

LEARNING AND KNOWLEDGE TECHNOLOGIES IN THE CONTENT LANGUAGE INTEGRATED LEARNING FOR THE DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE

TECNOLOGÍAS DEL APRENDIZAJE Y EL CONOCIMIENTO EN EL APRENDIZAJE INTEGRADO DE CONTENIDO Y LENGUAS EXTRANJERAS PARA EL DESARROLLO DE LA COMPETENCIA COMUNICATIVA INTERCULTURAL

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ABSTRACT

This article focuses on the incidence of learning

knowledge technologies and the content learning integrated language approach in the development of intercultural communicative

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competence (ICC). ICC is considered a relevant competence for the 21st century in the process of teaching and learning foreign languages and the integral development of students. This research arose from the need to complement the development of communicative skills in English students from the UCEVA Language Department of the municipality of Tuluá. With the aim of developing intercultural competence in 32 students of English level 2 of Teens and Adults programs. In order to promote the recognition, respect, and acceptance of cultural diversity and the enrichment of cultural identity through interaction, and socialization with others in different situations and contexts. To carry out this quantitative study, with a quasi-experimental design, the “ICC skill to 21st-century” test was applied as a pre-test and post-test to identify and evaluate the level of development of intercultural communicative competence in the participants. Also, the didactic unit “Beyond my thoughts” framed in the use of LKT tools and the CLIL approach was implemented and the descriptive frequency and independent samples techniques of the SPSS v.20 were used to analyze the data obtained. As a result, the statistical analysis showed that there were no significant incidents in the development of intercultural communicative competence, therefore the null hypothesis was accepted. While the descriptive results reflected that the implementation of the didactic unit generated an impact on the development of this 21st-century skill given that intercultural communicative competence involves both the dimensions of people and those experiences that they live. Therefore, its evaluation is not limited to tests but to the analysis and reflection that students make of their process sequentially when facing their reality.

KEYWORDS

Intercultural communicative competence (ICC), learning and knowledge technologies (LKT), Content and Language Integrated Learning

approach (CLIL), English language learning, communicative competence.

RESUMEN

El presente artículo se centra en la incidencia de las tecnologías del aprendizaje y el conocimiento y el enfoque aprendizaje integrado de contenido y lenguas extranjeras en el desarrollo de la competencia comunicativa intercultural. CCI está contemplada como una competencia relevante para el siglo XXI dentro del proceso de enseñanza y aprendizaje de lenguas extranjeras y la formación integral de los estudiantes. Por ende, esta investigación surgió de la necesidad de complementar el desarrollo de competencias comunicativas en estudiantes de inglés del departamento de Idiomas de la Unidad Central del Valle del Cauca (UCEVA) del municipio de Tuluá. Con el objetivo de desarrollar la competencia intercultural en 32 estudiantes de nivel 2 de los programas de inglés Teens y Adults para promover el reconocimiento, el respeto y la aceptación de la diversidad cultural y el enriquecimiento de la identidad cultural mediante la relación, interacción y socialización con otros en diferentes situaciones y contextos. Para llevar a cabo este estudio cuantitativo, de diseño cuasiexperimental se aplicó el test “ICC skill to 21st-century” como preprueba y posprueba para identificar y evaluar el nivel de desarrollo de la competencia comunicativa intercultural en los participantes, se implementó la unidad didáctica “Beyond my thoughts” enmarcada en el uso de las herramientas TAC y el enfoque CLIL y se utilizaron las técnicas de frecuencias descriptivas y muestras independientes del programa SPSS v. 20 para analizar los datos obtenidos. Como resultado, el análisis estadístico evidenció que no hubo incidencias significativas en el desarrollo de la competencia comunicativa intercultural por lo tanto se aceptó la hipótesis nula. Mientras que, los resultados descriptivos reflejaron que la implementación de la unidad didáctica generó un impacto en el

desarrollo de esta habilidad del siglo XXI dado que, la competencia comunicativa intercultural involucra tanto las dimensiones del ser humano como aquellas experiencias que vivencia por lo tanto su evaluación no se limita a las pruebas sino al análisis y reflexión que los estudiantes hacen de su proceso de manera secuencial al momento de enfrentar su realidad.

