



Universidad Internacional de La Rioja
Facultad de Educación

Master's Degree in Teaching English as a Foreign Language

**The use of language exchange app
Tandem and the development of
Intercultural communicative competence
in secondary level EFL classrooms**

MD's presented by:	Jonathan Esteban Arcentales Santana
Type of job:	Intervention proposal
Director/a:	María Olalla Luque Colmenero
Date:	September 13th, 2022

Abstract

In recent years, the use of educational apps within the classroom has raised significantly. There is almost an infinite number of language learning apps in the digital market. However, one app that could successfully promote intercultural communicative competence in and outside the classroom is Tandem, a language exchange mobile app that allows users from all over the world to practice languages as a community.

The following research paper approaches the use of Tandem in and outside the classroom to foster interculturalism. Tandem is a mobile app that permits individuals to help each other in practicing or learning any language they prefer by interaction and mutual benefit. While one person practices a particular language, the other person gives feedback and also practices another target language. Thus, this characteristic facilitates language acquisition and fosters the awareness of cultural diversity within the classroom. The objective of this proposal is to identify and study the relationship between the use of the language exchange mobile app Tandem and the development of intercultural communicative competence in EFL students.

This intervention proposal suggests complementing the EFL secondary level classroom with conversation exchange sessions between students and native speakers by giving specific topics for students to discuss with their Tandem partner. Additionally, students will develop a variety of activities based on intercultural learning approaches from conversation to discussion and reflection. All the activities are blended to increase both linguistic and intercultural skills.

Keywords: language exchange, Tandem, development, EFL, intercultural communicative competence

Table of contents

1. Introduction	7
1.1. Justification	8
1.2. Brief analysis of the state of the art	10
1.3. Objectives of the study.....	11
2. Literature review.....	12
2.1. Mobile Assisted Language Learning	12
2.1.1. Dedicated Language Learning Apps and Collaborative Learning.....	13
2.1.2. Language exchange mobile app Tandem	15
2.2. Culture and Interculturalism	19
2.2.1. Intercultural Communicative Competence	22
2.2.2. Tandem and Intercultural Communicative Competence	23
3. Intervention proposal	26
3.1. Aims of the proposal	26
3.2. Educational Context and Target Group	27
3.3. Timing.....	28
3.4. Methodology of the proposal.....	29
3.5. Sessions and activities	30
3.5.1. Phase 1 “Interculturalism and Tandem”	30
3.5.2. Phase 2 “Tandem Sessions”.....	34
3.6. Assessment.....	39
3.6.1. Learning assessment	39
3.6.2. Assessment of the proposal	42
4. Discussion	44
5. Conclusions	46

6. Limitations and further research	48
References.....	50
Annexes.....	54

List of figures

Figure 1. <i>Tandem Profile Section</i>	16
Figure 2. <i>Tandem Community Section</i>	18
Figure 3. <i>Frequency distribution of tools used in the studies</i>	24

List of tables

Table 1. <i>Topics and timing</i>	28
Table 2. <i>Interculturalism Activity Summary</i>	31
Table 3. <i>Tandem Activity Summary</i>	33
Table 4. <i>Tandem Sessions</i>	34
Table 5. <i>Self Introduction Session Summary</i>	35
Table 6. <i>Presenting one’s Culture Summary</i>	37
Table 7. <i>Mediation Summary</i>	38
Table 8. <i>Awareness Summary</i>	39
Table 9 <i>Self- assessment checklist</i>	40
Table 10. <i>Rubric Diary Entry (Reflection)</i>	41
Table 11. <i>Proposal Evaluation</i>	42

1. Introduction

Due to higher competition for work possibilities in the last decades, English has become a crucial tool in the professional and social development. As a consequence, studying English as a foreign language has become essential in order to break down communication barriers. Thus, allowing for greater personal growth in a globalized society. Initially, the English language was considered necessary only for people in high-ranking positions, but this has changed now that it is used and taught all over the world (Biswas et al., 2018).

The area of education in Latin American nations, the majority of which are considered as third world countries, mostly implies the teaching of English as a foreign language, with the primary aim of strengthening the four macro skills: reading, listening, speaking, and writing. Although there is a growing interest in studying English, learners usually have a poor proficiency level, notably in conversational contexts (Cronquist & Fiszbein, 2017).

In Ecuador, educational institutions rely on the Common European Framework of Reference for Languages (CEFR) to create the foreign language national curriculum. Despite this, most teaching and learning processes are rather mechanical and extremely traditional with a stronger emphasis on memorization, presentation of grammatical structures in an explicit way and acquisition of isolated vocabulary. With this scenario, it is evident that students do not acquire the language in a natural or realistic manner excluding important aspects such as communication and cultural diversity, which are one of the main objectives of the CEFR (Zhingri, 2021).

Communication happens through different means and so could language learning. Despite all the possibilities, languages have traditionally been taught and practiced in institutional classrooms. In recent decades, mobile apps and computer software have gained more and more acceptance as alternatives to traditional education (Nushi & Jenabzadeh, 2016). Additionally, technology benefits learners as they are not restricted to mere classroom language interaction, but they can also practice the target language outside institutional settings with other language learners or even native speakers (Odo, 2019). This results in students becoming autonomous and at the same time support the development of communication, teamwork and research to face this modern and globalized world.

In order to successfully challenge the aforementioned issues in the educational field, one should consider the implementation of mobile assisted language learning within the classroom. As several studies and surveys have shown, mobile phones are an essential part in today's teens daily lives. That being said, the mobile app Tandem could approach the concept of intercultural communication by providing students with asynchronous contact with a community of native speakers and learners. In this way, learners have the chance to teach not only their own language and learn or practice the target language with a native speaker, but also share experiences and cultural aspects of their country. What differentiates Tandem from the traditional educational setting is its motivational factor. In fact, thanks to its language exchange structure, learners have the chance to make new foreigner friends, learn the target language at their own pace, make mistakes in a friendly atmosphere, be engaged in conversation through topics of common interest and most of all, develop their intercultural communicative competence.

