities influence each student's critical thinking on this issue, rather than broad generalizations. Careful interpretation of the various perspectives is essential for tailoring ICC learning to promote reflection on migration in this specific setting.

3.3 Instruments

For this research project, different data collection instruments were applied to obtain a wide variety and reliability in the data obtained. In this way, it was possible to establish a triangulation between the different results of the instruments, in order to have different

perspectives of the same research phenomenon to enrich the final results, since "The logic of triangulation is based on the premise that no single method ever adequately solves the problem of rival explanations" (Patton, 1999, p. 1192). All the instruments used during the research are defined below.

Observation

In accordance with the established objectives and the target population of the research, it was decided to implement observation as a qualitative data collection technique, since this refers to "the systematic, intentional, and principled looking, recording, and analysis of the results of our observation for the purpose of research" (Griffiee, 2018, p. 193)., which allows the researcher to take elements as is and as they are from real life. Consequently, this observation had two stages. The first, participant observation, which, according to Bernarnd (1994), allows the observer to be in the space without getting involved and directly interfering in it (quoted by Griffiee, 2018, p. 199). The second, observer participation, this "occurs when the evaluator is much closer to the class" (Bernarnd, 1994, quoted by Griffiee, 2018, p. 199), it means, the observer participant can be an actor within the space, as in this case, teacher-researcher.

Field diary

To systematically record what was observed, a field diary (see Annex A) was designed. During the pre-implementation phase, this instrument provided detailed information such as the classroom organization, class development, methodologies, topics, and the different relationships inside the class. Moreover, during the implementation phase,

this instrument permitted the researcher to explore, understand, and reflect on the different situations that happened in the development of the language class.

Based on the data collected through the field diaries, it became essential to further analyze the observed realities in the classroom. This instrument allowed the identification of recurring patterns that not only reflected the classroom dynamics but also aligned with the key concepts of the research. As a result, it was possible to establish meaningful connections between the findings from the field diaries and those obtained through the other instruments used in the study.

Questionnaire

The questionnaire (see Annex B), due to its structured and focused design, allowed for a deeper exploration of specific information directly from the participants. Gay and Airasian (2000), as cited by Griffiee (2018), define a questionnaire as “several questions related to a research topic” (p. 134). In this regard, Tymms (2012), also cited by Griffiee (2018), states that questionnaires serve two main purposes: “First is exploratory, when the researcher is not sure about how to begin and wants additional information. Second is describing a population” (p. 134). Based on these functions, the questionnaire contributed to this research by characterizing the participant group in two key areas: first, by gathering information about their attitudes towards English classes; and second, by exploring their perspectives on migration.

Artifacts

Moreover, to recollect more specific information about the perceptions of the students about migration, the use of artifacts was essential. According to Efron & Ravid (2013) “Artifacts are physical documents and records that allow teacher researchers to construct a layered and contextual understanding of their topics. These may include students’ work, meeting minutes, school reports, and public records” (p. 123). This instrument provides concrete evidence of abstract concepts like learning, understanding, and growth. Likewise, analyzing these artifacts involves looking for patterns, themes, and evidence of learning or change. Specially, this instrument offers the researcher the possibility of following each student’s process of understanding, writing, and reflection throughout the different stages of the intervention. Thus, it is possible to return to previous classwork to detail strengths and weaknesses that should be revisited and reinforced in class.

Diagnosis tests

To collect specific information on knowledge and skills in English as a foreign language, two tests were applied: a diagnostic test (see Annex C) and a final test (see Annex O). To clarify, "Tests as instruments for data collection are a series of questions or exercises that are used to measure knowledge, intelligence, abilities, or talents possessed by individuals or groups" (Qurotul & Zaharuddin, 2018, p.101). Thus, the first test was conducted to determine whether the students were at the level of English indicated by the CEFR and the *Estándares Básicos de Aprendizaje*, as well as to observe their strengths and weaknesses. In this sense, the final test helped identify if the students had made any

improvement in the different competences, compared to the first test, after completing the project.

Interview

To gather final insights on the project, a structured interview was conducted. According to Griffiee (2018), an interview “has structure, purpose, and form, and can be defined as (usually) a person-to-person structured conversation for the purpose of finding and/or creating meaningful data which has to be collected, analyzed, and validated” (p. 167). This instrument made it possible to obtain specific information to assess whether there had been a change in the students' perspectives on migration and considering their perspectives about the development of the project. A structured interview format was used, in which all participants were asked the same questions in the same manner, ensuring consistency in the data collection process.

3.4 Ethical considerations

It is important to clarify that ethical considerations were taken into account in this research, as all participants were minors. Therefore, at the beginning of the project, their parents gave signed informed consent (Annex E), emphasizing that the information collected would be used solely for academic and research purposes.

4. Pedagogical proposal

This chapter aims to present the different visions (curricular, language, learning, classroom) that were considered for the implementation of the pedagogical proposal.

Likewise, within this proposal, the different plans and the approach that make up the instructional design will be presented.

4.1 Curricular vision

For this research, the curricular vision is aligned with the one of the institution where this study took place. According to the institution's PEI (2013, 2023), *Pensamiento y acción para la transformación*, it is structured around a constructivist pedagogical model that aims to integrate knowledge and build competencies to transform students' social reality. In its mission, there is an emphasis on developing critical, creative, and purposive thinking that allows students to become agents of social change.

Therefore, it is important to relate this curriculum perspective to its planning from ICC, considering the four main stages proposed by Byram (1997) *The Geo-Political Context, The Learning Context, The Developmental Factor*, and the *Identification of Objectives* (p. 79). Therefore, the curriculum is designed to be relevant, participatory, and flexible. It seeks to establish connections between what is learned inside and outside of school to provide students with tools for life and promote ethical, supportive and respectful citizens.

In that sense, ICC planning of curriculum could be useful to achieve the institutional mission because it allows teachers to address the different situations from the students' context inside the classroom considering the different levels of complexity within communication. So that, the goal is for students to construct their world view and identity in order to achieve their full potential and assume responsibility for their own lives.

4.2 Vision of language

For this pedagogical proposal, language is not just structural with a set of rules to decode a simple message. According to the Communicative Approach statements “the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse” (Richards & Rodgers, 2016, p.161). The vision of language for this proposal refers to being part of the culture, a set of beliefs, traditions, values, etc., expressed by the language through real communicative situations. It is important due to “Firth also stressed that language needed to be studied in the broader sociocultural context of its use” (Richards & Rodgers, 2016, p. 161). The previous is essential for the pedagogical proposal to consider the sociocultural aspects around the language in the class.

4.3 Vision of learning

Considering the research objectives, it is important for this research to understand the concept of learning not just a result or the task achievement. It is essential to consider the concept of learning as a continuous process where students can develop a deeper understanding of one's own culturally ingrained communication patterns, biases, and perspectives. Furthermore, and aligned with the previous, “learning is not necessarily linear and step-by-step (...) Learners often need to revisit issues and encounter them in different contexts and perspectives” (Byram, 1997, p. 75).

4.4 Vision of classroom

The classroom environment is a critical factor in influencing student outcomes and plays a vital role in enhancing overall school effectiveness (Fraser, 1986). Therefore, this

pedagogical proposal envisions the classroom as a safe, inclusive, and judgment-free communicative space where students can take both linguistic and intercultural risks essential for their development. Creating an atmosphere where students feel comfortable making mistakes is fundamental, as errors are seen as a natural and valuable part of the learning process. As Charles A. Curran (1972) emphasized, the emotional climate of the classroom plays a key role and should be designed to lessen the fear and discomfort that students often feel when learning a new language (quoted in Richards & Rodgers, 2016, p. 23). In line with this perspective, the classroom also provides direct exposure to diverse languages and communication styles through peer interaction, texts, media, and varied activities, promoting both linguistic competence and intercultural awareness.

4.5 Instructional design

This pedagogical proposal for the research project aims to enhance critical thinking regarding migration through ICC. Therefore, this instructional design was based on Project Based Learning (PBL) in order to address and reflect on real-world problems, such as migration, which involve the students to foster critical thinking regarding the global migration situation.

It is essential to understand Project-Based Learning (PBL) as a teaching methodology that “allows students to learn by doing and applying ideas (...) engage in real, meaningful problems that are important to them” (Krajcik & Blumenfeld, 2005, pp. 317–318). This approach is particularly relevant for the present research, as it enables students to investigate, reflect on, and propose solutions to authentic situations within their own context.

It is essential to clearly define the problem the project addresses to support a continuous learning process guided by a meaningful question. As Short (2009) notes, inquiry shapes both teaching and learning environments and influences learners' development. Drawing from the theoretical framework and aiming to connect it with classroom practice, the project's guiding question was: *In what ways can letter writing help us develop empathy and understanding towards people from different cultures who have migrated?*

The pedagogical intervention planned for this research project was based on the main development phases of PBL. Therefore, as can be seen in **Annex P**, it was developed in three stages. During the first stage, *Conceptualization*, the topic was introduced through the Driving Question³, corresponding to PBL phase of Initiation. Throughout Stage 2, *Reflection*, the inquiry and research were further developed to gain greater clarity on the migration situation around the world, developing PBL phases of Inquiry and Reflection. In the last Stage 3, *Production*, the focus was on developing the final product (letter), this stage was related to PBL phases of Creation, Presentation, and once again Reflection. Finally, to conclude the entire process, not only the final product but also the reflections and lessons learned from the entire process were shared with another class.

³ It is important to clarify that at the beginning and end of the project, the main driving question was highlighted. However, during the sessions, other driving questions were offered that directly addressed the specific class situation but still informed the main driving question.

5. Data Analysis and Findings

The purpose of this chapter is to present the analysis of the data collected throughout the research. First, a brief description of the data analysis method most appropriate for this project will be given. Second, the analysis categories for reporting the findings found during the implementation exercise will be presented.

5.1 Data Analysis Procedures

In order to analyze and categorize the data collected from the pedagogical intervention, the chosen method was grounded theory. According to Juliet Corbin and Anselm Strauss (1990) “The procedures of grounded theory are designed to develop a well-integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study” (p. 5). Hence, this method gives the project the ability to develop theory from data rather than applying preconceived frameworks. Likewise, grounded theory involves a rigorous process of collecting and analyzing data, where “analysis begins as soon as the first bit of data is collected” and continues iteratively, allowing emerging insights to guide subsequent data collection. This dynamic process enables researchers to build theories that closely align with the observed realities (Corbin & Strauss, 1990, p. 6).

Moreover, the core of grounded theory lies in its constant comparison method, where incidents are analyzed for similarities and differences to form conceptual categories. This systematic comparison, as Corbin and Strauss describe, “guards against bias” and helps ensure that theories are robust and reflective of the data rather than researcher assumptions (1990, p. 7).

In grounded theory, coding involves breaking down and analyzing data in systematic stages to develop a cohesive theory. For that reason, it is important to highlight the difference between the three sequential coding procedures: open, axial, and selective coding. Firstly, open coding is the initial phase, where data is broken down analytically to identify and label concepts. Corbin and Strauss explain, "In open coding, events/actions/interactions are compared with others for similarities and differences. They are also given conceptual labels" (Corbin & Strauss, 1990, p. 12). During open coding, researchers identify basic units of analysis by grouping similar incidents, which are then categorized to form preliminary themes or subcategories.

Secondly, axial coding involves reassembling data in new ways by establishing relationships among categories. Axial coding "relates categories to their subcategories, and the relationships tested against data" to refine the theory (Corbin & Strauss, 1990, p. 13). Here, researchers focus on linking categories to understand the conditions, contexts, and consequences of the phenomena under study, aiming to create a more interconnected view of the data.