PALABRAS CLAVE

competencia comunicativa intercultural (CCI), tecnologías del aprendizaje y el conocimiento (TAC), Aprendizaje Integrado de Contenido y Lenguas Extranjeras (AICLE), aprendizaje del idioma inglés, competencia comunicativa.

INTRODUCTION

Given sociocultural situations and the growing scientific-technological and economic changes that have emerged over the years at a global level, society has faced the challenge of learning English as a foreign language in order to achieve international standards of education and to access multiple opportunities (Rodríguez, M. 2011; McDougald, 2016; Cárdenas, 2018; Ruiz, 2019). English learning makes it possible to improve educational, social, and economic conditions, understand other contexts and enrich cultural identity. Thence, the Colombian government has sought to generate the necessary policies to create strategies that allow teachers, students, and other social actors to have the tools to learn and master English. (Ministry of Education, 2006).

Language is part of the culture; thus, it must be recognized that the English learning process not only promotes the development of communicative skills but also the promotion of intercultural abilities with which it is possible to encourage the formation of integral citizens capable of relating and socialize in different

sociocultural environments (Morin, 1999; Council of Europe, 2018). In this regard, UNESCO (2015) considers that the development of these skills is based on essential aspects such as empathy, tolerance, respect, communication, cooperation, and freedom which allows people to be able to respect and value cultural diversity. Therefore, it should be understood that the promotion of intercultural communicative competence (ICC) can contribute to peace, guarantee an education with high-quality criteria, and the achievement of sustainable development goals (UNESCO, 2015). Since ICC fosters the development of an equitable, sustainable, progressive, and tolerant society. It aims at transforming social realities based on the experiences and knowledge of individual, acceptance and respect of their own culture as well as those of others (Sáez, 2006; Ortiz, 2015).

It is pertinent to promote the development of intercultural communicative competence through English learning in order for the students become multilingual and multicultural people able to enrich their integral development through recognition and socialization with other cultures. ICC is the ability that enables people to use the foreign language in an appropriate way to interact in different daily situations, understand and respect differences, traditions, and customs, and adapt to the context that surrounds them (Byram, Gribkova & Starkey, 2002; Rico, 2018; Mesa-Hoyos et al., 2019). In this sense, it is important to mainstream the teaching and learning of the English language with the other areas of the curriculum through the use of approaches, strategies, and tools to promote the development of this skill.

Learning English as a foreign language provides “a cultural enrichment that allows to achieve a multicultural vision” (Skutnabb-Kangas, 2000 quoted by Jaraba, D. y Carrascal, A. 2012, p. 3) from the social and cultural processes and interactions that are generated in the different

intercultural surroundings. However, the English learning has been a complex process in public and private institutions in Colombia. The results obtained in national tests such as the SABER and international tests such as the EF English Proficiency Index (EF EPI) show that Colombia is one of the countries that belong to low-performing educational systems. This has led to teachers in their teaching practice implement educational innovations such as the Content and Language Integrated Learning approach (CLIL) (Coyle, Hood & Marsh, 2010; McDougald, 2009; Romero, 2020) and the Learning and Knowledge Technologies (LKT) (Vivancos, 2015; Orcera, Moreno & Risueño, 2017; Díaz & Márquez, 2020) to promote English learning and skills development. The articulation of these tools contributes significantly to the teaching and learning processes of English because teachers can enrich their experiences and the students as builders of knowledge can use the language, they learn to develop their personality and build their cultural identity in order to transform their realities and contribute to the social fabric (CEFR, 2002; Silvera & Huertas, 2018).

This articulation even allows for responses to social and educational demands and needs, through the creation of spaces where the students have the possibility of developing skills and abilities that will be useful in their lives. The Department of Languages of the Central Unit of Valle del Cauca is an educational setting located in Tuluá that offers training programs for Work and Human Development, aimed at people interested in developing skills in foreign languages (Law 115, 1994; Decree 1075 of 2015; Law 1651 of 2013). In order to identify the main motivations and interests that people have for studying this language, the researchers carried out the survey "Why do you study English?" to students belonging to the English I program. The results showed that most of them begin their studies on their own initiative with the purpose of acquiring a second language

to access multiple opportunities. This result contributes to the strengthening of bilingualism and the development of communication skills in the English language.