In order to carry out this intervention proposal, a scheme has been designed to guide its development. First, the methodology that is being used is both theoretical and practical where three phases are to be fulfilled. The first phase consists of planning the theoretical framework and establishing its units of research through a bibliographical review. This analysis is accomplished by reading other sources' theories and methodologies related to the implementation of mobile apps such as Tandem and the development of intercultural competence. The second part deals with the description of the intervention proposal. The practical aspect of the research project where sessions and activities with the mobile app Tandem are implemented to improve student's intercultural communicative competence. In the last part of the intervention proposal the reader will find the conclusions, a short analysis of the throwbacks and limitations on how the research project was carried out, as well as a future prospective of deeper studies on the topic with its implications.

1.1. Justification

This intervention proposal is crucial for students who are learning English as a foreign language in Ecuador in order to progress. Despite the fact that nowadays English is widely used as a lingua franca in most countries around the globe, Latin American learners, particularly Ecuadorians, have poor levels of English and do not pay it the weightiness it deserves, nor do they understand all of its benefits (Cronquist & Fiszbein, 2017). As a result, it is vital to

establish future research to contribute to the improvement of intercultural communicative abilities through the mobile app Tandem among Ecuadorian secondary level students.

As a consequence of the COVID-19 pandemic which affected the entire world and all fields education included, mobile assisted language learning (MALL) has gained more acceptance in the last few years. In terms of language learning, MALL is an excellent methodology for expanding traditional classroom learning to a more personal and instantaneous learning environment where students may practice the target language through the use of their portable device. Mobile assisted language learning may broaden learning opportunities and reshape learning styles (Kim & Kwon, 2012).

Moreover, as Vygotsky once stated in his sociocultural theory, interaction between individuals is necessary when talking about language learning. In this sense, Tandem may be defined as the language exchange mobile app that enables learners around the world to teach their mother tongue and share their cultural traits through oral communication by using a lingua franca such as English if necessary. As a result, learners adopt the role of L1 teacher and EFL learners simultaneously (Chung et al., 2005). The main objective of this research project is to implement sessions using the Tandem app inside and outside the classroom to monitor student's progress in intercultural communicative situations and at the same time, to motivate them in the language learning process with the use of mobile dedicated language learning apps.

Importantly, there has been several testimonials of students who make use of language exchange mobile apps to practice or learn new languages: German, Italian, Norwegian among others. These students display not only good English proficiency levels in the classroom thanks to them using English as a lingua franca, but also awareness of cultural traits of the foreign language they are learning.

As a result, the study of the use of the language exchange mobile app Tandem in the development of intercultural communicative competence in language learning becomes the subject of research since it could foster and facilitate progression in the intercultural skills of the chosen group of secondary level students. Evenly, providing motivational strategies to successfully achieve the goal of improving the language learning process and pupils to slowly become autonomous thanks to technology.

1.2. Brief analysis of the state of the art

The term mobile learning has a lot of meanings. First, mobile learning refers to the chance of learning to happen at any place or time by using portable devices such as mobile phones, tablets or any other “smart” device with internet connection (Alexander, 2004).

Additionally, Miangah and Nezarat (2012) used the term “mobile learning” as the possibility for any learning process to be individualized, unplanned, accessible and informal thanks to interactive technologies. On the other hand, the term “mobile assisted language learning” (MALL) is defined as the branch of mobile learning that explores the practical use of mobile technologies in language learning contexts.

“Intercultural” may be defined as two or more cultures involved in something (Moscatto et al., 2021). For instance, the concept of intercultural communicative competence deals with the required skills to properly interact with members from a different cultural and linguistic background.

Additionally, there is recent investigation that supports this current project. Nushi and Khazaei (2020) who agree that Tandem Language exchange is a mobile application that is designed to ease the language learning process, notably the speaking skill by bringing together a large community of language learners that benefit from each other.

Moreover, Shadiev and Sintawati (2020) studied the relationship between technology and intercultural education in a quantitative and qualitative way, across five levels. The results showed that between all the technologies available to date, most participants who were from secondary level preferred to develop knowledge and critical cultural awareness through videoconferencing and email.

To summarize, this proposal is supported by similar findings on the topic that have had good results. The three main areas that will be researched and exploited in our intervention plan are the use of language exchange mobile app Tandem, activities based on intercultural learning and intercultural communicative competence. Our idea, as well as its contribution to improving intercultural competence in EFL secondary level students, will be confirmed at the end.

1.3.Objectives of the study

In order to develop the present research project, it is essential to establish the objectives of the study that will guide this dissertation. Hence, a general objective and three specific ones have been determined.

The main objective for this dissertation is to design an intervention proposal to develop intercultural communicative competence through the use of language exchange mobile app Tandem in secondary EFL levels. To fulfill this objective, the following specific ones have been stated:

- To Establish the theoretical basis of the language exchange mobile app Tandem.
- To Describe the importance of intercultural communicative competence.
- To Determine the relationship between the use of Tandem and the development of intercultural communicative competence in secondary level students.

In this chapter, we introduced the research topic and outlined its significance for the educational setting. Additionally, we briefly discussed the flaws found in the learning environment using particular information from earlier studies. In order to do this, we gathered and summarized the current state of the interculturality and mobile assisted language learning in EFL classrooms. Finally, we determined the purpose of the research and the steps that must be taken to accomplish the main objective. The theoretical foundations of the subject under research, together with recent empirical studies that have investigated the same problem, are presented in the following chapter.

2. Literature review

In the context of this study, we focus on videoconference interaction that involves learners from at least two countries who interact through the use of a mobile assisted language learning-based app; Tandem, in order to develop their intercultural communicative competence. For the purpose of this study, we will review articles mainly published between 2017 and 2022 to synthesize knowledge of intercultural communicative competence supported by mobile apps. Specifically, we aimed to explore the concept of mobile assisted language learning, dedicated language learning apps, language learning theories, collaborative language learning, conversation exchange app Tandem, the Tandem method, the concepts of interculturalism and intercultural communicative competence and the possible relationship between the two main variables aforementioned.

2.1. Mobile Assisted Language Learning

Mobile assisted language learning (MALL) can be defined in a number of ways. According to Dagdele and Demiröz (2022), it refers to the adaptation of mobile learning into language education. Also, it could be considered as the change from Computer-Assisted Language Learning (CALL) which limited users to sit in front of a computer in a specific place and time for the learning process to happen. Despite the significant effects CALL has had on both language learning and teaching, it has experienced a considerable transformation as a result of portable devices innovations. In this regard, MALL and Call are different “in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access across different contexts of use” (Kukulska-Hulme & Shields, 2008, p. 273).