Thirdly, selective coding or the final coding stage unifies all categories around a "core" category, representing the central phenomenon. Selective coding "is the process by which all categories are unified around a 'core' category, and categories that need further explanation are filled in with descriptive detail" (Corbin & Strauss, 1990, p. 14). This step integrates categories to form a comprehensive theoretical framework that captures the essence of the research findings.

5.2 Categories and Subcategories of Analysis

In this section, the different findings of the research are gathered in three different categories of analysis, each with its corresponding subcategories, which each respond to the general and specific objectives in order to answer the research question **What impact does the development of Intercultural Communicative Competence (ICC) have on 6th grade students from the school La Merced I.E.D. to encourage critical thinking about migration through letter writing?**

5.2.1 Category 1: Development of written communication skills

This category is directly related to the first specific objective, which aimed to improve students' written communication skills to express their reflections on migration. It is important to recognize that, according to Wade (1995), the writing skill is not only relevant to the academic field, but it also allows students the opportunity to express themselves, communicate and argue. To start, it is important to remember the difference between writing skill (singular) and writing skills (plural), the first one refers to the ability to express oneself, thoughts, beliefs, and opinions in writing. The second one refers to specific stages of the writing process (planning, drafting, editing, final version) to enrich the first one (singular). Furthermore, this category analyzes the entire writing process of students (written skills, singular and plural), emphasizing two main aspects: *Language use and writing skills* and *Challenges in writing production*. Through the triangulation of data collected in diagnostic and characterization questionnaires, interviews, artifacts, and the final product (letters), this section explores students' journey from initial struggles to improved written communication.

5.2.1.1 Subcategory 1: Language use and writing skills

To commence the analysis of this subcategory, it is important to recall the reasons for improving written proficiency in this research project: through the initial diagnosis test of the students, several weaknesses in writing were evident compared to the other language skills. The students were unable to provide appropriate descriptions of the images due to a lack of basic vocabulary and some grammatical rules, thus limiting their communication skills through writing.

Therefore, this section of the document focuses on the development of students' ability to express opinions, develop vocabulary, apply grammatical structures, and identify themselves within their writing process. According to Klimova (2013), writing fosters critical thinking and communication, allowing students to articulate their migration perspectives effectively. As Byram (1997) asserts, written communication plays a crucial role in the development of ICC, as it allows students to interact with complex social and cultural concepts.

At first, the students displayed limited vocabulary and grammatical errors, use of Spanish, use of a translator, and other difficulties that will be addressed in the next subcategory. However, these did not prevent the students from sharing their opinions on the topic of migration and the different contexts addressed in class, it means, the essence of developing their writing skill (singular). In this case, the foreign language was not a barrier to expressing their thoughts and beliefs, but rather a motivation to foster communication in the classroom and argue their points (Klimova, 2013). For instance, during the first activities carried out, the use of a translator was quite recurrent in class since the students

did not have sufficient bases to write in English on their own, but that did not prevent them from making their opinion known, as can be seen in the following figures.

Figure 1. *Students' artifacts – Activity 1*

(March 11th, 2024)

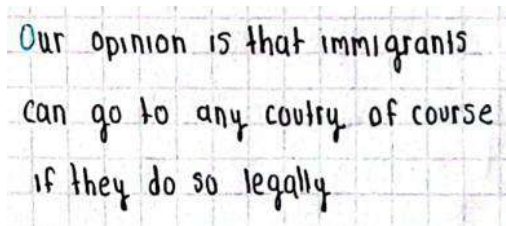
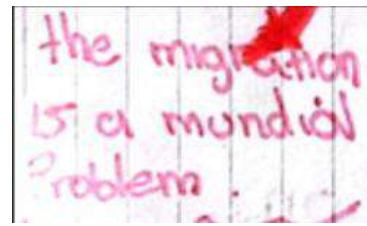


Figure 2. *Students' artifacts – Activity 1*

(March 11th, 2024)



Despite the use of a translator (**Figure 1**), students used complex grammar structures as conditionals, they offered their opinions on the different migration processes (legal and illegal) and how these can lead to inclusion and empathy. Nonetheless, it is important to clarify that not all the students used the translator, as shown in the **Figure 2**, the student used a simple grammatical structure with some vocabulary errors, even so the student of the example managed to recognize and share the expansion of the problem on her own.

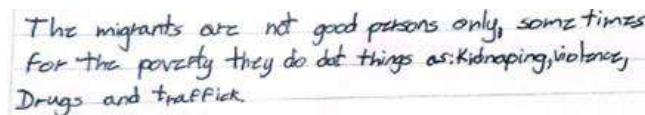
Throughout the different sessions during Stage 3, some tools were implemented to improve English Writing Skills (plural), including a vocabulary list (see Annex M, Annex N), where students had to include key concepts to talk about migration, and the constant revision of the bank phrase sentences that they themselves wrote. Additionally, this vocabulary list included basic grammatical structures and some linking words, so that the students had these tools easily accessible when they had to do writing exercises. These exercises are linked with the writing skills (plural) proposed by Sa'adah (2020), that is the

Planning or Pre-Writing. The acquisition of vocabulary and the review of grammatical structures allowed students to have greater linguistic clarity when they began to organize their ideas for their final letters.

The use of the vocabulary list in the phrase bank writing space, which was an activity that was carried out at the end of each session where students wrote their reflections about real-life migration situations, enabled them to share their opinions and express their ideas more fluently and practice their writing without needing to use a translator. In **Figure 3**, during the session #10, it can be observed that the student used key concepts such as "migrants," "poverty," "kidnapping," and "violence," not only to mention them, but also to articulate the full meaning of the sentence. Furthermore, the sentence demonstrates the appropriate use of grammar, where, throughout the phrase bank sessions, the students mastered grammatical structures such as the simple present and the use of the verb to be even though they were initially unable to articulate congruent subjects and verbs in the same sentence (see **Figures 4 & 5**).

Figure 3.

Students' artifacts – Bank phrase (September 9th, 2024)



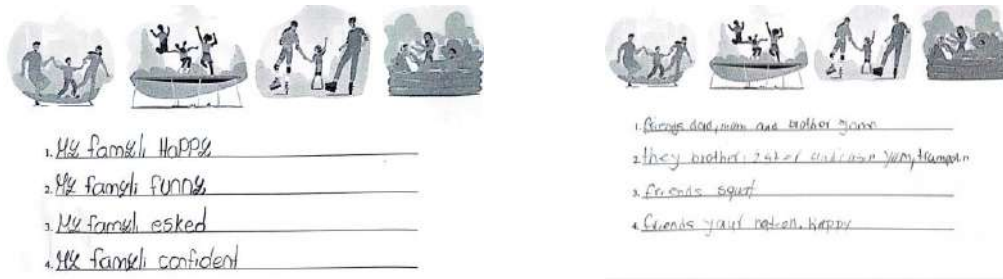
The migrants are not good persons only, some times
for the poverty they do do things as: Kidnaping, violence,
Drugs and traffick.

Figure 4.

*Characterization questionnaire (October
20th, 2023)*

Figure 5.

*Characterization questionnaire (October
20th, 2023)*



Moreover, thanks to the continuous and conscious writing process, some of the students managed to recognize themselves within their writing process, since it is important to remember that during the group characterization, half of the students recognized that their greatest weakness in English was writing. Close to the end of the pedagogical intervention, as can be seen in **Figure 6**, the students were able to recognize their progress in the writing process, not only in the appropriate use of certain words or specific grammatical structures, but also in identifying that writing went beyond that; through it, they could recognize themselves and the issues they were addressing. As Wade (1995) states, writing allows for a space for self-reflection and a broad perspective, as evidenced in the final product (letters).

Figure 6.

Interview 1 (November 6th, 2024)

T: ¿Qué habilidades nuevas crees que has aprendido o fortalecido durante este proyecto?
 S: La escritura en inglés, aprender sobre palabras, entender un poco más sobre los tipos de migración y aprender a comunicarme a través de la migración, contar historias de migración.

In short, by the end of the process, the students not only improved their grammatical accuracy and expanded their vocabulary, but they also developed a deeper sense of self-recognition and personal voice through their writing. Throughout the sessions, especially by consistently working with the bank phrases and vocabulary lists, writing was redefined

from being merely a technical exercise to becoming a powerful reflective tool. Students were able to move beyond simple language production; they engaged critically with the topic of migration, expressed nuanced opinions, and showed empathy and social awareness in their texts. The writing activities not only allowed them to practice linguistic structures like the simple present and conditionals, but also fostered critical thinking, intercultural competence (Byram, 1997), and emotional connection to real-world issues. As Klimova (2013) and Wade (1995) emphasize, writing enables both communication and self-reflection elements that were clearly evidenced in the students' final letters, which will be addressed further in the analysis. Nevertheless, it is pertinent to take into account and analyze the challenges in the whole process of improving written skills, which will be explored in the next subcategory.

5.2.1.2 Subcategory 2: Challenges in writing production

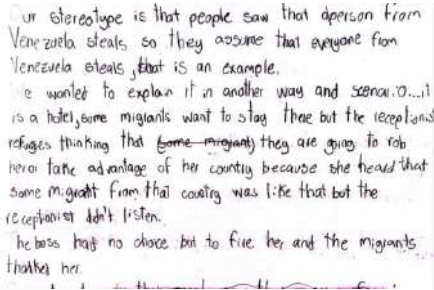
As in any process, the most important thing is not just the final result, but how one got there. This subcategory examines the different challenges faced along the path of writing in English, such as the dependence on translators, the use of Spanish in English texts, and Spanglish. Nevertheless, according to Byram (1997), linguistic competence in ICC is not just about fluency but about the ability to adapt one's writing to different communicative contexts.

During the first activities, an evident use of a translator was observed, as can be seen in the **Figure 7**, since the students presented complex grammatical structures and vocabulary never seen in class, which revealed the weaknesses in these linguistic aspects,

since they had the information, they wanted to share, but not enough linguistic resources to communicate them appropriately in writing.

Figure 7.

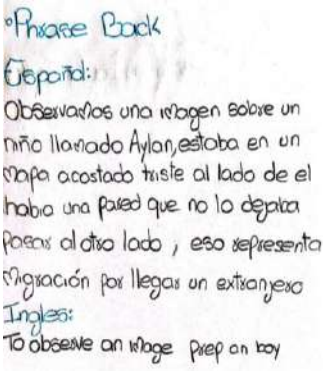
Students' artifacts – Activity 3 (March 20th, 2024)



To avoid dependence on the use of a translator, the students were encouraged to rely more on their mother tongue so they could still have the opportunity to freely share their opinions and reflections. However, some students lacked confidence in the foreign language, so they decided to write entirely in Spanish and then translate word for word, resulting in an automatic and unconscious exercise in language acquisition.

Figure 8.

Students' artifacts – Bank phrase (March 20th, 2024)

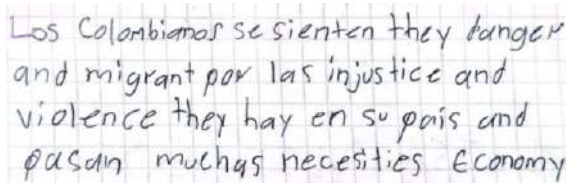


While students were able to express their position on the topic through writing in Spanish, thereby acquiring new perspectives on migration, they were unable to improve their writing skills, despite achieving communication. To mitigate this problem, the various English vocabulary acquisition tools mentioned above were implemented. Through these tools, the students began to strengthen their English proficiency, as they had mastered the conceptualization but not the language. In this way, the students developed a new form of writing for themselves: Spanglish.

Figure 9.

Students' artifacts – Bank phrase

(September 9th, 2024)

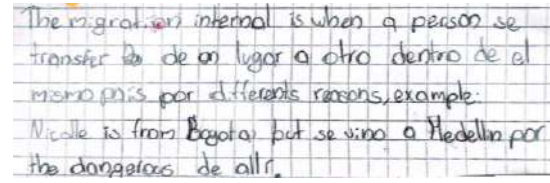


Los Colombianos se sienten they danger
and migrant por las injustice and
violence they hay en su país and
pasan muchas necessities Economy

Figure 10.