Consequently, based on the level of communicative competence of the population and their affinity and interests for learning the English language, this study sought to promote the development of intercultural communicative competence in the English II program. The objective is that students are able to appropriate the knowledge related to their cultural context and become aware of their own and others' lives, understanding themselves and others and accepting differences (Areizaga, 2001). In this regard, the following problematic question arose: How do the LKT and CLIL approach affect the development of intercultural communicative competence in level II students of the English program of the Department of Languages of the UCEVA? To answer this research question, the general objective was: to analyze the influence of Learning and Knowledge Technologies (LKT) through the CLIL approach in the development of intercultural communicative competence as a 21st-century skill in students belonging to the English II program in the UCEVA Languages Department.

Researcher Hypothesis: The implementation of LKT through the CLIL approach in English teaching promotes the intercultural communicative competence development in level II students (teens and adults) at UCEVA Languages Department.

Null Hypothesis: The implementation of LKT through the CLIL approach in English teaching does not affect intercultural communicative competence development in level II students (teens and adults) at UCEVA Languages Department.

LITERATURE REVIEW

It is necessary to consider that the teaching and learning processes of English as a foreign language promote the learning of this language, the development of communicative competences and in turn enable students to strengthen other dimensions of the human being to allow them to be integral actors able to interact and relate in different intercultural contexts. Oxford (1990) quoted by Mesa-Hoyos et al. (2019) explains that by developing communicative competence, people are able to participate in diverse situations to exchange, share and negotiate meanings and knowledge through the language they use. Fong et al. (2018) consider that the teaching of foreign languages should revolve around the dialogue and the relationship between language and culture to promote autonomous learning and the building of an intercultural identity that encourage the formation of integral citizens capable of solving the situations they experience and transform their reality (Byram, Gribkova & Starkey, 2002). In this regard, it is important to recognize that intercultural communicative competence as a necessary skill for 21st-century society allows the individual to act appropriately in different contexts, to live together with people from different cultures, to value and respect differences, and to build their cultural identity.

ICC involves attitudes, skills, and knowledge that enable citizens to communicate and interact with people of different cultural identities and languages (Coperías, 2002), and have different ways to perceive their realities. Vilà (2010) considers that this competence is “the set of cognitive and affective skills to manifest appropriate and effective behaviors in a given social and cultural context, which favor a sufficiently effective degree of communication” (p. 91) In this regard, Byram et al. (2002) argue that it is important to develop this skill in language teaching since people can share knowledge with others from different cultures, understand and

accept their perspectives, behaviors, and values. Perez and Gomez (2017) through their research affirm that it is necessary to develop a variety of skills, knowledge, and aptitudes through intercultural experiences and values such as respect, empathy, and tolerance for students to be interculturally competent. UNESCO (2015) and CEFR (2002) state that the development of the personality of students, the enrichment of their identity, and their experiences could be fostered developing intercultural communicative competence. Sanhueza et al. (2012) set out that the development of this competence enables the students to “enjoy interaction with people of different cultures, develop expectations of power and establish good relationships with people of different cultures and exchange experiences, meanings and different worldviews” (p. 148)

*Consequently, the authors converge in the perception that intercultural communicative competence is a skill that contributes appropriately to the development of communicative exchanges between people of different cultures. Given that, through language they can adapt to the environment that surrounds them and share ideas, beliefs, knowledge, values and other aspects of the culture in a respectful and tolerant way. Therefore, as considered by Byram (1994) & Sercu et al. (2005) to promote the development of intercultural communicative competence, five dimensions need to be considered (see figure 1). **Savoir** which is related to the knowledge about members of the other cultural group, social groups and situations. **Savoir-apprendre** and **savoir-comprendre** that are linked with the skills and attitudes necessary to interact with others. **Savoir-faire** which is the ability to interact appropriately according to the intercultural context bearing in mind values and attitudes such as respect, tolerance and cooperation. **Savoir-être** concerns the ability to overcome stereotypes and prejudices in order to*

establish and maintain relationships between one's own culture and the foreign one. **Savoir-s'engager** which refers to the development of critical cultural awareness so that the person is capable of evaluating and understanding other cultures from different perspectives and looking at his/her own culture from the perspective of others.