Another interesting contribution to the concept of MALL is the one stated by O'Malley (2005) who describes it as any form of learning that occurs in a ubiquitous manner, or any learning process where pupils utilize all the opportunities and advantages provided by mobile technologies. Portability and contextual learning are beneficial when using mobile devices like cellphones for language learning. It enables language study at any time and any place, regardless of location or time constraints.

Several other studies suggest that MALL can be used in foreign language learning for a variety of purpose, such as enhancing student's linguistic abilities. Some authors such as Agca and Özdemir (2013) have demonstrated that mobile assisted language learning is effective to improve vocabulary. Similarly, numerous other research work has studied the use of MALL to boost reading comprehension skills, the use of grammatical rules, listening comprehension, speaking development and even pronunciation (Arashina & Shahrokhi, 2016). Additionally, as proposed in the objectives of this intervention proposal, it is fundamental to mention that MALL can influence other dimensions of language learning, for example the affective behavioral elements. To allude to some of these; motivation, learner autonomy, enthusiasm, among others (Moosavi et al., 2018).

According to the authors previously mentioned, MALL has a wide range of definitions and can be described in a variety of ways. For the purposes of this research, mobile assisted language learning will be seen as the specialization of mobile learning which explores the use of mobile phone applications in language learning contexts in and outside the classroom.

2.1.1. Dedicated Language Learning Apps and Collaborative Learning

One important aspect on the use of mobile assisted language learning is that the majority of EFL and ESL English student's opinions toward MALL are favorable. First, they consider it to be a beneficial tool for language learning since it provides opportunities for language exposition at any time and at any place (Jiménez, 2019). Secondly, young learners are always enthusiastic to participate in any activity that requires them to "go online", especially if it involves connecting to telecommunications system such as the Internet through the use of their smartphones and tablets, which are often used before, during and after classes for many purposes or activities (Kwangsawad, 2019). Third, even though smartphones are technically made for individual use, students appreciate an advantageous feature of MALL; it allows them to not only learn the language in a personalized and individual manner, but also in a collaborative way thanks to mobile language applications that promote socializing and interaction in a virtual environment (Yudhiantara & Nasir, 2017).

In relation to this, Almousawi, 2021 conducted a study to pedagogically investigate dedicated language learning apps (DLLAs). Twenty English language learning applications in all were gathered for examination. The analytical methodology that was created came to several findings about dedicated language learning apps (DLLAs). The results showed that DLLAs

frequently offered exercise centered on mechanical forms without encouraging group learning or emphasizing the development of users' communicative ability. As a result of this study, suggestions were made to improve the behavioristic nature of DLLAs language learning perception and simultaneously, two categories of mobile apps were established:

1. Dedicated Apps: Are those stand-alone apps with pre-built pedagogical approaches that may be used independently by the user without the assistance of an instructor; the most well-known examples of this type are Duolingo and Busuu.

2. Generic Apps: The educator must carefully assess their pedagogical usage and place these applications in context because they are not specifically made for language learning but may be used for it. Twitter, for instance, a microblog application not intended for language study, may be utilized as a tool for language acquisition.

As the paper focused primarily on apps created specifically for language learning, also known as Dedicated Language Learning Apps (DLLAs), it was crucial to provide a summary of the basic language learning ideas that could help in educational improvement. That is to say, language learning theories.

Behaviorism: Heavily relies on repetition, imitation, and replacement exercises, and language is seen as a habit. It follows the approach that the learner is an empty page that has to be filled with linguistics information via drills and practices that focus on forms and correctness. In other words, it breaks tasks down into little stages (Lightbown & Spada, 2021).

Cognitivism: The cognitive mechanism we utilize to acquire everything in life—including language—is the same as our overall cognitive function (Hummel, 2014). Here student's minds are actively engaged during the learning process, they are forced to take risks, learn from their errors, and deduce language patterns on their own. Consequently, it is clear that cognitivism emphasizes that language learning requires brain processing rather than just conduct.

Inputism: Due to Krashen's study, the first hypothesis was motivated (1985, in Ellis, 2015). According to Krashen, if the input is comprehensible, (it is one level higher than the learner's present level). He contends that if a student is exposed to enough comprehensible input, they will pick up the second language (Hummel, 2014).

Interactionism: The interaction hypothesis, as stated by Ellis (2015), emphasizes that language acquisition is best achieved through adjusting learners' output while negotiating meaning.

This means that when there is a communication issue, the teacher corrects the students' work (Richards & Rodgers, 2014).

Socio-Constructivism: This theory emphasizes that learners actively participate in their own learning processes and that an individual's interactions in a group are what cause learning to occur. It is a combined perspective of constructivism and sociocultural theories (Hummel, 2014). This notion originates from Vygotsky (1962), who contends that collaborative language learning with others through their "zone of proximal development" (ZPD) is crucial for success. In other words, learning occurs when students are challenged with a problem that is slightly outside the scope of their knowledge and they work together to find a solution by providing support for one another. Learning may also occur between a teacher and a student or group of students; this is referred to as collaborative learning (Richards & Rodgers, 2014).

Following revisions to theoretical teaching procedures, an analytical framework was applied to a selection of 20 dedicated language learning apps. This investigation resulted in the discovery that the majority of dedicated language learning apps (DLLAs) do not support collaborative learning since most applications only allow for technology-based engagement. In other words, instead of connecting with actual people, the user is interacting with the software. Sadly, from a total of 20 dedicated language learning apps studied and analyzed, only one app included a socio-constructivist perspective: The Tandem App.

In this section we have explored two categories of mobile assisted language learning (MALL); generic apps and dedicated apps. For the purpose of this research, the second category was analyzed in depth providing a new term; dedicated language learning apps (DLLAs). Further, as a result of Almousawi's pedagogical study of DLLAs and language learning theories revision, it was determined that from the 20 DLLAs only the conversation exchange app Tandem assisted collaborative learning.