Students' artifacts – Bank phrase

(September 9th, 2024)



The migration internal is when a person se
transfer de un lugar a otro dentro de el
mismo país por different reasons, example:
Nicole is from Bogotá but se vino a Medellín por
the dangers de allí.

As shown in **Figures 9 & 10**, students relied on their first language to gain a better understanding of the foreign language. It can be seen that the main concepts are in English, but the grammatical and syntactical construction is based on Spanish. To improve this, constant linguistic support from the teacher-researcher was crucial. Following Wade's (1995) guidelines, the teacher required a complete and detailed writing process, which needs several drafts to elaborate and reflect on the writing.

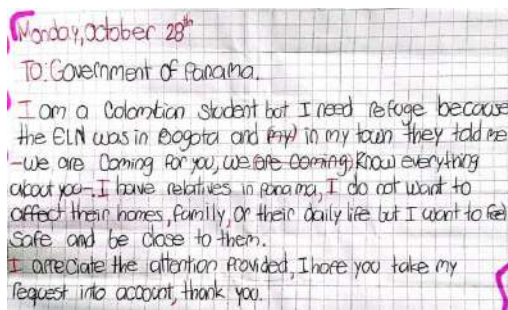
Likewise, it is essential to remember the statement presented by Byram (1997), since the ability of a person to understand a translated document from a different culture,

which does not necessitate language proficiency but does require interpretation and relation skills, some understanding of the other culture, and engaged and interested attitude (p. 71), it means that the use of a translator, Spanish or Spanglish are part of the process, because it does not detract from the reflections made by the students, because despite the linguistic, they still make use of skills of interpretation and relating to other cultures.

The analysis of this category delves into the various difficulties that arise when writing in English. Using different English writing tools and activities, students gradually improved their ability to construct meaningful and grammatically correct sentences. As can be seen in **Figures 11 & 12**, their final productions (letters) demonstrated a broader vocabulary, improved syntax, and a more deliberate approach to argumentation, in line with Wade's (1995) assertion that writing fosters logical thinking and communication.

Figure 11.

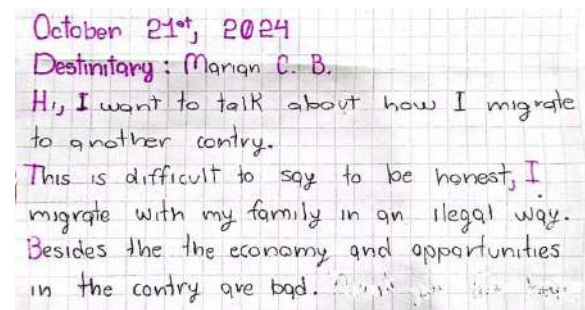
Students' artifacts – Final letter (October 30th, 2024)



Monday, October 28th
TO: Government of Panama.
I am a Colombian student but I need refuge because the ELN was in Bogotá and they in my town they told me -we are coming for you, we are coming. Know everything about you. I have relatives in Panama, I do not want to affect their homes, family, or their daily life but I want to feel safe and be close to them.
I appreciate the attention provided, I hope you take my request into account, thank you.

Figure 12.

Students' artifacts – Final letter (October 30th, 2024)



October 21st, 2024
Destinatory: Manon C. B.
Hi, I want to talk about how I migrate to another country.
This is difficult to say to be honest, I migrate with my family in an illegal way.
Besides the the economy and opportunities in the country are bad.

Despite these improvements, challenges with linguistic accuracy and consistency persisted, requiring ongoing support and iterative writing exercises. Nevertheless, it is crucial to recognize that written proficiency is an ongoing process, and students' ability to

communicate complex reflections related to migration, despite linguistic obstacles, demonstrates a significant achievement.

Finally, this evolution in written expression serves as a foundation for the development of critical thinking, as students not only learned to articulate their thoughts but also to critically analyze migration issues, challenge stereotypes, and propose solutions. This transition leads to the next category, Critical thinking as a process, which will explore how students approached migration from an analytical, reflective, and solution-oriented perspective.

5.2.2 Category 2: Critical thinking as a process

This category examines the development of critical thinking skills to foster a deeper understanding of migration, beyond superficial narratives. Therefore, this category links to the second research objective, which aim was to raise awareness about the experiences and challenges faced by migrants through students' critical analysis of real-life stories and scenarios. It is important to emphasize that in this research, critical thinking is not only viewed as an isolated academic skill, but as a means to approach the social phenomenon of migration from a reflexive and analytical perspective. Furthermore, this category considers critical thinking as a process through two key aspects that will be developed in the following categories. By triangulating data from diagnostic and characterization questionnaires, field diaries, artifacts, and interviews, this section explores how students progressed from initial misconceptions to a more nuanced and critical understanding of migration.

5.2.2.1 Subcategory 1: Recognition and deconstruction of stereotypes

This subcategory analyzes how students identify, question, and deconstruct the different stereotypes and conceptions surrounding the topic of migration. According to Byram (2012), critical cultural awareness involves recognizing biases and questioning simplistic narratives. Therefore, it is important to understand the students' preconceptions about what migration refers to. As can be seen in **Figures 13 & 14**, at the beginning of this project, the students understood migration as leaving one country for another to seek a better quality of life or new learning, although many of the students defined it simply as traveling in the characterization questionnaire. However, some of them, within their preconceptions of migration, went further, understanding the political dynamics of illegality in migration, despite not considering the broader social, political, or humanitarian factors involved.

Figure 13.

Characterization questionnaire (October 20th, 2023)

8. ¿Cuáles crees que son algunas razones por las que las personas deciden ir a vivir a otro país?
porque quieren aprender diferentes culturas y costumbres además porque quieren aprender idiomas.

9. ¿Qué entiendes de la palabra migración?
personas que se van de un país a vivir en otro.

Figure 14.

Characterization questionnaire (October 20th, 2023)

8. ¿Cuáles crees que son algunas razones por las que las personas deciden ir a vivir a otro país?
para tener otros recursos y mejor vida

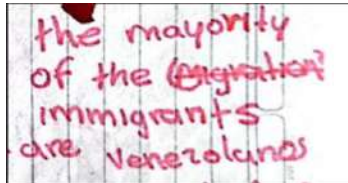
9. ¿Qué entiendes de la palabra migración?
una persona que pasa a otro país ilegalmente

In addition to considering students' preconceptions of the concept, it is important to analyze how the students' social environment, the media, and community narratives influenced their initial judgments of migrants. Due to this, many of the students had already

internalized several stereotypes about migrants, as can be seen in **Figure 15**, the closest connection they had with the topic was the case of Venezuelan migration.

Figure 15.

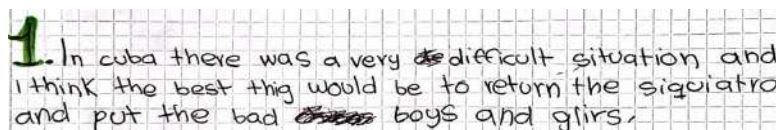
Students' artifacts – Activity 1 (March 11th, 2024)



Moreover, the fact that there was already a judgment regarding the migration situation did not occur in isolation with Venezuela, but rather in a generalized way in any migration case. During session #08, the specific case of "Los Marielitos" in Cuba was discussed. There, different opinions on the subject were found, as shown in **Figure 16**, since it was a migration case in which the migrants were not victimized, as they were prisoners forcibly removed from their country. "Regarding the case of 'Los Marielitos', different positions were found due to the type of people who participated in that situation. Some of the students proposed closing borders to prevent crime from reaching the country or imprisoning these people again" [Field diary 7, June 5th,2024].

Figure 16.

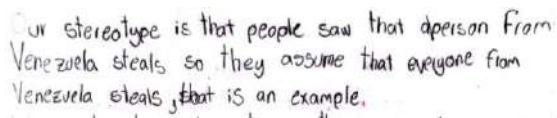
Students' artifacts – Bank phrase (June 5th,2024)



It is important to remember that to achieve critical thinking it is essential to train the mind, for which, Dewey (1910) proposed different strategies such as suspending judgment, inquiring, identifying the problem situation and finally evaluating the evidence presented. To do this, the students took the first step by accepting that they had these prejudices and stereotypes and subsequently identifying them in different situations. Through various activities (**Figures 17 & 18**), the students were able to identify several stereotypes about migrants and distinguish between overgeneralization and reality.

Figure 17.

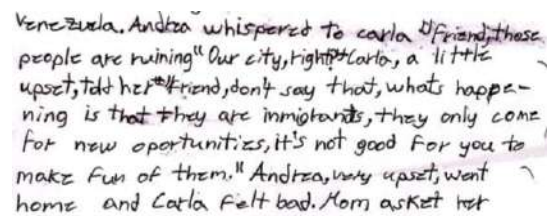
*Students' artifacts – Activity 3 (April 24th
– 29th, 2024)*



Our stereotype is that people saw that person from Venezuela steals, so they assume that everyone from Venezuela steals, that is an example.

Figure 18.

*Students' artifacts – Activity 3 (April 24th
– 29th, 2024)*



Venezuela. Andrea whispered to Carla (friend) these people are ruining "Our city, right?" Carla, a little upset, told her friend, don't say that, what's happening is that they are immigrants, they only come for new opportunities, it's not good for you to make fun of them." Andrea, very upset, went home and Carla felt bad. Mom asked her

In addition to simply identifying stereotypes, both their own and those found in external situations, Wade (1995) states that assumptions, biased judgments, and oversimplified statements should also be examined and avoided, and different perspectives should be taken into account. Therefore, through the different analyses of migration situations around the world, the students were able to break with their preconceptions about migration and the stereotypes surrounding it, such that they developed the habit of suspending judgment before formulating conclusions. They learned to formulate questions, seek multiple points of view, and consider new evidence before making statements about migration. This could be evidenced in the empathic position they took in writing their final

letters (this aspect will be developed in the next subcategory) and in their own recognition of this, as evidenced in the information collected through the interviews (**Figures 19 & 20**).

Figure 19.

Interview 1 (November 6th, 2024)

S: Sí, ya que yo pensaba que los venezolanos eran invasores. Yo no pensaba que tuvieran necesidades, ya que yo no aprendí nada de eso porque en las clases de inglés casi no se hablaba así. Y no hacíamos esos análisis de las situaciones ni nada de eso. Entonces, me cambió la perspectiva sobre los venezolanos.

Figure 20.

Interview 2 (November 6th, 2024)

S: Sí, me cambió mucho porque yo antes pensaba que los venezolanos venían a hacernos daño, pero ahora que sé por qué vinieron, siento que sólo vienen por estar a salvo y por su familia.

It is important to highlight that when stereotypes are broken, an additional process occurs: Bridging Cultural Misunderstandings. Because when biases and prejudices are put aside, an opportunity for intercultural dialogue opens, since no longer having stereotypes as an obstacle, it is possible to see beyond and understand the background of the situation. Therefore, this not only responds to train the mind to achieve critical thinking, but also to the skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness proposed by Byram (1997), which will be further developed in category 3.

The evolution in this subcategory highlights how students evolved from simplistic and stereotypical views of migration to engage in more critical and nuanced discussions. Initially, social perceptions and preconceived ideas shaped their understanding, which often restricted their ability to examine migration objectively. Nevertheless, through organized

reflection, exposure to authentic migrant accounts, and guided analysis exercises, students began to recognize stereotypes, question biases, and challenge their own conclusions. This aligns with Byram's (1997) *Critical Cultural Awareness* framework, which emphasizes the need for students to critically evaluate their own and others' cultural assumptions. Their evolving perspectives demonstrate how critical thinking enabled them to challenge dominant narratives, understand the complexities of migration, and actively engage with issues of social justice, which will be further developed in the next subcategory.