Figure 1. The dimensions of ICC



Note. This graph represents the five knowledge or dimensions of the ICC. Rico Troncoso, 2012 quoted by Mesa-Hoyos et al, 2019 (p.10).

As reflected in the previous definitions, intercultural communicative competence goes beyond exchanging information with others. Since, it also promotes comprehensive and experiential learning through the use of materials, media, models, strategies and tools that enable students to develop critical awareness and analysis and understanding skills so that they can interact, socialize, accept and value the diversity of cultures and social identities (Fantini (2000) and Rico Troncoso (2012) cited by Mesa-Hoyos et al., 2019; Byram, Gribkova and Starkey, 2002)

Holguín & Sanabria (2016) implemented a didactic unit in their study called the

CLIL approach: A way to enhance citizen competence in English class. Its aim was to offer a new way to sensitize the educational community about the skills and values that are needed to have a better way of life inside and outside of school. Accordingly, it considered the needs found in the educational context and the results showed that the implementation was significant. Given that, communicative competence in the target language was strengthened and the development of citizen competences to act and coexist constructively in society were promoted. Rodríguez and Medina (2020) in their research study tried to describe the elements that support intercultural communicative competence from the teaching of the English language through documentary and bibliographic reviews of 23 scientific articles. As a result, they found that promoting intercultural communicative competence through the teaching of the English language enables the creation of intercultural settings where people from different cultures can interact, communicate, understand, be in solidarity with the other and respect their culture. ICC provides the development of a more objective and critical vision of one's own culture and fosters the encouragement of values and attitudes such as respect, empathy, tolerance, and intercultural understanding. Hence, Mesa-Hoyos et al. (2019) suggest that foreign language teachers should have an integral role that focuses on the development of linguistic and cognitive aspects, and on the strengthening of intercultural competences to promote intercultural sensitivity and awareness and the mastery of language so that students through socialization and interaction enrich their identity.

Considering the above, the intercultural communicative competence is a skill that must be developed in the classroom, for which the CLIL approach can be considered suitable for

teachers to re-signify their teaching practices and promote meaningful learning in the students. CLIL benefits the learning of English as a target language and contributes to the development of other competences (Romero, 2020; Cárdenas, 2018) such as intercultural communicative competence. It allows learners to build knowledge, promote values such as intercultural understanding and tolerance, and develop attitudes to face different situations in daily life. Content and Language Integrated Learning is a dual student-centered approach, which promotes authentic learning through real situations close to reality. Marsh (2000) proposes that “what CLIL can offer to youngsters of any age, is a natural situation for language development which builds on other forms of learning. This natural use of language can boost a youngster’s motivation and hunger towards learning languages” (p.3) to which Porras (2013) adds that CLIL works as a “catalyst for intercultural experiences that are fundamental to a deeper understanding of interculturality” (p. 34). In this regard, it is necessary for teachers to create and develop activities that include the learning forms and styles as certain personal aspects (preferences, cultures, contexts, needs) of the students through the use of “innovative methodological resources that make learning a new foreign language more accessible to students through the contents of non-linguistic areas” (Orcera, Moreno & Risueño, 2017, p.147).

Thus, it is appropriate to point out that Content and Language Integrated Learning is a dynamic approach to teaching English as a foreign language. According to its characteristics and aspects. CLIL is a tool that helps the learning process to be meaningful and comprehensive and contributes to the construction of the social fabric (Sáez, 2006; Ortiz, 2015). It is an useful approach within

the teaching process because it provides opportunities for teachers to become guides and generators of social transformation and in that way reflect and strengthen teaching processes, seek new ideas, strategies and activities (González & Borham, 2012; Porras, 2013; McDougald, 2016). As Darn (2006) mentions, CLIL presents interdisciplinary benefits for students to develop the ability of critical thinking since they can use knowledge from a specific area as a basis for another; their knowledge becomes portable across different languages so that they apply and integrate it in the way they need it. Thence, it is inferred that this approach adapts to the needs and interests of the students. Through its implementation, it prepares learners to be competent and to face the specific situations they encounter in their daily lives (McDougald, 2016), allowing them to be protagonists of their own learning process, develop attitudes and skills that strengthen their integral development.