2.1.2. Language exchange mobile app Tandem

According to socio-constructivism, learning a language effectively requires that individuals work together with other people in their ZPD. In this regard, "Tandem: Conversation exchange" is a dedicated language learning app launched in 2015 where individuals learn a language through reciprocal language exchange interaction with someone who is more skilled

The use of language exchange app Tandem and the development of Intercultural communicative competence in secondary level EFL classrooms than them (native speakers). This shows that people develop their linguistic abilities through their zone of proximal development (ZPD) as stated in the theory previously mentioned.

Additionally, Tandem is built on the idea of language learning through language exchange, the Tandem method. Originated in the 1970s, this method is a language learning practice where speakers of different mother tongues work in pairs to acquire both linguistic and cultural competences according to the principles of independent and reciprocal learning.

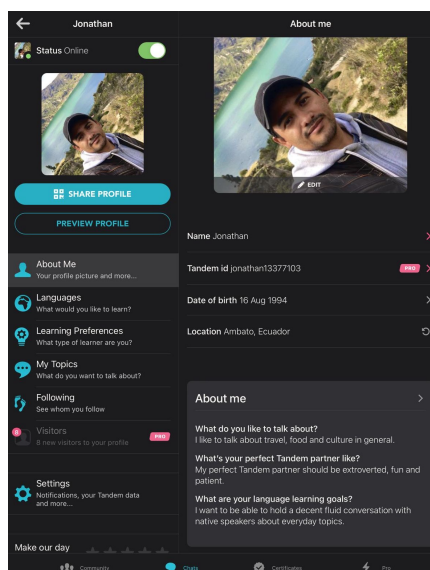
To put it another way, Tandem's approach to language acquisition is based on the premise that tandem partners may mutually benefit from language learning (the ideal partner is someone who is a native speaker of the target language).

The app is a community-based platform that allows users to exchange texts, audio recordings, audio conversations, or video calls in order to practice the languages they are interested in. The app is available for iOS and Android users to download from the App Store and Play Store respectively. Users have to first download the app and create an account for free, log into their accounts, and enter some basic information about themselves and their interests. Following, staff personnel will oversee the request from the user via an approval procedure to make sure that the only intention in joining the Tandem community is to learn languages.

How to use Tandem

Once users have logged in to Tandem, the first recommended step is to review their language exchange profile by touching the profile picture on the top right corner of the screen.

Figure 1. Tandem Profile Section



About Me: This is the option where users can change their profile picture and basic information such as name, date of birth and location. Also, users may write a short description of the topics they like to talk about, what their perfect Tandem partner is like, and what are their language learning goals.

Languages: In this section, users can select their mother tongue, other languages they speak fluently, and the languages they want to learn. Additionally, members can select the level of the target language they are learning from beginner, intermediate or advanced.

Learning Preferences: In this option users may establish what type of learners they are. This is crucial to set means of communication (messages or calls), the level of commitment (hours to practice), user's learning schedule (time of the day), and last but not least important, the correction preference (occasional or frequent correction).

My Topics: To create topics for discussion users should go to this section. Here they can create new topics or delete old ones.

Once users have reviewed their profile, the second step is to explore the three main sections on Tandem app: *Community*, *Chats* and *Parties*.

Community: This section is at the core of Tandem since its main objective is to connect language learners. In order to find a language exchange partner, users may go to the "Community" section. Here the app Tandem will automatically recommend partners depending on the languages they wish to become fluent in. Once users find a partner, they like to practice languages with, they can check additional information on their profile. A search engine is also available to assist in finding a mate with common interests, location and languages. After viewing a person's profile, users may decide with whom to speak by reading reviews and comments left by other language learners who have already interacted with the target partner. Users may send text messages, voice notes, audio or video calls. However, the last option is only available after partners have exchanged various text messages. Users may follow others and see who is following them using the tandem social networking tool. In order to exclude those who have not joined the group with the intention of learning a language, there is also a "Block" option.

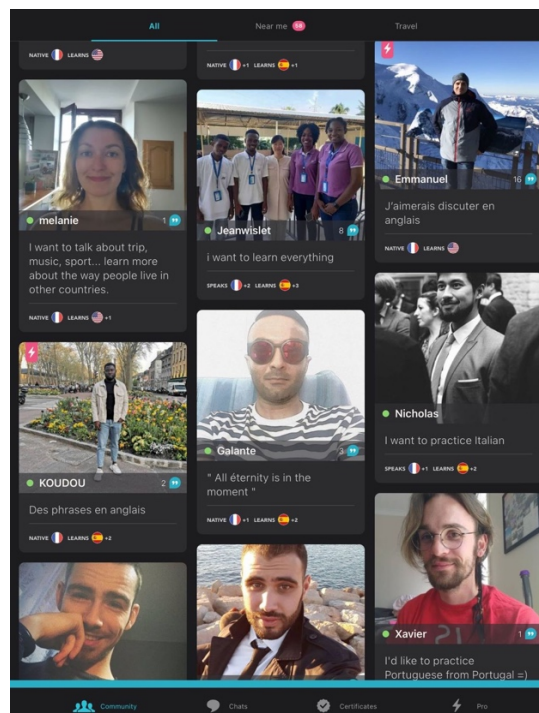
Chat: The list of people with whom learners have engaged may be seen in the "Chats" section. Once users tap on the name or picture of the partner, the conversation will appear, and

The use of language exchange app Tandem and the development of Intercultural communicative competence in secondary level EFL classrooms

learners may study the new words and grammatical rules they have learnt during the language exchange process. Apart from message exchange, the chat section allows partners to give reciprocal feedback by correcting mistakes through an intuitive built-in correction option. Another incorporated feature is the translator which, in addition to the in-app correction tool, can keep the conversation flowing.

Parties: This last section is currently in a BETA phase. As its name suggests, language parties are user created rooms that people can join to practice the target language. This concept is similar to Facebook, Instagram or TikTok's live broadcast feature. One user creates the room with a particular topic and selects the target language that will be used through the live streaming. The people who join the room can take a participative role (speaker) or a passive role (listeners). "Raise hand", "React" and "Leave party" are some of the other in-app tools in this section.