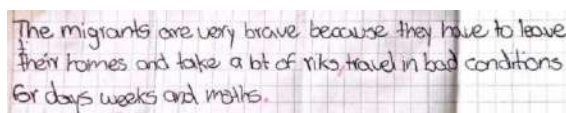
5.2.2.2 Subcategory 2: Reflecting and generating solutions

This subcategory explores how students were able to go beyond identifying certain stereotypes and biases that surrounded them to reflect on the social and political implications of migration and thus, from their position and reality, propose solutions to its different challenges. As Dewey (1910) argues, critical thinking is not only about questioning existing beliefs, but also about systematic inquiry and problem-solving, where people analyze a problem in depth before attempting to solve it.

At the beginning of the project, the students viewed migration solely as traveling from one place to another, failing to recognize the legal, social, and political barriers, the economic issues, and the difficulty of adaptation. Through the different sessions of Stage 2, where students learned about different migratory realities and experiences, they were able to identify that migration is not as simple as traveling from one place to another. Rather, as can be seen in **Figure 21**, it has other implications, such as not only leaving a physical location but also one's home, separating from one's family, and going through dangerous conditions when doing so illegally.

Figure 21.

Students' artifacts – Bank phrase (May 15th, 2024)

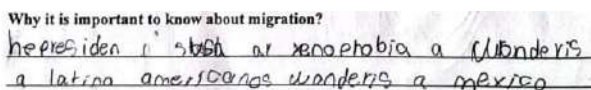


The migrants are very brave because they have to leave their homes and take a bit of risks, travel in bad conditions for days weeks and months.

Consequently, the students not only recognized the different implications and reasons for migration but also came to understand a very key part of the background: the political aspect. Initially, many students accepted restrictive immigration policies without questioning their fairness or implications, as was the case with the VISA. All the students knew that this document was required to enter a certain country, but none questioned why not everyone could obtain it. Nonetheless, as they engaged with historical and contemporary migration cases, they began to evaluate policies more critically. **Figures 22, 23, and 24** show that the students expressed dissatisfaction with migration policies, which, from their perspective, were xenophobic (**Figure 22**) and served as an excuse for not providing the support and assistance migrants needed (**Figure 23**).

Figure 22.

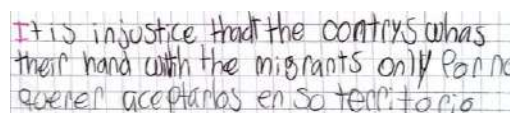
Students' artifacts – Activity 2 (March 20th, 2024)



Why it is important to know about migration?
he residen i stasi or xenophobia a (U)nderis
a latin americanos wanders a mexico

Figure 23.

Students' artifacts – Bank phrase (May 15th, 2024)



It is injustice that the country has their hand with the migrants only for no reason?
aceptanos en su territorio

Figure 24.

Students' artifacts – Bank phrase (May 15th, 2024)

This progress in problem identification and policy questioning aligns with Byram's (1997) concept of *critical cultural consciousness*, which encourages students to evaluate policies and practices not only from their own cultural perspective but also from a broader ethical perspective. This ability to question policies and recognize their broader implications represents a key milestone in the development of students' critical thinking.

Furthermore, these aspects are key to the development of critical thinking through mind training, so they are not isolated from one another but rather interconnected to further enrich the process. In fact, thanks to the achievement of these first two steps, the students reached a point of reflection on migration. Reflection is a key component of critical thinking, as it allows individuals to reevaluate their initial assumptions, analyze new information, and develop more nuanced perspectives (Dewey, 1910). For example, the following students' reflections (**Figures 25 & 26**) demonstrate a growing awareness of migration as a human struggle and not simply a movement of people.

Figure 25.

Final diagnostic test – (November 1st, 2024)

Why it is important to talk about migration?

migration is the very important because has help learn a open your eyes and a things went a how las people for la que ti enes que nacer for

Figure 26.

Final diagnostic test – (November 1st, 2024)

Why it is important to talk about migration?

It is important because the people have to recognize and understand how hard is migrate, leave from a contry is hard

For instance, the phrase "open your eyes" suggests an awareness of the harsh realities they face, indicating that migration is no longer perceived in abstract terms, but as a deeply human experience. Comparing these final reflections with the first statements (**Figures 13 & 14**), it is possible to highlight the shift in thinking about migration. They no longer consider it a distant concept that only involves geographical movement, but rather a complex background of which they are now aware.

In this way, many students moved from identifying problems and questioning migration policies to suggesting solutions from their perspective regarding what would be best for migrants. Wade (1995) emphasizes that "a critical thinker must not only analyze problems but also seek evidence-based solutions that consider multiple perspectives" (p. 1031). On the one hand, during session #08, which discussed Mexican immigration to the USA and how migration policies worked in relation to the VISA process, the students expressed great empathy for illegal migrants who lacked this document and could not see their families, and therefore presented some proposals (perhaps not entirely feasible) in this regard:

Many of them felt empathy about not being able to see their families again, which is why they proposed a regulation in the immigration policies of the USA, so that migrants can visit their families and return to the country, in a certain way, so that people can be legally there and have a VISA. [Field diary 7, June 5th,2024].

On the other hand, through the interviews (**Figure 27**), the students considered the possibility of making a change based on their actual position, so their proposals were more aimed at educating people on the topic of migration, to avoid the ignorance that leads to bias, prejudice, and discrimination.

Figure 27.

Interview 3 (November 6th, 2024)

S: ¿Cómo pienso que podría ser útil? Pues la migración, algo que podría ser útil es reconocer lo que está pasando en algunos lugares y hacer algo de justicia. Tal vez no sea muy grande como de que justicia del gobierno que hace cosas o una empresa muy grande que tiene el poder para hacerlo, pero así hacer como unas minicampañas enseñando lo que aprendí e intentando parar esas cosas, pues que sea mejor.

To sum up, the analysis of this category highlights the progressive development of students' critical thinking, moving from simplistic perceptions of migration to a more complex, analytical, and solution-oriented perspective. Initially, students' understanding of migration was influenced by social narratives, media influences, and preconceived stereotypes, often leading to generalized and biased assumptions about migrants. However, as they engaged with real-life migration cases and reflective writing exercises, they began to question their assumptions, analyze migration from multiple perspectives, and evaluate the ethical and political implications of migration policies. This transformation of critical thinking serves as the basis for the next category: Development of Intercultural Communicative Competence (ICC), where students go beyond analysis to actively engage in intercultural reflection, developing empathy, and a deeper understanding of cultural diversity in migration contexts.

5.2.3 Category 3: Development of Intercultural Communicative Competence (ICC)

This category explores the development of students' Intercultural Communicative Competence (ICC), which aligns with the third research objective: fostering critical thinking about migration through ICC by letter writing. ICC, as defined by Byram (1997), refers to the ability to interact effectively and appropriately with people from different cultural backgrounds through a foreign language, including the integration of attitudes,

knowledge, and skills in communicative settings of both, the foreign and the own cultures. This category is crucial because it represents the last step in students' learning process, where they move from critical thinking about migration to actively engaging in intercultural awareness, empathy, and understanding. In this category, students' progress is examined through two key subcategories: Awareness of Migration and cultural diversity and Empathy and perspective-taking in migration. By triangulating student materials, field journals, interviews, and their final letters, this section will analyze how students internalized and applied the components of ICC to better understand migration beyond their own cultural perspectives.

5.2.3.1 Subcategory 1: Awareness of migration and cultural diversity

To begin the analysis of this subcategory, it is important to recall the students' preconceptions about migration (see **Figures 13 & 14** in subcategory 2.1), which demonstrated a basic understanding of migration. Cultural awareness, as used in this study, relates to students' capacity to identify, evaluate, and consider the cultural differences between host and migrant populations as well as the difficulties these differences present. By incorporating the definitions proposed by Castles and Miller (1998) and Sinha (2005), students were introduced to migration as a multifaceted phenomenon that goes beyond mere geographical displacement. Thus, Stage 1 aimed to help students move from their initial, simplified view of migration as "traveling to another country" to a more complex understanding that includes voluntary and forced migration, internal displacement, and transnational movements (see **Figure 28**). However, the students, beyond understanding the meaning of these key concepts, also managed to identify these terms within other scenarios, as was the case with the film *Elemental* (see **Figure 29**), which allows us to link with one of

the key concepts of ICC proposed by Byram (1997), which refers to Knowledge, since they managed to understand the conventions, values and cultural worldviews; this knowledge goes beyond superficial facts, to see from an internal perspective.

Figure 28.

Students' artifacts – Activity 1 (March 11th, 2024)

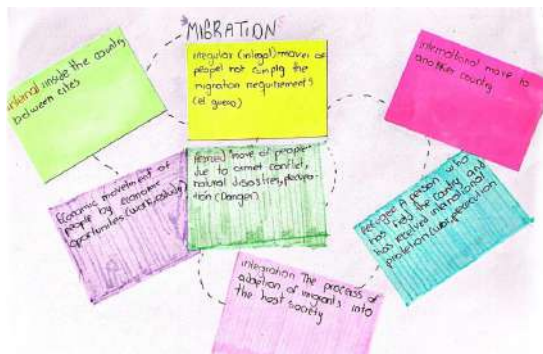


Figure 29.

Students' artifacts – Elemental Movie Activity (April 15th, 2024)



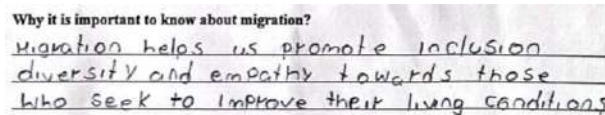
A fundamental component of ICC is openness to cultural differences, which is closely related to the *Attitude* aspect, which refers to having an open and curious mindset toward other cultures (Byram, 1997), allowing people to approach unfamiliar traditions, beliefs, and behaviors without prejudice. Throughout the project, students demonstrated an increasing openness to other cultures by interacting with migration cases from different regions, comparing cultural practices, and reflecting on their own prejudices.

In this way, students not only approached other cultures through easily visible data, such as traditional dishes or their language, but also through deeper dimensions, following Edward Hall's (1976) analogy of Cultural Iceberg, in which they could perceive and analyze, for example, the true reasons why people left certain countries. Therefore, by understanding these deeper aspects of culture, students were able to expand their mindsets

even further to understand the migration phenomenon, as can be seen in **Figure 30**. They no longer speak only of accepting the customs of a foreign culture, but of reaching a space of inclusion.

Figure 30.

Students' artifacts – Activity 2 (March 20th, 2024)



Beyond recognizing migration patterns and demonstrating openness, students also applied their growing cultural knowledge to analyze and interpret real-world migration issues. That is to say, those first concepts provided to the students transcended beyond the definition, because at the moment in which the students referred to a specific migratory situation, they were able to apply these terms, as evidenced in **Figure 31**, the student was able to talk about the different ways of migrating without the need to give the definition of each concept, unlike **Figure 28**.

Likewise, during the closing of the project this was also evidenced since during the socialization "the students emphasized what migration was, its types, push and pull factors and forced displacement, supported by the material from the migration memory wall" [Field diary 21, November 1st, 2024]. Again, this is aligned with the idea of *Knowledge* proposed by Bryam (1997), because this knowledge goes beyond superficial facts, to see from an internal perspective, which allowed the students to share their knowledge about migration through how they saw different migratory situations from the types and the push and pull factors.

Figure 31.

Students' artifacts – Activity 2 (March 20th, 2024)

A photograph of a student's handwritten response on lined paper. The text reads: "Why it is important to know about migration? you have to know that people do not migrate just because sometimes they are forced for a reason or they migrate but is not allowed or they travel to a city but not outside the country, you have to know how to differentiate that".