5 6 8

In short, it is pertinent to recognize that CLIL contributes to the development of intercultural communicative competence and intercultural understanding through the promotion of environments in which teachers can create and use real and authentic teaching materials in the target language. In order for the students to be able to use them in various real situations, acquire a broader and more critical perspective in front of other sociocultural contexts so that they can “become interculturally competent as they explore a topic from foreign viewpoints” (González & Borham, 2012, p. 110 quoted by Pérez and Gómez, 2017 p. 85).

In recent decades, technological tools that promote learning and collaborative learning skills have contributed to a continuous and changing teaching and learning process through virtual environments (Vivancos,

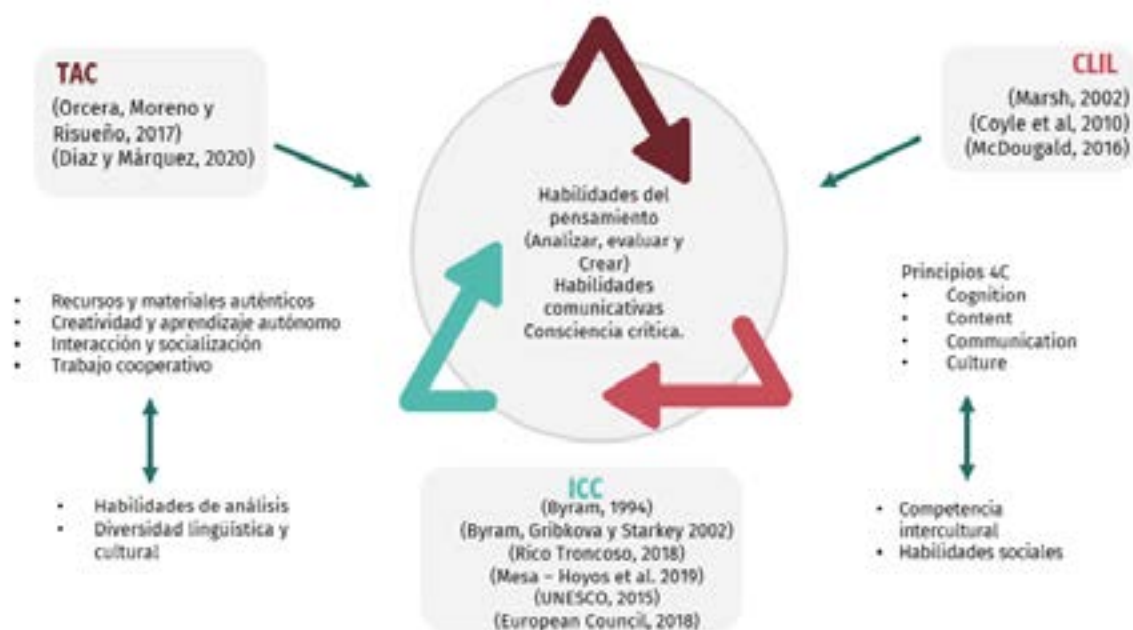
2015). Through its use can be promoted the acquisition and construction of knowledge, the development of cognitive, affective, social, and cultural skills and competencies in educational contexts. These tools are learning and knowledge technologies, which “try to orient information and communication technologies (ICT) towards more educational uses” (Lozano, 2011, p. 45). Its implementation contributes to universal access to education, to the improvement of teaching and learning processes, to the integration and reduction of learning differences (UNESCO, 2015). Digital environments encourage the development of skills such as creativity, critical thinking, digital competence, citizenship skills, classroom interaction, and intercultural communicative competence (Dede, 2009). Thence, it is appropriate for teachers to promote the fundamental pillars of education “learn to know, learn to be, learn to do and learn to live together” (Delors, 1996 quoted by Luna, 2015,

p.2) through the implementation of these digital resources and digital environments in their classes. With the aim of “developing a natural aptitude and building relevant knowledge to address global problems” (Morín, 1999, p. 1-2).