Figure 2. Tandem Community Section



As in any other dedicated language learning application, the app Tandem has its own strengths and limitations. In this regard, it is important to highlight the study done by Nushi (2021) that pinpoints the following advantages and weaknesses.

Strengths

- a) The app offers an attractive learning environment.

- b) Each profile must go through the approval procedure before a person is allowed access to the learning community. There are also explicit warnings throughout the approval process about the implications of any misconduct.
- c) The program is simple to use and has a straightforward user interface.
- d) Video calls enable more authentic conversation.
- e) Users have the option to block those they don't want to interact with anymore.
- f) Users have the opportunity to connect with native speakers globally and practice at any time and place they prefer.
- g) Through a reciprocal communication, both learners improve their target language linguistic abilities while simultaneously developing intercultural communicative competence.

Limitations:

- a) The app is built for mobile phones and tablets; therefore, the screen size might not be suitable for language acquisition.
- b) Several Tandem users use the chat tool as a place to make acquaintances rather than a learning environment.
- c) Not all native speakers are professional teachers so only a few may be able to effectively impart their linguistic expertise to language learners.
- d) Users may find in-app ads ruin the overall immersion.
- e) There is a limit of translations unless users upgrade to Tandem Pro version.
- f) In order for learners and native speakers to communicate, it is necessary to have a basic comprehension of the target language.

2.2. Culture and Interculturalism

It is difficult to describe culture, notably when it comes to learning or acquiring new languages. According to Scollon and Scollon (2012, p. 140), the term "culture" may be used to discuss big populations and the traits they share in common, such as their history and worldview, language or dialects, or geographical area.

There are many ways to categorize culture, but generally speaking, there are only two clearly distinguished primary categories (Chlopek, 2008, p. 10):

Big C culture: Big-C culture is typically simple to study since it contains reliable information about the arts, natural sciences, and social sciences. It has always been used in education because it is remarkably objective.

Small c culture: Values, presumptions, beliefs, perceptions, norms, customs, holidays, politeness conventions, interactional patterns, discourse structure, use of time in communication, use of physical space, and body language are just a few of the interrelated elements that make up small-c culture.

According to Chlopek (2008, p. 11), some features of small-c culture are visible and simple to understand (celebrations and rituals). Other components, though, are less observable. Here are the small-c cultural characteristics that are ingrained in us from birth, profoundly absorbed and subconscious, and frequently only become apparent when compared to another culture. As a consequence, someone who encounters a foreign culture will not be accustomed with such behaviors, which might result in funny situations or even conflict due to misunderstandings. This occurs because these cultural traits are hidden, and subconscious laws made by a group.

Despite playing a significant role in situations of cultural miscommunication, linguistic proficiency does not always resolve conflicts. Language must be viewed as a component of culture rather than as a separate ability found in a grammar book. Because of this, it's important to understand how a particular social group employs a language, including any slang, linguistic structures, metaphors, or other features influenced by the context in which it's spoken. Even if that language, such in the case of English, is regarded as a lingua franca, the society that speaks this variant will always have unique characteristics.

In the field of education, the development of pluricultural and plurilingual competence among community members is one of the key goals of the Common European Framework of Reference for Languages (CEFR). Multiculturalism, pluriculturalism, and interculturalism are three concepts that must be revised since they directly relate to the cultural component in the classroom and frequently cause ambiguity.

Multiculturalism: May be defined as the coexistence of many civilizations on the same land, which they do not acknowledge. This suggests that there is no social contact between these civilizations and that they are not typically aware of one another's existence.

Pluriculturalism: Refers to the presence of many groups that are aware of one another in the same region. These cultures interact, but not always on an equal level. There are hierarchies and some communities are seen as inferior, as well as instances of social interaction and understanding without intercultural exchange or respect.

Interculturalism: Entails the existence of many cultures on the same land, all of which are aware of one another and none of which are in any way regarded as superior. It is desirable and one of education's primary goals to promote this integral attitude of a multicultural society.

Interculturalism functions on two different levels (Bouchard, 2013, p. 95):

At the global or macro-social level, it links to institutional and governmental policies and programs and, as a result, provides a set of guiding principles and a basic framework for approaching intercultural interactions. In other words, what institutions are supposed to do.

At the micro-social level, it deals with the day-to-day administration of racial and cultural diversity in institutional settings and the larger community.

The term interculturalism therefore fosters encounters, exchanges, and cooperative civic projects among cultures that aid in the eradication of stereotypical views in addition to focusing on the relationship between majorities and minorities. This concept should make individuals reflect on the differences and similarities that culture involves, as well as the potential for cross-cultural communication. In this regard, modern language education now places a strong emphasis on intercultural language learning, reflecting a growing understanding of the interdependence of language and culture and the necessity of preparing language students for intercultural communication in a world that is becoming more multicultural.

For instance, the idea of intercultural communicative competence must be addressed in this study. The term is concerned with the abilities needed to effectively communicate with individuals from various cultural and language backgrounds where the term "intercultural" may be described as two or more cultures participating in anything (Moscato et al., 2021).

2.2.1. Intercultural Communicative Competence

As previously discussed, intercultural language learning emphasizes the interconnection of language and culture as well as the significance of intercultural understanding as a goal of language education. As globalization expands, this learning stance is being advocated more and more as a means of enhancing students' capacity to negotiate meanings across languages and cultures and preparing them for life in a multicultural society.

According to Byram (2009, p. 327), intercultural communicative competence takes into account language instruction and is centered on the capacity to communicate in a foreign language with individuals from different cultures, someone who possesses intercultural communicative competence (ICC) should be able to:

- Interact in a foreign language with people who are from a different culture and nation.
- Find a communication and engagement style suitable for both speakers.
- Act as a bridge between individuals with various cultural backgrounds.

The requirement for learners to acquire intercultural competences for cross-cultural communication, where they may run across linguistic and cultural challenges, has led to the necessity of building intercultural communicative competence alongside linguistic ability.

If the aim is to produce genuine intercultural competent language speakers, foreign language teachers must reevaluate approaches for teaching language and culture in the classroom. Traditional approaches to teaching foreign languages placed a strong emphasis on pupils practicing grammar, pronunciation, and vocabulary in order to sound and speak like native speakers (Byram et al., 2013). This practice in the EFL classroom does not promote intercultural communicative competence as the learner isn't given an equal chance to express his or her opinions through his own culture. Due to this reason, language teachers should encourage students to use language that creates new discoveries about the foreign language speaker and about themselves rather than pressuring pupils to resemble native speakers.