Why it is important to know about migration?
you have to know that people do not migrate just because sometimes they are forced for a reason or they migrate but is not allowed or they travel to a city but not outside the country, you have to know how to differentiate that

Cultural awareness plays a crucial role in the development of Intercultural Communicative Competence (ICC), as it enables individuals to recognize and appreciate the cultural differences that shape migration experiences. In the context of this research, cultural awareness refers to students' ability to recognize, analyze, and reflect on the cultural contrasts between migrants and host communities, as well as the challenges that arise from these differences. As shown in **Figure 32**, this statement reflects a growing awareness of how cultural differences can create challenges for migrants, particularly in terms of adapting to new social norms, traditions, and daily life practices.

Figure 32.

Students' artifacts – Activity 1 (March 11th, 2024)

A photograph of a student's handwritten response on grid paper. The text reads: "Immigrants suffer because they are not accustomed to another type of culture."

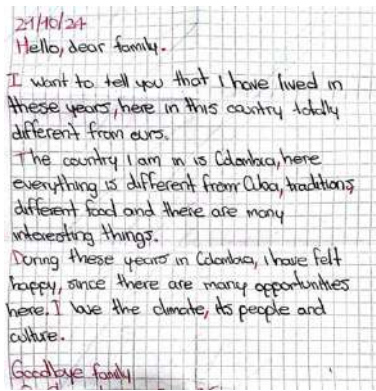
Immigrants suffer because they are not accustomed to another type of culture.

A more developed perspective is seen in **Figure 33**, where another student reflected on their own experience with cultural differences as a migrant, that is, recognizing other cultures through comparison with their own culture. Byram (1997) emphasizes that cultural awareness is a crucial component of ICC because it enables individuals to move beyond

ethnocentric perspectives and develop empathy for those experiencing cultural transition. In this case, the students' interaction with migration narratives led them to reflect on both the challenges and the enriching aspects of cultural diversity.

Figure 33.

Students' artifacts – Final letter (October 30th, 2024)



Through the analysis of this category, a process in the development of ICC was evident, which highlights the transformative impact of intercultural education on students' perceptions of migration and cultural diversity. By identifying migration concepts, demonstrating openness to different cultures, applying cultural knowledge, and developing cultural awareness, students moved from a limited understanding of migration to a more complex, informed, and empathetic perspective. Through structured reflection and exposure to diverse narratives, students not only deepened their understanding of migration but also cultivated a mindset that allows them to address cultural differences in a constructive and respectful manner, which will be further developed in the next subcategory.

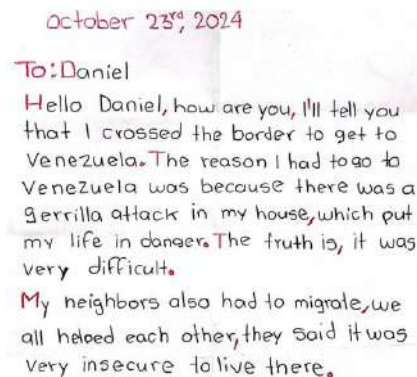
5.2.3.2 Subcategory 2: Empathy and perspective-taking in migration

This subcategory focuses on students' empathy for migration issues, particularly their ability to view migration from the perspective of those who experience it, compared to their previous knowledge of migration. Developing empathy is crucial for ICC, as it enables students to approach intercultural encounters with sensitivity and understanding.

Initially, as mentioned above, students viewed migration as a topic distant from them as it was not their reality. However, thanks to the Stage 2 sessions, students were able to gain a closer understanding of migration situations, connecting migration issues with their immediate surroundings, such as their communities, families, and local migration experiences. For example, in **Figures 7, 14, 16, and 17**, it can be seen that the strongest migration reference they had was Venezuelan migration, as it is the closest migration wave, they knew. Likewise, when the students took on the role of a migrant in their letters, they began to understand the different reasons why people migrate, including conflict. As can be seen in **Figures 11, 12 and 34**, if the students were to migrate, they know that one possible reason that would force them to leave their country is the armed conflict in Colombia.

Figure 34.

Students' artifacts – Final letter (October 30th, 2024)



October 23rd, 2024

To: Daniel

Hello Daniel, how are you, I'll tell you that I crossed the border to get to Venezuela. The reason I had to go to Venezuela was because there was a gerrilla attack in my house, which put my life in danger. The truth is, it was very difficult.

My neighbors also had to migrate, we all helped each other, they said it was very insecure to live there.

This change demonstrates the students' ability to relate global migration issues to their own national and local realities, which aligns with the key concepts of ICC proposed by Byram (1997), specifically the skills of interpreting and relating, as well as critical cultural awareness. Through their participation in the comparative analysis of migration cases, the students were able to establish connections between international migration trends and displacement occurring within their own countries. By identifying similarities in the causes and consequences of migration in different contexts, they developed a broader and more critical perspective on how historical, political, and social factors shape migration experiences around the world.

Since the students went through a long process in which they recognized problems in migration situations, identified and avoided stereotypes, reflected on migration, and related it to their own context, they acquired the skill of empathy. This skill is directly connected to the concept of Attitudes proposed by Byram (1997), as developing empathy requires students to be open-minded and to refrain from making judgments. In fact, each of the perspectives in the letters written by the students (see **Figures 11, 12 & 34**) are positioned from empathy, from the awareness of understanding the migration situation and putting themselves in the shoes of migrants, understanding that it is not an easy action. Therefore, from empathy, the students propose different alternatives to avoid repeating the stereotypes they had in the past (**Figure 35 & 36**). This aligns with Byram's framework (1997), which emphasizes that true intercultural competence requires not only knowledge, but also emotional commitment and perspective.

Figure 35.

Final diagnostic test (November 1st, 2024)

Why it is important to talk about migration?
is important to know with all the countries perhaps
migrants come persons in the planet.

Figure 36.

Final diagnostic test (November 1st, 2024)

Why it is important to talk about migration?
for known and not bullying the migrants and
for respect our feelings.

In this way, from a critical and empathetic position, students also learned to identify and combat cultural misunderstandings related to migration. Initially, they held generalized opinions about migrants, often based on media representations or community narratives. However, by examining how different societies perceive and treat migrants, they recognized the role of stereotypes (subcategory 2.1) and became more aware of how misconceptions contribute to exclusion and xenophobia. This reflects a greater awareness of social injustices and the need for intercultural dialogue to counter prejudice and discrimination, which requires skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness (Byram, 1997).

To conclude this category, it is important to acknowledge the students' shift in perception of migration, as they initially held somewhat generalized and shallow perspectives. Throughout the project, through the development of ICC, great achievements were made, such as bringing different cultures closer to each other through a foreign language to understand a social phenomenon such as migration, thus developing a new way of understanding, analyzing, and discussing it from a critical and empathetic perspective.

6. Conclusions and Limitations

This final chapter will present the conclusions of this research project, which emerged from the results and analysis of the previous chapter. This chapter will also address some of the implications and limitations encountered during the intervention. Finally, it will offer some recommendations for future research on this topic in the field of foreign language teaching.

6.1 Conclusions

To commence, this research aligned with its general objective: to encourage critical thinking about migration through Intercultural Communicative Competence (ICC) in 6th grade at La Merced I.E.D using letter writing. The research question asked: What impact does the development of Intercultural Communicative Competence (ICC) have on critical thinking about migration of 6th-grade students from La Merced I.E.D through letter writing? To address this, three specific objectives were proposed: (1) promote letter writing as a tool for students to reflect on migration from an intercultural perspective; (2) raise awareness about migrants' experiences through analysis of real-life stories; and (3) evaluate the intervention's impact on students' ICC, critical thinking, and writing.

In regard to the first objective, students showed notable improvement in English writing. Initially, many relied on translation tools and lacked vocabulary, but through the intervention, they began composing complex, meaningful sentences using appropriate grammar and vocabulary. Letter writing and phrase bank exercises became valuable outlets for expressing reflections on migration. Students moved beyond definitions to articulate personal, intercultural insights, showing deeper understanding and empathy toward cultural diversity.

Concerning the second objective, students demonstrated increased awareness of migration issues through analyzing real-life stories. They progressed from surface-level views, like labeling migration as legal or illegal, to identifying deeper socio-political factors. Writing exercises and interviews revealed a shift in their perspectives and helped break down biases, promoting a more nuanced understanding of migration.

Finally, analysis of the intervention showed strong development in ICC, critical thinking, and written expression. Comparisons between early and later student work highlighted growth in language skills and the ability to analyze migration more deeply. Students became more open to other cultures, expressed their views with confidence, integrated personal and factual content, and embraced diverse cultural perspectives. Overall, they showed greater cultural awareness and reflection on their own identities.

6.2 Implications

Throughout the development of the research project, several important implications emerged, which will be presented in five sections. Firstly, in the field of English as a foreign language, it is suggested that curricula incorporate intercultural communicative competence. This research showed the value of integrating real-life themes like migration into language teaching. Framing learning within a sociocultural context supports both language acquisition and citizenship education. Curriculum design should therefore focus on real-world problems, reflection, and the development of transversal skills such as empathy, critical thinking, and intercultural dialogue.

Secondly, on an institutional level, interdisciplinary approaches are key to enhancing both language acquisition and broader skill development, especially when using

PBL and intercultural education. Improving classroom infrastructures, such as digital tools and multimedia, can further expose students to global contexts.

Thirdly, this research highlights the teacher's role as a mediator and reflective guide. Encouraging dialogue on migration, supporting writing processes, and addressing students' language needs were vital. Creating safe, open environments and scaffolding instruction to support both linguistic and emotional growth are essential. Teachers must remain flexible, empathetic, and attuned to students' voices.

Fourthly, in terms of student motivation, initiatives like this foster autonomy, creativity, and engagement. By connecting migration stories to personal experiences, students became active learners. Writing from diverse perspectives allowed them to use English for self-expression and advocacy, helping them see themselves as global citizens.

Finally, from a trainee teacher's perspective, this project highlights the importance of structured yet adaptable planning. Balancing theory with practice requires reflection and flexibility. Key insights include the value of formative assessment, real-world content, and prioritizing student voices. Intentional, responsive planning helps nurture both critical and creative thinking essential for future educators.

6.3 Limitations

The main limitation presented during the implementation of the research project was time. As a result, many sessions had to be adjusted and shortened, which prevented us from delving deeper into some key aspects of the students' learning process.

6.4 Further Research

This study opens several pathways for future research in the fields of language education, intercultural learning, and critical pedagogy. One key area worth exploring is the long-term impact of project-based and ICC-centered interventions on students' language proficiency and intercultural sensitivity. While this research highlighted immediate gains in writing, empathy, and critical thinking, future studies could investigate whether these skills are sustained and transferred to new contexts over time.

Additionally, expanding the scope of the intervention to include oral communication skills could provide a more comprehensive picture of students' linguistic development. Incorporating debates, interviews, or collaborative storytelling related to migration might reveal how intercultural themes influence speaking and listening competences in English

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List of annexes

Annex A: Field diary format

General information			
Date:	Institution:		
Observer:	Grade:		
Teacher:	N° students:		
Time:	Nationalities:		
Field diary #			
Description (organization, materials):			
Class preamble:			
Class development:			
End of the class:			
Broad categories			
Relationship between students	Relationship between teacher and students	Methodologies	Topics

Annex B: Characterization questionnaire



UNIVERSIDAD PEDAGÓGICA
NACIONAL

Educadora de educadores

Cuestionario

Objetivo: Caracterizar a las estudiantes del grado 504 del colegio La Merced I.E.D

Estimadas estudiantes, a continuación, encontrarán un cuestionario que tiene como objetivo conocerlas un poco más y tener en cuenta sus conocimientos sobre una temática en específico. Agradecería su colaboración para responder todas las preguntas y de manera honesta, pues tienen la tranquilidad de que estas respuestas se presentarán de manera anónima y no tendrán ningún tipo de repercusión. Asimismo, la información recolectada en este cuestionario será usada únicamente con fines académicos e investigativos.