Even Coalla (2014) cited by Orcera et al. (2017) considers that the use of these tools and resources increases the motivation and participation of students, promotes the development of attitudes towards linguistic and cultural diversity, and allows the learning process to be interactive, integrated and meaningful. Consequently, the implementation of these tools encourages in the students, communication, interaction, and socialization in diverse real situations and intercultural contexts. Likewise, it enables the recognition, respect, and appreciation of other cultures, the acceptance of differences, the generation of diverse perceptions, and cultural identity enrichment.

5 6 9

Figure 2. Variables relationship



Note. This graph shows the relationship of the study variables. Source: Learning Technologies and Knowledge in the Integrated Learning of Content and Foreign Languages for the development of Intercultural Communicative Competence, Macias, A. & Perlaza, D., 2021.

METHOD

A. Design

This research study presents the influence of a didactic sequence based on learning and knowledge technologies and the CLIL approach in the development of intercultural communicative competence. It is a quasi-experimental quantitative study that seeks to contrast the data obtained by measuring the variables and through the statistical and descriptive analysis obtained through the statistical methods of the SPSS program. With the purpose of determining significant differences, testing hypotheses and answering the question and the research objectives. (Ñaupas, Valdivia, Palacios, Romero, 2018; Hernández et al, 2014). Likewise, this explanatory study made it possible to interpret the relationship of the variables and establish the causes of the problem being studied in the population under study.

B. Sample and population

The population chosen for the research was 32 students of level II of English (Teens & Adults) from the Department of Languages of the Central Unit of Valle del Cauca in the academic period 2021-1. According to the levels established by the Common European Framework of Reference (CEFR) and the results obtained in the EF SET Certificate™ test, the majority of students are classified at level A1. This population is made up of 24 women (75%) and 8 men (25%), most of whom (43.75%) belong to the socioeconomic stratum 3. The participants are between 10 and 50 years old because the Teens groups (adolescents) are 18 boys and girls between 10 and 17 years old (79.1%), and the Adults groups (adults) are made up of 19 women and men between 18 and 50 years old (28.1%).

Considering that each program (Teens and Adults) is made up of two groups, the four groups formed according to the program were

randomly selected to make up the control and experimental group in each of the cases in order to contrast the results. obtained between age-defined groups (see table 1).

Table 1

Population

Program	Grup	Participants
Teens	Experimental	9
Teens	Control	9
Adults	Experimental	7
Adults	Control	7
Total		32

Note. Distribution of the study population in control and experimental group

C. Data collection techniques and instruments

This research study has used techniques and instruments of a quantitative nature in order to collect data in a systematic and detailed way that allow statistical and descriptive analysis to be carried out with which the influence of independent variables on dependent variables, their impact on the population can be identified. object of study and establish conclusions about the investigative process. Thus, the techniques and instruments used were:

Pre-test and Post-test ICC, skill to 21st century

ICC, skill to the 21st century is a measurement instrument made by Martínez, A., in the research study "Intercultural communicative competence in the teaching of foreign languages. A proposal for intervention in Secondary Education. This instrument was adapted by the authors in order to determine the level of intercultural communicative competence that the students have. It is made up of forty-three questions divided into three dimensions. The dimensions

are familiarity with aspects related to English-speaking countries, degree of frequency with which it relates to the following aspects to interact with different cultures, and attitude about situations in diverse intercultural contexts. For its implementation, the instrument was previously validated by expert teachers in these areas.

Table 2

Statistical results Teens program

Group		Total Pre-Test	Total Post Test	Pre - post Statistical	Post - intergroups Significance
Teens Experimental	Mdn	144	175		
	LSD	101	108	0,437	0,34
	MLE	193	187		
Teens Control	Mdn	135	148		
	LSD	95	125	0,171	0,343
	MLE	190	183		

Note. This table shows the frequencies and significances obtained from the independent and t samples of the pre-test and post-test results applied to the Teens program.