The emphasis moves from teaching students how to speak clearly in order to survive in a foreign culture to teaching them how to communicate honestly in order to forge connections and grow in a foreign society (Moeller & Nugent, 2014).

2.2.2. Tandem and Intercultural Communicative Competence

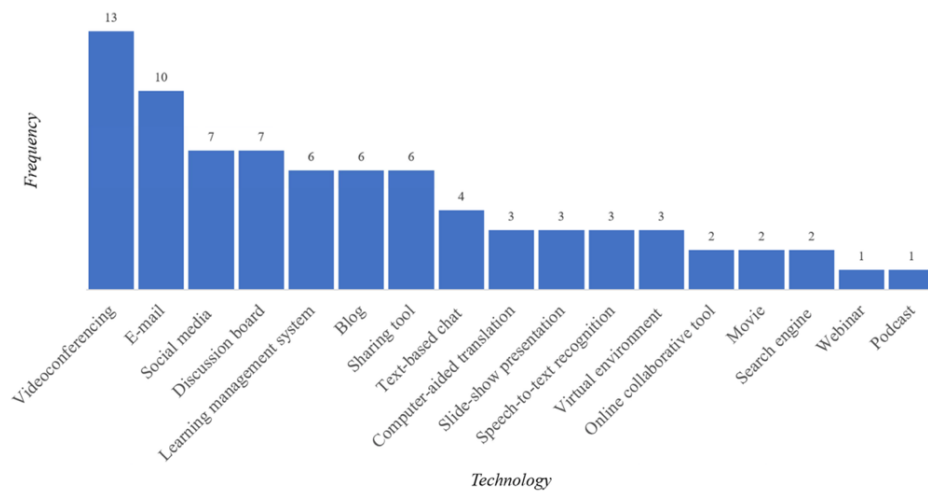
Intercultural learning has already been defined as the process of building the intercultural competence required for appropriate and successful engagement with people from various cultural and language backgrounds.

For the purpose of this research, intercultural learning will be seen as the interaction between learners from two different countries that requires them to present their own culture and explore their partner's culture.

On this matter, it is important to mention that people who speak various languages, represent different cultures, and live in different countries are getting "closer" to one another thanks to modern technology (Ozdemir, 2017), hence intercultural learning has become crucial (Sevilla-Pavon, 2018).

Nowadays, it's simple for individuals to locate representatives of other cultures online. Similar to this, social media makes it possible to communicate with ambassadors virtually. Modern translation applications also enable communication with speakers of other languages besides English. Therefore, it is important to understand one's own culture as well as other cultures, in addition to effectively participate in social interactions and activities within a given culture.

According to a research by Shadiev and Sintawati (2020) some technologies were utilized more frequently than others. It was found that email and videoconferencing were two of the most used technologies for intercultural learning. In essence, videoconferencing allowed students to engage in more in-depth discussions and increased real-time connection. Interestingly, the use of email seemed to have declined in this recent review of technologies. One explanation may be that participants prefer videoconferencing over email because it allows for more interactive conversation and cultural immersion.

Figure 3. *Frequency distribution of tools used in the studies*

(Taken from Shadiev & Sintawati, 2020)

Mobile applications have been more successful than other types of technological software in getting learners attention to language learning. Due to its built-in videoconferencing feature, the dedicated language learning app Tandem is a mobile application that could successfully improve not only speaking and listening abilities but also has the potential to become popular among many language learners worldwide due to its autonomous and reciprocal learning principals. The primary purpose of the application is to aid language learners in improving their educational experience by engaging in discussion with native and nonnative speakers and connecting with others who share their interests and learning objectives.

Moreover, Tandem interaction differs from conventional classroom communication as it allows for the discussion of subjects that are attractive to both sides. Users are less scared to make errors because of the app's inviting and unique atmosphere, and they actively want to learn from the linguistic exchanges that take place. Tandem's App Store rating of 4.7 reflects its effectiveness in assisting language learners in improving their language skills but also developing intercultural competence which is the major reason for picking it as the protagonist of this research.

In a study conducted by Nushi (2020) on the use of Tandem to improve speaking skills she stated that to help students experience a new language more like it does in the real world, teachers might encourage pupils to use Tandem outside of class. Tandem enables language learners to make video and audio conversations with native speakers of the target language

in order to improve their speaking and listening skills and broaden their cultural understanding of the language.

In this chapter we revised both the definitions of mobile assisted language learning and its characteristics. Similarly, we explored the benefits of using MALL to increase linguistic and affective elements in foreign language learning contexts. Also, the theoretical basis of the mobile app Tandem; from its methodological background to its evaluation were described. Moreover, we studied the concepts related to culture and interculturalism and explained its importance in the educational field. Furthermore, the concept of intercultural communicative competence and the skills that it requires from learners were illustrated. Finally, we explained the importance of adjusting instructor's teaching approaches in order to meet the necessities of today's learners and as a result established the possible effectiveness of implementing the conversation exchange mobile app Tandem to foster intercultural communicative competence in EFL learners.

The next section of this research work will present the intervention proposal objectives, the educational context and target group, the amount of time for the activities, the proposal's methodology, the sessions to be implemented in class, and the assessment of both the proposal and the learning process.

3. Intervention proposal

The dedicated language learning app Tandem has been considered as a great influence in the improvement of Intercultural communicative competence in learners of English as a foreign language (Nushi, 2020). This happens because the app allows learners to establish intercultural relationships with individuals across the globe through the use of built-in videoconference and chat tools, which are more appealing to language learners nowadays. Therefore, it seems necessary to design learning activities based on the intercultural learning approach in order to provide students with the necessary tools to develop their intercultural communicative competence in a globalized world.

According to studies that have been addressed towards intercultural learning, activities that involve real-time interaction play an important role in developing intercultural communicative competence. Therefore, this study suggests an intervention proposal based on Byram's model of intercultural communicative competence, which contains five main dimensions: knowledge, intercultural attitudes, discovery and interaction skills, interpreting and relating skills and critical cultural awareness (Byram, 2009).