1. ¿Qué edad tienes?

2. ¿Cómo te sientes con la clase de inglés? Colorea la carita que más te represente.



Aburrida



Interesado



Confundido



Disgustado



Emocionado



Asustado

¿Por qué?

3. De las siguientes opciones ¿Cuál se te **dificulta** más? Marca solo una respuesta.

- Leer en inglés
- Escribir en inglés
- Escuchar en inglés
- Hablar en inglés

4. De las siguientes opciones ¿Cuál se te **facilita** más? Marca solo una respuesta.

- Leer en inglés
- Escribir en inglés
- Escuchar en inglés
- Hablar en inglés



5. ¿En dónde naciste? (País y ciudad)

6. ¿Has vivido en otro país?

- a. Sí
- b. No

Si tu respuesta fue Sí ¿en qué país has vivido?

7. ¿Tienes familiares o amigos que vivan en otro país?

- a. Sí
- b. No

Si tu respuesta fue Sí ¿en qué país viven?

8. ¿Cuáles crees que son algunas razones por las que las personas deciden ir a vivir a otro país?

9. ¿Qué entiendes de la palabra migración?

Responde las siguientes preguntas solo si **NO** naciste en Colombia:

10. ¿Hace cuánto tiempo vives en Colombia?



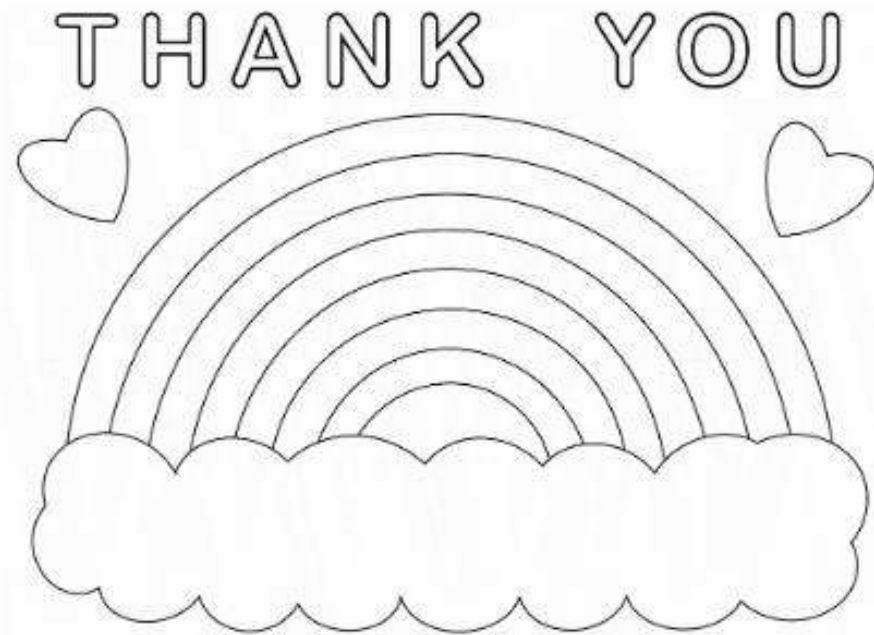


11. ¿Cómo te sentiste cuando llegaste a Colombia?

12. ¿Sabes por qué tu familia decidió vivir en Colombia?

- a. Sí
- b. No

Si tu respuesta es sí, cuéntanos el porqué



Annex C: Diagnostic test



UNIVERSIDAD PEDAGÓGICA
NACIONAL
Educadora de educadores

Prueba diagnóstica

Objetivo: Identificar en qué nivel de inglés, en diferentes competencias comunicativas, se encuentran las estudiantes del curso 504.

Name: _____

FIRST PART: Listening

Listen the audio and answer the following questions marking only ONE with an X:

1. Where is Maria from?
 - a) Canada
 - b) Mexico
 - c) United States
2. Where did she migrate to?
 - a) United States
 - b) Mexico
 - c) Canada
3. What difficulties did she have?
 - a) The weather
 - b) The language and culture
 - c) Finding a house
4. How does feel Maria in Canada?
 - a) Happy
 - b) Sad
 - c) Angry

SECOND PART: Reading

Read the paragraph and answer the following questions marking only ONE with an X:



Emma's life

My name is Emma. I'm 10 years old. I live in Bogotá with my mom and my dad. I have an older brother named Daniel who is 15 years old. I go to school from Monday to Friday. My favorite subjects are English and Art. I like English because I want to travel around the

world one day. On weekends I play volleyball with my friends. We sometimes go to the park or the cinema too.

5. How old is Emma?

- a) 10 years old
- b) 15 years old
- c) 20 years old

6. Where does she live?

- a) Cali
- b) Medellín
- c) Bogotá

7. Who does Emma live?

- a) Grandparents and brother
- b) Mom, dad, and brother
- c) Sister and mom

8. What sport does she practice on weekends?

- a) Volleyball
- b) Tennis
- c) Basketball

THIRD PART: Writing

Write four sentences about the following image:



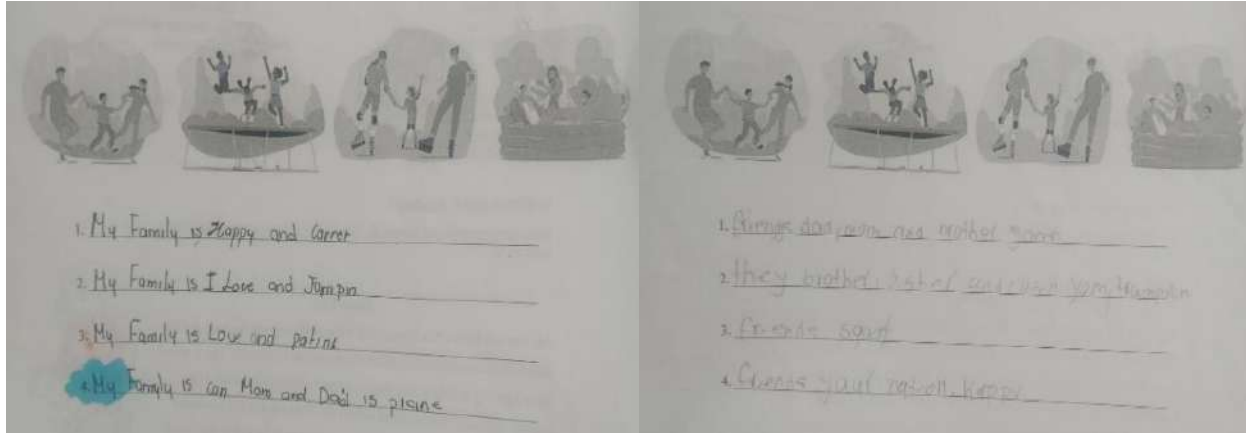
1. _____

2. _____

3. _____

4. _____

Annex D: Writing diagnosis evidence



Annex E: Consent form

UNIVERSIDAD PEDAGÓGICA NACIONAL		FOMATO	
AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD			
<small>Resolución 187 de 18 de junio 2018</small>			
FOR929051	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

Ciudad y fecha: _____, identificado con C.C. C.E. No. Yo, _____ expedida en _____, declaro que he sido informado por LA UNIVERSIDAD PEDAGÓGICA NACIONAL (en adelante la UPN), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 - 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1501 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad disponible en la página web www.upn.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tramitadas a través del e-mail: quejasytareas@pedagogica.edu.co

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar mis datos personales de acuerdo con el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____

Nombre: _____

Identificación: _____

1. La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de sus datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

2. Los datos sensibles son aquellos que afectan la integridad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, la vida sexual, y los datos biométricos (en el Decreto 1377 de 2013).

Documento Oficial, Universidad Pedagógica Nacional.

UNIVERSIDAD PEDAGÓGICA NACIONAL		FOMATO	
AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD			
<small>Resolución 187 de 18 de junio 2018</small>			
FOR929051	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

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Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasytareas@pedagogica.edu.co

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Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____

Nombre: _____

Identificación: _____

1. La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de sus datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

2. Los datos sensibles son aquellos que afectan la integridad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, la vida sexual, y los datos biométricos (en el Decreto 1377 de 2013).

Documento Oficial, Universidad Pedagógica Nacional.

Annex F: Activity Lesson Plan 2



Name: _____ Date: _____

Let's talk about Migration!

1. Read the following paragraphs and identify the type of migration.



Sara was excited but a little nervous as she looked out the car window. Her family was moving from their small town to the big city because her father had found a new job. She would miss her friends and playing in the park, but the big city had great schools and lots of fun things to do. Sara promised to write letters to her best friend and couldn't wait to see all the tall buildings and try new foods from different cultures.

- A) International migration
B) Forced migration
C) Internal migration
D) Irregular migration

Manuel held his teddy bear as he walked through the airport with his parents. They were leaving their home country to start a new life in England where Manuel's aunt lived. Mom said there would be more opportunities for his family, but Manuel would miss his grandparents and play soccer with his cousins. He felt sad to leave, but he hoped to learn a new language and make new friends in his new home.



- A) International migration
B) Forced migration
C) Internal migration
D) Irregular migration



The loud noises of guns and explosions scared Amina. Her parents quickly took their belongings, and they fled their home with other families. A dangerous conflict had started in their country, and it was no longer safe to stay. Amina didn't understand everything happening, but she knew they had to leave to find safety somewhere else. She missed her toys and her room, but Amina was brave and trusted her parents to protect her.

- A) International migration
B) Forced migration
C) Internal migration
D) Irregular migration

2. Make a drawing that represents each of the following concepts.

<u>Integration</u>	<u>Refugee</u>
<u>Xenophobia</u>	<u>Multiculturalism</u>

3. Answer the following question in a short sentence.

Why is it important to know about migration?

Annex G: Lesson Plan Stage 1

Stage 1: Conceptualization					
Session	#03 & #04	Date	April 10th – 15th, 2024	School:	Colegio La Merced I.E.D
Grade:	604	Time:	4 hours	Teacher:	Camila Melgarejo Ayala
Topic:	Perceiving the migration terminology				
Objectives:	Students will watch a movie where they can identify and analyze the different concepts.				
	Students will present the different migration concepts.				
Question:	Do we feel familiar with the migration situation?				
Activities	Materials/Resources			Assessment	
<p><u>Watching:</u> The students will watch the movie “Elemental” by Pixar to evidence the previous concepts.</p> <p><u>Production:</u> The students will be divided into six groups, and they will have one key term (migration, xenophobia, multiculturalism, integration). Each group will make a poster to show how that concept appears in the movie. They have to include a creative title and a reflection phrase about the concept.</p>	<ul style="list-style-type: none"> T.V, computer Papers, cardboard Pen, pencils, colors, markers Scissors and glue Printed images from the movie 			<ul style="list-style-type: none"> Relation between the concepts and the posters. 	