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The form was written in Spanish since it was the mother tongue of all the respondents, so it was ensured that they would understand and answer each question without difficulty in understanding.

D. Procedure

The students of the Teens and Adults programs took the pre-test with which it was sought to identify the level of intercultural communicative competence. Next, the researchers had the opportunity to create and design the teaching unit "Beyond my thoughts" composed of six lesson plans based on the CLIL approach and incorporation of LKT tools. Topics developed included food, famous people, important places, festivals and celebrations, movies, science, and discoveries. They were related to the materials

and resources (editorial Life 2 Cengage Learning - Natgeo) used to promote the learning process in the Department of Languages of the UCEVA. The lessons were structured according to the learning objectives, the principles of the CLIL approach, the themes and were adapted to the English level of the students according to the CEFR.

Once the data were collected, they were systematized in the SPSS version 20 program (License of the Central Unit of Valle del Cauca). Subsequently, the data was cleaned and refined, followed by measures of central tendency and variability or dispersion for quantitative variables included in the study, which allowed descriptive and statistical analysis. Finally, the assumptions of normality and homoscedasticity, and

parametric hypothesis tests (student's t) were made for related and independent samples.

FINDINGS

As mentioned above, the results of this research study seek to determine the level of intercultural communicative competence of level II students of the Teens and Adults programs and analyze the incidence of the didactic unit "Beyond my thoughts" in the development of this competence after analyzing and interpreting the data obtained in the pre-test and post-test "ICC, Skill to 21st century". Therefore, according to the data obtained in the parametric tests and independent tests, it is concluded that, when implementing the didactic unit "Beyond my thoughts" based on the TAC tools and the CLIL approach, there were no significant incidents in the development of intercultural communicative competence. object of study. Because, the experimental group Teens in the pre-test obtained a median of 144 with a minimum of 101 and a maximum of 193, and the control group obtained a median of 135 with a minimum of 95 and a maximum of 100. While, in the post-test, the experimental group obtained a median of 175 with a minimum of 108 and a maximum of 187. While the results of the control group show a median of 148 with a minimum of 125 and a maximum of 183 (see *table 2*). Therefore, the Results show descriptive changes in both groups.

Regarding the Adults program in the pre-test, the experimental group obtained a median of 138 with a minimum of 96 and a maximum of 175 and the control group obtained a median of 136 with a minimum of 105 and a maximum of 162. Regarding the post-test, the experimental group obtained a median of 159 with a minimum of 152 and a maximum of 183. While the results of the control group show a median of 150 with a minimum of 123 and a maximum of 168 (see *table 3*). Therefore, recognizes that in the Teens program the frequency data showed increases in the development of intercultural communicative competence both in the experimental group and in the control group. In the Adults program, it was evidenced that the development of this competence decreased in the control group and it increased in the experimental group.

Subsequently, in the results of the hypothesis test (t-test) for related samples, a significance value ($p > 0.05$) was observed in both groups of the Teens and Adults programs. This indicates that there were no statistically significant differences between the tests (see *table 2 and 3*). Consequently, a significant incidence of the variables LKT tools and the CLIL approach is not reflected in the development of intercultural communicative competence, so that the researcher's hypothesis is rejected and the null hypothesis is accepted.

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Table 3
Statistical results Adults program

Group		Total Pre-Test	Total Post Test	Pre - post	Post - intergroups
		Statistical Significance			
Adults Experimental	Mdn	138	159	0,05	0,067
	LSD	96	152		
Adults Control	MLE	175	183	0,055	0,07
	Mdn	136	150		
	LSD	105	123		
	MLE	162	168		

Note. This table shows the frequencies and significances obtained from the independent and t samples of the pre-test and post-test results applied to the Adults program.

Finally, regarding the test for independent samples, the results of the Teens and Adults program reflected that the level of significance was greater than .05 (see *table 2 and 3*). This value indicates that there are not significant differences between the results of the experimental group with respect to the control group when comparing the inter post-test results of both groups. Therefore, by not obtaining a statistically significant representation between the experimental group and the control group, the hypothesis of the researcher was rejected, and the null hypothesis was accepted.