In order to effectively design this proposal, goals will describe what will be accomplished by this intervention. Additionally, this investigation will describe important elements such as student's background and the educational setting where the proposal will take place. Similarly, the proposal will explain the timing, session details, and the activities to be implemented. To conclude, in order to evaluate students' progress after the sessions, an assessment will be designed.

3.1. Aims of the proposal

The main objective of this intervention proposal is to implement intercultural learning activities through the use of Tandem app to develop intercultural communicative competence in EFL students from secondary levels in a private institution located in Ecuador - Manta.

On the other hand, the objectives that will help to achieve the main objective are the following:

- To facilitate the implementation of Tandem mobile app by explicitly teaching pupils how to use the app.

The use of language exchange app Tandem and the development of Intercultural communicative competence in secondary level EFL classrooms

- To design activities based on intercultural learning approach to be carried out on the mobile app Tandem.
- To develop activities in which students have the opportunity to develop their intercultural communicative competence by interaction with their Tandem partners in the classroom.

3.2. Educational Context and Target Group

This interventional proposal is intended to be implemented in a non-Bilingual private school. The school is located in an urban area of Manta, Ecuador. 1.500 pupils attend the school, ranging from elementary school to the third year of secondary education. There is a maximum of 20 learners per classroom. The school has technological resources such as interactive whiteboards, labs, and well-equipped classrooms in terms of infrastructure. Additionally, each classroom has internet connectivity and offers iPads to the students.

The school's mission is to train adolescents and children to live under Catholic values in their families and the society around them by providing education that meets high standards and adopts a comprehensive approach. Its vision is to become a bilingual institution with quality certification and a commitment to the preservation of the family, natural environment, and social environment, the school is anticipated to achieve its vision by 2025. Because of this, the school is well-organized and often offers its educators training to ensure that students receive an excellent education. In this sense, instructors receive training, and the school administration provides all materials.

This proposal will be applied to 16 secondary students, ages 15 to 16, who are CEFR-level B1 undergraduates. All of the learners are learning English as a foreign language while speaking Spanish as their L1. Students take 8 hours of English instruction each week. Despite constant exposure to the Spanish language at home, the majority of students are at the aforementioned level of proficiency. Additionally, all of the pupils are from middle- to upper-class families and have access to the resources needed to carry out this proposal.

Like in other classes, there are differences in the students' cognitive and behavioral abilities when it comes to the learning process. The majority, however, are really enthusiastic about studying English and demonstrate this when participating in group or individual activities.

Having an understanding of the kids' challenges is also crucial. The psychologists assess each individual at the start of the school year to see whether any of them have specific educational requirements. Results from this assessment inform that there are no secondary-level adolescents who have specific learning needs.

3.3. Timing

This proposal is designed to be completed in 7 sessions of instruction, each lasts 60 minutes. The sessions will be divided in two phases; the first phase has 2 sessions where students are exposed to the use of Tandem through a practical workshop and the concept of interculturalism is taught explicitly. The second phase has 4 sessions in which intercultural communicative competence is improved through intercultural activities mainly based on Byram's intercultural view. The first 2 sessions are going to have the following structure: Warming up activities to activate pupil's previous knowledge, the teaching of the content and the development of activities to embrace the notion of interculturalism and how to use the Tandem app. Finally, during the other 4 sessions students are going to interact with a foreign language exchange partner in order to develop their intercultural communicative competence.

Table 1. *Topics and timing*

		Topics	Time
Phase 1 Sessions	1	Interculturalism	60 minutes
	2	Tandem App	60 minutes
Phase 2 Sessions	3	Self introduction	60 minutes
	4	Presenting one's culture	60 minutes
	5	Mediation	60 minutes
	6	Awareness	60 minutes

(Author's own elaboration, 2022)

3.4. Methodology of the proposal

This proposal is based on two learning approaches. First, on teaching of the concept of interculturalism in an explicit way as well as guiding students in the use of the app. Teaching them the concept of interculturalism explicitly is significant to make students be aware of its meaning and implications for the upcoming sessions. The second approach is to provide students with a wide range of intercultural learning activities that will develop their ability to effectively communicate with foreign speakers from a different culture.

Among all the numerous successful actions teachers may take in the classroom to increase intercultural communicative competence in pupils, intercultural learning approaches suggest starting by discovering one's own cultural aspects that are not visible to the eye (small culture). Consequently, once students have identified the most relevant aspects of their culture, they can start exploring their partner's culture through interaction and discussion in real-time thanks to videoconference as proposed in this study. Similarly, implementing intercultural reflection activities, is an effective approach for assisting learners in reflecting on what they have learned and how does it change the way learners view their own culture. Paying special attention to these activities could help learners to broaden their views of the world and become culturally competent.

Additionally, the teacher will include gamification into the lessons to give the pupils an engaging and productive learning environment. In this approach, it is possible to increase the students' involvement in the learning process. Furthermore, groups of students will work together through cooperative learning to assimilate important concepts such as interculturalism. Importantly, some of the sessions will employ the flipped classroom method so that students can take advantage of the interactions with Tandem partners in the classroom. The most crucial practice also involves reflection, where pupils use diaries in order to note down the facts they learned and how they feel about it.

To conclude, this proposal will divide its sessions into two categories; the explicit teaching of key concepts of culture, but also the importance of using Tandem app with their foreign partners to promote intercultural communicative competence.

3.5. Sessions and activities

In this section of the intervention proposal, we will present the different phases of the plan as well as describe all the activities to be carried out in detail. Key elements of planning will be included such as timing, learning outcomes, resources and the activities themselves. Also, in order to effectively guide the development of the activities, objectives will be set for each session.

3.5.1. Phase 1 “Interculturalism and Tandem”

This first part of the proposal contains 2 sessions; the explanation of the word interculturalism and the guide on how to use the app Tandem. Each session has a duration of 60 minutes.