Socialization: To end the class, the students must share their posters and explain their concept in the movie.		
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Annex H: Lesson Plan Stage 2

Stage 2: Reflection					
Session	#09	Date	August 26 th	School:	Colegio La Merced I.E.D
Grade:	604	Time:	2 hours	Teacher:	Camila Melgarejo Ayala
Topic:	"Migration Memory Wall" - Reflecting on the Lessons Learned				
Objectives:	Students will consolidate their understanding of key concepts related to migration.				
	Students will reflect on the personal and collective impact of migration stories.				
	Students will creatively express their learning by contributing to a collaborative project.				
Driving Question:	How does migration shape societies, and what role can we play in fostering understanding and empathy towards migrants?				
Activities		Materials/Resources		Assessment	
<p>Discussion and Reflection: Students will start by discussing the key takeaways from the previous sessions. They will reflect on the following questions and share their thoughts.</p> <ul style="list-style-type: none"> • What was the most important lesson you learned about migration? • How do stereotypes impact migrants, and how can they be challenged? • What are the push and pull factors influencing migration in different regions? • How did the stories of migration from different regions (Africa, South America) compare? 		<ul style="list-style-type: none"> • Whiteboard paper & markers • Images, symbols, or art supplies for the Memory Wall • Previous class notes. 		<ul style="list-style-type: none"> • Evaluate students' participation and engagement during discussions and group activities. • Assess the creativity and depth of their contributions to the Migration Memory Wall. • Provide feedback on the clarity and insight of their final personal reflections. • Observe how well students synthesize the concepts learned and express empathy towards migrants. 	
<p>Group Activity - Migration Memory Wall: Each group will create a section of the "Migration Memory Wall" where they will:</p> <ul style="list-style-type: none"> • Write down key takeaways from each topic covered in previous classes (e.g., stereotypes, push/pull factors, and historical contexts). • Include important concepts and any personal reflections or quotes that resonated with them. • Decorate their section with images, symbols, or drawings that represent the migration stories discussed. <p>The wall will serve as a visual and thematic summary of their learning journey throughout the unit on migration.</p>					
<p>Gallery Walk: Once the wall is completed, the class will engage in a "gallery walk," where each group presents their section to the rest of the class. Students will have the opportunity to ask questions, provide feedback, and further reflect on the diverse migration experiences they have studied.</p>					

Annex I: Lesson Plan Stage 3

Stage 3: Production					
Session	#17, #18, #19	Date	October 21 st - October 30 th , 2024	School:	Colegio La Merced I.E.D
Grade:	604	Time:	2 hours	Teacher:	Camila Melgarejo Ayala
Topic:	Writing process for a letter				
Objectives:	Teach students the structure and purpose of formal letters.				
	Guide students in writing a letter from a specific perspective on migration.				
	Promote empathy and critical thinking through roles in dealing with migration situations.				
Question:	In what ways can letter writing help us develop empathy and understanding towards people from different cultures who have migrated?				
Activities	Materials/Resources			Assessment	
<p><u>Explanation:</u> Teacher will explain the structure and the function of the letters. Session #17</p> <p><u>Analysis:</u> Students will have a letter, and they will have to identify the parts. Session #17</p> <p><u>Bank phrase correction:</u> In order to apply the previous learning, three phrases will be taken from the bank. The whole group (teacher and students) will make some corrections, taking into account just the structure and not the content. Session #17</p> <p><u>Role:</u> Students will have to write the letter from a certain position and specific objectives. For that reason, they will choose a paper with the role randomly. Session #18</p> <p><u>Research:</u> Students will bring extra information about migration cases to write the letter in class. They can use the experiences addressed in class. Session #18</p> <p><u>Writing process:</u> They will write their main ideas about the topic and their position just in class. They will use the vocabulary list and they can use the phrases from the bank. Session #18</p> <p><u>Letters socialization:</u> Students will bring their letter final version and will read it in class. Teacher will open the discussion Why it is important to talk about migration? Session #19</p>	<ul style="list-style-type: none"> • Sample letters. • Whiteboard and markers. • Role cards. • Research materials (e.g., articles, videos). 			<ul style="list-style-type: none"> • Completion and accuracy of the letter. • Engagement in discussions and peer feedback during socialization. 	

Annex J: Interview 1

T: Bueno, hola, Luciana.

S: Hola.

T: A continuación, te voy a hacer la entrevista.

Y las preguntas son las siguientes. Recuerda que eso no tiene ningún tipo de nota, simplemente para tener en cuenta tus conocimientos adquiridos a lo largo del proyecto.

T: Bueno, lo primero, ¿qué fue lo que más te sorprendió al aprender sobre la migración?

S: Que la migración tiene varios tipos, de que hay muchas cosas en cuenta cuando se habla de la migración. Por ejemplo, yo no conocía tanto sobre Push & Pull, sobre International Migration o de Armed Conflict, porque yo, la verdad, no me interesaba tanto por esos temas.

T: ¿Hay alguna historia que te haya dejado una impresión especial en ti? ¿Cuál fue y por qué?

S: La historia del corrido de Juanito, ya que es muy triste que a veces la migración tiene unas consecuencias, de que te alejen de tu familia, de tu hogar, de que en el extranjero sean las cosas muy difíciles y cosas así como trágicas.

T: ¿Hubo algún aspecto dentro del proyecto que te hizo pensar o sentir de una manera diferente sobre la migración?

S: No, la verdad no, todo estuvo bien, todo me pareció...

T: ¿Cambió tu perspectiva de ver la migración? ¿Cómo la veías antes y después del proyecto?

S: Yo veía la migración como algo mínimo, como algo que no tenía importancia en la vida cotidiana, pero ahora, después del proyecto, veo que la migración es súper importante, ya que tiene muchas cosas a las cuales se puede aprender y es muy importante, ya que todo el mundo necesita migrar, ya sea por diferentes tipos o diferentes circunstancias.

T: ¿Qué habilidades nuevas crees que has aprendido o fortalecido durante este proyecto?

S: La escritura en inglés, aprender sobre palabras, entender un poco más sobre los tipos de migración y aprender a comunicarme a través de la migración, contar historias de migración.

T: ¿Cómo piensas que lo que aprendiste en este proyecto puede ser útil en tu vida diaria?

S: Por ejemplo, yo podría enseñarle a mi entorno sobre la migración, sobre la importancia de ella, sobre todo lo que nos enseña sobre todo de la migración.

T: Si tuvieras que explicarle a alguien lo que has aprendido sobre la migración, ¿qué le dirías?

S: Que, primero que todo, la migración tiene varios tipos y la migración surge por necesidades o que tú quieras, por gustos. Uno de los tipos de migración que un país te puede brindar es push and pull. Push es sacar y pull es atraer.

T: ¿Crees que este proyecto cambió la forma en que ves a las personas de diferentes culturas o lugares? ¿De qué manera?

S: Sí, ya que yo pensaba que los venezolanos eran invasores. Yo no pensaba que tuvieran necesidades, ya que yo no aprendí nada de eso porque en las clases de inglés casi no se hablaba así. Y no hacíamos esos análisis de las situaciones ni nada de eso. Entonces, me cambió la perspectiva sobre los venezolanos.

T: Finalmente, en una sola frase, ¿cómo describirás lo que significa la migración para ti ahora que has trabajado en este proyecto?

S: La migración tiene varios tipos y es fundamental en la vida.

T: Muchas gracias, Luciana.

Annex K: Interview 2

T:Bueno, hola Salomé. El día de hoy te voy a hacer una entrevista, recuerda que se no tiene ningún tipo de notas para saber sobre tus conocimientos adquiridos a lo largo de este proyecto, ¿ok?

T: Primera pregunta, ¿qué fue lo que más te sorprendió al aprender sobre la migración?

S: Lo que más me sorprendió son las diferencias de migración porque la migración puede tener diferentes tipos, porque uno a veces no la puede diferenciar de cuando uno lo hace a propósito intencionalmente para ir, en cambio uno cuando lo hace que lo empujen, que es obligatorio ir porque lo obligan.

T: Ok, ¿hay alguna historia que te haya dejado una impresión especial? ¿Cuál y por qué?

S: Una historia que me llamó la atención fue que hay una historia que es de Venezuela a Colombia porque me parece que ya por el peligro de allá fue como que te jalar a venir acá porque allá en Venezuela allá está el presidente Maduro que los mata, les hace daño y ellos por eso migraron a Colombia.

T: Ok, ¿hubo algún aspecto especial del proyecto que te hizo pensar o sentir de una manera diferente sobre la migración?

S: Sí, me hizo algo diferente es que... ¿Me repite la pregunta por favor?

T: ¿Cómo cambió tu perspectiva sobre la migración antes y después del proyecto?

S: Antes yo pensaba que la migración era solo ir y volver porque lo empujaban, porque ya era peligroso, pero ahora que aprendí sé que no siempre es porque te vas porque sí, sino porque hay un caso por la economía, por el peligro, por la comida.

T: Ok, ¿qué habilidades nuevas crees que has aprendido o fortalecido durante el proyecto?

S: He aprendido cuando hay migraciones internacionales, como también hay regulares, irregulares, ilegales y también he aprendido a diferenciar los problemas de migración.

T: Ok, ¿cómo piensas que lo que aprendiste en este proyecto podría ser útil en tu vida diaria?

S: Yo creo que en mi vida diaria en algún momento puede que en este país, en Colombia puedan pasar cosas malas o me vaya mal económicamente y ahí ya sé cómo migrar, los tipos de migración y saber cuándo es ilegal, ilegal.

T: Ok, si tuvieras que explicarle a alguien lo que has aprendido sobre la migración, ¿qué le dirías?

S: Le explicaría que la migración no es sólo ir y volver, sino que la migración te puede empujar, te puede jalar, pero no sólo es por un caso de peligro, sino que también es por la familia, por la economía y por el peligro.

T: Ok, ¿crees que este proyecto cambió la forma en la que ves a las personas de diferentes culturas y lugares?

S: Sí, me cambió mucho porque yo antes pensaba que los venezolanos venían a hacernos daño, pero ahora que sé por qué vinieron, siento que sólo vienen por estar a salvo y por su familia.

T: Ok, y la última, en una sola frase, ¿cómo describirías lo que significa migración para ti ahora que has trabajado en este proyecto?

S: La migración es cuando las personas se mueven de un lugar a otro.

Annex L: Interview 3

T: Bueno, hola Naiara, te recuerdo que esta entrevista no tiene ningún tipo de nota, es para ver, o bueno, para tener en cuenta los conocimientos que has adquirido a lo largo del proyecto, ¿ok?

S: ¿En español?

T: En español, sí, no te preocupes.

T: ¿Qué fue lo que más te sorprendió al aprender sobre la migración?

S: Pues lo que más me sorprendió fue que, más o menos, algunas situaciones pueden ser muy difíciles y tienes que depender de una sola cosa o varias, y se te envuelve como un caos, o los tipos, porque yo antes no sabía cuál era el tipo, yo conozco migración, pues migración.

T: ¿Hay alguna historia que te haya dejado una impresión especial? ¿Cuál fue y por qué?

S: Pues, creo que fue una que tú nos contaste, que era de África, de personas de África, pues que llegan a Europa para vivir, para vivir, y pues había un río, había un río y pues ellos intentaban pasar, pero como que en vez de ser como bienvenidos, no nos dejaban ser bienvenidos y era como así.

S: También otra historia es como, no sé si podría decirlo, pero como la de Corea, más o menos, porque pues como se pelea con Corea del Sur y todo eso, y como que uno no puede migrar a otro país porque lo van a matar, es ilegal, no puedes escuchar nada.

T: ¿Algún aspecto del proyecto que te hizo pensar o sentir de una manera diferente sobre la migración? ¿cómo cambió tu perspectiva sobre la migración antes y después del proyecto?

S: Pues, yo antes pensaba que la migración... yo antes pensaba que la migración era pues viajar, tenía algunas consecuencias, tal vez dinero, yo no sé, pero algo que me cambió fue que me enseñaron que hay más tipos de migración. Yo antes yo... pues la migración era viajar a otro país, yo no sé, a una ciudad o cosas así, pero ahora veo las consecuencias, cosas difíciles que pueden estar pasando las personas, que no necesariamente son buenas o malas. Algunas razones pueden ser como que emigraste por el dinero, otras porque... guerra, pelea.

T: Ok. ¿Qué habilidades nuevas crees que has aprendido o fortalecido durante el proyecto?