D. DISCUSSION AND CONCLUSIONS

The results obtained in the pre-test and post-test reflect that intercultural communicative competence should not be evaluated only through tests that measure or classify the level of competence since the knowledge or dimensions of this ability involve cognitive, affective aspects, and attitudinal of the person, which can vary according to the situations that he experiences in his daily life. In contrast, Martínez, A. (2018) in their research study states that although the results show that the population under study is at a medium-low level of competence, they do not mean that the population under study develops a greater cultural knowledge, experience or more positive attitude towards interculturality. Therefore, understanding that there are social, economic, cognitive, political or ideological elements that intervene in the development of intercultural communicative competence, it is appropriate that the evaluation of this ability is carried out through continuous strategies and processes where students have the opportunity to record their experiences, knowledge and attitudes to become more aware of what they experience and are able to maintain a relationship between their own culture and that of others (Byram et al., 2002; Vilà, 2010; Rico Troncoso, 2018; Martínez, A., 2018).

Even the evaluative process of intercultural communicative competence must take into account the sequential analysis of the way students perceive and deal with everyday situations. Intercultural and multicultural experiences favor the development of intercultural communicative competence and the strengthening of intercultural awareness (Perez & Gomez, 2017). Therefore, it is possible to propose that developing this competence in the process of learning English as a foreign language can allow students to develop their personality, acquire analysis skills and values such as tolerance, respect and empathy to relate and live in a way harmonious and peaceful with others, accept, respect and value cultural diversity and contribute to the development of an equitable, sustainable, progressive and tolerant society (Saez, 2006; UNESCO, 2015; Ortiz, 2015; Valls, 2011; Rico Troncoso, 2018; Iakovleva, 2020; European Council, 2018; Vilà, 2010).

On the other hand, the results obtained in the post-test reflected an increase in the median of the data investigated in the experimental groups of the Teens programs (from 144 to 175) and Adults (from 138 to 159) with respect to the development of intercultural communicative competence. From the above, it can be inferred that the creation and implementation of the teaching unit "Beyond my thoughts" based on LKT tools and the CLIL approach in teaching and learning foreign languages generated an impact on the development of this 21st-century skill. Since, resources, tools, authentic materials, and activities were involved in which students are able to recognize and value other cultures, accept and take the perceptions and points of view of others, develop positive attitudes towards interculturality and be prepared to live in a multicultural society. Fong et al. (2018) and Ahnagari and Zamanian (2014), through their research, consider that the creation of activities and the implementation of technological resources in the teaching and learning process

of English as a foreign language strengthen the development of communicative competences, foster the promotion of the potentialities and attitudes of the students and promote the development of intercultural communicative competence. Consequently, it is appropriate to state that teachers should integrate the intercultural dimension in their teaching strategies and tools to favor the promotion of cognitive, affective, social, and cultural skills that enable students to enrich their own identities, develop a more critical vision facing real situations and transforming their realities based on cultural recognition, respect, and appreciation for ethnic and cultural diversity (UNESCO, 2015; European Council, 2018; Vilà, 2010; González & Borham, 2012; Iakovleva, 2020; Martínez, A., 2018; Byram, Gribkova & Starkey, 2002; Valls, 2011; Rico Troncoso, 2018; Mesa-Hoyos et al., 2019; Pérez & Gómez, 2017; Patricio, 2012).

The results obtained in this research study reaffirm that intercultural communicative competence can be developed to promote multilingual and intercultural education (UNESCO, 2015; OECD, 2006; MEN, 2006; European Council, 2018). The development of this competence provides benefits in the process of teaching and learning English as a foreign language, and in the development of integral, competent, and competitive actors with a broad and critical vision to interact in diverse contexts and provide solutions to the different problems that found in his/her daily life. Because intercultural communicative competence corresponds to the ways of being and being in the world, which clearly depends on the individual and their cognitive, social, affective, and attitudinal reason, which can change according to their experiences. Consequently, it is concluded that it is necessary to articulate several evaluation strategies related to the development and analysis of each of the dimensions or knowledge that make up intercultural communicative competence. In order to monitor the knowledge, attitudes, and

behaviors that can be affected by the situations and experiences that students experience.

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