S: Pues yo siento que he aprendido muchas cosas, como saber identificar qué está pasando en la migración y pues en otros aspectos, como que sí está pasando xenofobia, porque pasa mucho, como que los discrimina o están haciendo estereotipos o más cosas.

¿Cómo piensas que lo que aprendiste en este proyecto podría ser útil en tu vida diaria?

S: ¿Cómo pienso que podría ser útil? Pues la migración, algo que podría ser útil es reconocer lo que está pasando en algunos lugares y hacer algo de justicia. Tal vez no sea muy grande como de que justicia del gobierno que hace cosas o una empresa muy grande que tiene el poder para hacerlo, pero así hacer como unas minicampañas enseñando lo que aprendí e intentando parar esas cosas, pues que sea mejor.

T: Si tuvieras que explicarle a alguien lo que has aprendido sobre la migración, ¿qué le dirías?

S: Pues en primer lugar le diría pues lo más básico que es la migración, que es viajar a otro lugar como país o ciudad. Le diría los tipos que pueden ser ilegal, puede ser irregular, puede ser de muchas formas, como eso sí, puede ser de muchas formas. También le diría algunas cosas que pasan muy seguidamente cuando migras, como que la xenofobia, los estereotipos o las burlas.

T: Listo. ¿Crees que este proyecto cambia la forma en que ves a las personas de las diferentes culturas y lugares? ¿Y por qué?

S: Pues mayoritariamente sí. Ha cambiado mi punto de vista en varios aspectos, como que la migración no siempre es felicidad, alegría o solo porque sí. La migración literalmente no es algo que siempre sea algo divertido. No es algo que siempre sea divertido. Hay momentos de tristeza, arrepentimiento, o muchas cosas así.

T: Y en una sola frase, ¿cómo describirías lo que significa la migración para ti ahora que has trabajado en este proyecto?

S: La alegría no se consigue sola. La migración tampoco es alegría. Hay momentos difíciles o divertidos. Pero siempre tienes que ser agradecido. No importa si fue una situación difícil o si lo es. Migraste y eso te permitió salir.

Annex O: Final test



UNIVERSIDAD PEDAGOGICA
NACIONAL
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Prueba diagnóstica

Objetivo: Identificar en qué nivel de inglés, en diferentes competencias comunicativas, se encuentran las estudiantes del curso 604.

Name: _____

FIRST PART: Listening

Listen the audio and answer the following questions marking only ONE with an X:

Hi, my name is Sofia. I moved to Canada from Colombia with my family last year. We decided to move because my parents found better job opportunities here. At first, it was really hard for me. I didn't know anyone, and I didn't speak much English. I missed my friends and my school back home. But things slowly got better. I started taking English classes and made new friends who helped me practice. Now, I'm beginning to feel more comfortable, and I even joined the school soccer team. I still miss Colombia, but I'm happy that I'm learning new things and meeting new people.

|

- | | |
|------------------------------|------------------------------------|
| 1. Where is Sofia from? | 3. What difficulties did she have? |
| a) Canada | a) The weather |
| b) Colombia | b) The language and culture |
| c) United States | c) Finding a house |
| 2. Where did she migrate to? | 4. How does feel Sofia in Canada? |
| a) United States | a) Comfortable |
| b) Mexico | b) Sad |
| c) Canada | c) Angry |

SECOND PART: Reading

Read the paragraph and answer the following questions marking only ONE with an X:

Marium's experience

When Marium was twelve, her family had to leave their home in Afghanistan because of the ongoing conflict in their city. They traveled for days, first by bus and then on foot, to reach a refugee camp in Pakistan. The journey was exhausting, and they had to carry everything they owned. Marium's parents were worried because they didn't have enough money, and finding food and clean water was difficult. At the camp, life was not easy. The tents were crowded, and Marium missed her school and friends. However, she found hope by attending a small school set up in the camp, where she could study and dream of a better future.

5. How did Marium's family travel to the refugee camp
 - a) By airplane
 - b) By bus and on foot
 - c) By train
6. Why did Marium's family leave Afghanistan?
 - a) To find better job opportunities
 - b) To escape the conflict in their city
 - c) To visit relatives in another country
7. What was one of the biggest challenges they faced on their journey?
 - a) Carrying their belongings
 - b) Finding a place to sleep
 - c) Traveling by airplane
8. What gave Marium hope while living in the refugee camp?
 - a) Playing games with other children
 - b) Attending a small school set up in the camp
 - c) Receiving help from relatives

THIRD PART: Writing

Answer the following questions:

9. What did you learn about migration?

10. Why it is important to talk about migration?

Annex P: Academic program

Stage	Session	Topic	Objective	Activities
Conceptualization	Session #01	Introduction to migration concept	- Share prior knowledge about migration.	- Brainstorming: Students share what they know about migration (causes, perceptions, personal experiences).
			- Learn key terminology definitions.	- Video analysis: Watch an educational video and note key vocabulary.
			- Connect migration concepts	- Vocabulary introduction: Learn definitions of migration-related terms. - Mind Map: In groups, students create a mind map linking prior knowledge with new concepts.
	Session #02	Deepening the migration concept	- Identify types of migration through reading.	- Reading activity: Students read short paragraphs describing different migration situations and identify the type of migration.
			- Visually represent concepts such as integration, refugee, xenophobia, and multiculturalism.	- Drawing task: Illustrate a situation related to integration, refugee status, xenophobia, and multiculturalism. - Reflection: Answer the guiding question in a short sentence.
	Sessions #03 & #04	Perceiving migration terminology through film	- Analyze migration concepts in the movie Elemental by Pixar.	- Movie analysis: Watch Elemental and identify migration-related themes.
- Represent concepts creatively on posters.			- Creative production: In groups, create a poster illustrating a migration-related term from the movie, including a creative title and a reflection phrase.	
- Explain and reflect on key terms.			- Presentation: Each group presents their poster and explains the concept.	
Reflection	Sessions #05 & #06	Immigrants' Stereotypes vs Reality	Understand and identify stereotypes and their impact on immigrants.	- Brainstorming: Define and discuss stereotypes in migration.
				- Stereotype Analysis: Groups analyze real-life situations that illustrate stereotypes.

			- Analyze the difference between stereotypes and real migration experiences.	- Role Play: Act out situations as different characters (immigrant, mediator, xenophobic person) to challenge stereotypes.	
			- Foster empathy and critical thinking.	- Writing Task: Draft an agreement between roles on how to address stereotypes. - Final Reflection: Share learnings and strategies to combat stereotypes.	
	Session #07	Migration from Africa to Europe	- Understand causes and effects of African migration to Europe.	- Image Analysis: Observe and interpret images related to African migration. - Discussion: Answer guiding questions about migration causes and effects.	
			- Develop critical thinking by examining multiple perspectives.	- Teacher Explanation: Contextualize migration from Africa to Europe (push/pull factors). - Final Reflection: Write a sentence summarizing the lesson, adding it to the "phrase bank" for Stage 3.	
	Session #08	Migration from South America (Marielitos & Mexico)	- Understand historical migration from Cuba (Mariel boatlift) and Mexico.	- Icebreaker "What if?": Discuss hypothetical migration scenarios. - Video Analysis: Watch The Mariel Boatlift of 1980 and discuss its impact. - Historical Context: Explanation of Mariel exodus and Mexican migration.	
			- Develop critical thinking by comparing migration cases.	- Song Analysis: Listen to El Corrido de Juanito and interpret its message. - Discussion: Compare push/pull factors in both cases. - Final Reflection: Write a sentence for the "phrase bank" in Stage 3.	
			- Consolidate key migration concepts.	- Discussion & Reflection: Recap migration topics and key takeaways.	
			- Reflect on personal and societal impacts of migration.	- Memory Wall Project: Groups summarize previous lessons on a collaborative wall.	
	Session #09	"Migration Memory Wall" – Reflecting on Lessons Learned	- Express learning through a creative project.	- Gallery Walk: Present and discuss the Migration Memory Wall.	
	Sessions #10 & 11	Internal Migration in Colombia	- Understand causes of internal displacement in Colombia.	- Introductory Video: Watch real stories of displaced children in Colombia. - Teacher Explanation: Define internal migration and its historical background. - "Voices of the Displaced" Project: Find and document a real story of internal migration.	
			- Develop awareness of armed conflict's impact on migration.	- Socialization: Share stories orally and compile them in a classbook. - Final Reflection: Write a personal sentence for the "phrase bank."	
	Production	Sessions #12 & 13	Key Vocabulary for Migration	- Develop students' understanding of essential migration-related vocabulary.	- Brainstorming: Students suggest key concepts to discuss migration. - Vocabulary List: Create a visual list of migration-related words.

				- Concept Identification: Match images with corresponding vocabulary.
				- Memory Game: Match images and words to reinforce learning.
	Session #14	Tense Structure	- Teach students basic sentence structures in the present tense.	- Explanation: Teach basic present tense sentence structure.
			- Enable students to construct sentences using migration-related vocabulary.	- Sentence Writing: Students create short sentences using vocabulary words. - Phrase Bank Correction: As a class, correct three phrases from the phrase bank, focusing on structure.
	Session #15	Describing Migration Situations	- Enable students to describe migration scenarios using learned vocabulary and structures.	- Description Activity: Students describe images/videos related to migration using short phrases. - Phrase Bank Correction: Correct three phrases together, focusing on structure.
	Session #16	Linking Ideas	- Teach students how to link ideas using connectors and coordinating conjunctions.	- Explanation: Teach connectors and FANBOYS coordinating conjunctions.
				- Vocabulary List Update: Add connectors and conjunctions to vocabulary lists.
				- Application: Use connectors in migration descriptions. - Phrase Bank Correction: Correct three phrases, focusing on structure.
	Sessions #17, 18 & 19	Writing a Letter about Migration	- Teach students the structure and purpose of formal letters.	- Explanation: Teach formal letter structure and function. (Session 17)
				- Analysis: Identify letter parts in a sample. (Session 17) - Phrase Bank Correction: Correct three phrases together. (Session 17)
			- Guide students in writing from a specific perspective on migration.	- Role-Based Writing: Students pick a role and write a letter from that perspective. (Session 18) - Research: Find migration stories for letter content. (Session 18)
			- Promote empathy and critical thinking through role-based writing.	- Writing Process: Draft letters using vocabulary lists and phrase bank. (Session 18) - Letter Socialization: Share final versions and discuss the importance of migration discourse. (Session 19)

Annex Q: Aspects to determine the level of English

	LISTENING	READING	WRITING	SPEAKING
CEFR	<p>“Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly” (CEFR, 2001, p. 68),</p>	<p>“Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language” (CEFR, 2001, p. 69).</p> <p>“Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items” (CEFR, 2001, p. 69).</p>	<p>“Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences” (CEFR, 2001, p. 62).</p> <p>“Can write very short, basic descriptions of events, past activities and personal experiences” (CEFR, 2001, p. 62).</p>	<p>“Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list” (CEFR, 2001, P. 58)</p>
MEN	<p>“Comprendo información personal proporcionada por mis compañeros y mi profesor” (MEN, 2006, p.20).³</p> <p>“Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor” (MEN, 2006, p.20).⁴</p>	<p>“Comprendo descripciones cortas sobre personas, lugares y acciones conocidas” (MEN, 2006, p.20).⁵</p> <p>“Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde” (MEN, 2006, p.20).⁶</p>	<p>“Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones” (MEN, 2006, p.21)⁷</p> <p>“Uso adecuadamente estructuras y patrones gramaticales de uso frecuente” (MEN, 2006, p.21)⁸</p>	<p>“Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas” (MEN, 2006, p. 21).⁹</p> <p>“Digo un texto corto memorizado en una dramatización, ayudándome con gestos” (MEN, 2006, p. 21).¹⁰</p>