Exploring and explaining the concept of Interculturalism explicitly through a power point presentation to students could be confusing and not very fun for learners from 15 to 16 years old. Hence, this proposal must make this difficult task more engaging and fun for learners. It will get through the various cultural concepts by using interactive technology-based resources. From attractive presentations of the topics made with the use of modern presentation tools such as Genially, to the possibility of matching concepts to their meaning in a fun way and answering trivia questions as a group with the use of resources such as Wordwall. As a result, we recognize the need of exposing our students to practical technology-based activities that will motivate them to participate actively during the learning process.

Furthermore, as was already noted, the school has access to technology and the internet. Teenagers are more motivated to work when they use the internet and modern technology, which is another reality. In order to get students familiar with the use of Tandem app, a practical workshop will take place to guide students in the process of creating their accounts and find a suitable partner to start their exchange journey. It is important to mention that students will be using the tablets provided by the institution.

3.5.1.1. Session 1 “Interculturalism”

Objective of the activity: To present the concepts of multiculturalism, pluriculturalism and interculturalism and give learners practice in understanding the meaning of the concepts through different types of resources and activities.

Development of the activity

The use of language exchange app Tandem and the development of Intercultural communicative competence in secondary level EFL classrooms

First, the teacher warms up students by asking them to define the word “culture” on an online brainstorming tool (Padlet). Students can use words, images, gifs, videos and even songs. Then, the teacher has students to watch a video about intercultural communication https://www.youtube.com/watch?v=PSt_op3fQck&ab_channel=DrDeborahSwallow.

After students have seen the video, the teacher asks – what is the difference between multiculturalism, pluriculturalism and interculturalism? Students will get in pairs, research with the use of their tablets and present their findings to the class. Later on, the teacher presents concepts and their definitions through an interactive presentation tool Genially <https://view.genial.ly/631a8fb05d1c29001152b4f2/presentation-multicultural-pluricultural-and-intercultural>. Once the teacher presents the concepts and their definitions. The teacher allows students to use their cellphones and enter the link <https://wordwall.net/resource/35515079> in which they have to match the concepts with their meanings. Once students have finished, the teacher checks the answers with students. With the aim of encouraging students to collaborate in order to reach a common goal, the teacher divides the class in groups of four to make them find the words from the presentation given previously. The first group that finds all the words from the word search correctly wins an extra oral participation point. <https://wordwall.net/resource/35515254>

Secondly, the teacher asks students to get in pairs and create a mind map on Canva in order to better organize the information they have checked. The teacher will give students appropriate time to carry out the activity according to student’s necessities. Once students have created their mind map or graphic organizer, the teacher selects the best graphic organizer and shares it with the class to provide feedback at the end of the class.

The following table summarizes the first session:

Table 2. Interculturalism Activity Summary

Learning outcomes	Students will differentiate the concepts of multiculturalism, pluriculturalism and interculturalism by creating a mind map on Canva.	
Length	Activities	Resources
5'	Warm up: What is culture?	

5'	Students watch a video about culture and intercultural communicative competence.	Interactive whiteboard
10'	Students research their own definitions for the three main concepts. Multi, pluri and interculturalism.	Genially Padlet
10'	Genially Presentation.	Youtube
5'	Students play a matching game on Wordwall.	Wordwall
5'	Students are divided into groups and have to find all the words in the wordsearch.	Canva
20'	Create a mind map or graphic organizer about the concepts seen in class.	

(Author's own elaboration, 2022)

3.5.1.2. Session 2 "Tandem app"

Objective of the activity: To have students create their Tandem account and find a foreign partner to interact with.

Development of the activity

First, the teacher will ask students some questions about the topic seen last class such as:

- What is interculturalism?
- Why is it important to respect all cultures?
- Do you consider yourself to be interculturally competent?

Then, the teacher provides students with the link of the website Tandem <https://www.tandem.net> and gives them time to explore the website's information. After that, teacher tells learners that they are going to work with this app for an intercultural class project. First the teacher explains what the app does and then emphasizes the fact that learners will have to interact with people from other parts of the world by using English as the common language.

Secondly, the teacher asks students to get in pairs and turn on their iPads in order to follow the procedure to download the app from the App Store and create an account. Once students have downloaded the app and opened it on their devices, the teacher starts projecting the

screen and clicks on the option “sign up”. Here the teacher explains that students will have to answer some questions such as what language students want to learn, what their L1 is, what other languages they speak, what topics they like to talk about, what their perfect partner is like, and what their learning goals are. Once students have answered all the questions, they will have taken a photo in that moment or select a profile picture.

Immediately after, the teacher tells students to sign up with Facebook or Google since it requires less time to complete the application to join the Tandem community. Students will be then asked to confirm their name, email address, birthday and gender in order to submit their application for joining Tandem.

Since the request to be part of Tandem’s community may take up to 7 days, the teacher anticipates students that they will have to wait 1 week before the next session takes place in order to have all students successfully accepted into Tandem learner’s community. Meanwhile, teacher provides students with a YouTube video link in order to get familiar with the app’s user interface and functions <https://youtu.be/Sgl-3lerq9c>.

Finally, in order to develop reflection in the class, the teacher will ask some questions <https://wordwall.net/resource/35537905> to students by using a roulette.

Table 3. *Tandem Activity Summary*

Learning outcome	Students will sign up to Tandem and find a language exchange partner.	
Length	Activities	Resources
10’	Review of the topics seen the previous class and reflection questions.	Interactive whiteboard
10’	Open Tandem’s website and explore how does this app work.	YouTube
20’	Registration process with students.	iPad
5’	Watch video about tips to use Tandem.	Tandem app
15’	Questions for reflection with a roulette.	App Store

(Author’s own elaboration, 2022)

3.5.2. Phase 2 “Tandem Sessions”

Once learners have learned the concept of interculturalism and the teacher has socialized the project students will be developing on Tandem app, it is time for students to video call their Tandem partner through the app and carry out the activities suggested by the teacher that will develop their intercultural communicative competence according to the principles of Byram’s model of intercultural communicative competence.

In this second phase, learners will follow a set of questionnaires, activities and procedures proposed by their teacher during their language exchange experience. This does not mean that students do not have the freedom to go their own way and try other activities or procedures with their partners. As it was stated before, the objective of this proposal is also to make learners more autonomous. This second phase is divided in four sessions:

Table 4. *Tandem Sessions*

Phase 2 Sessions	3	Self-introduction	60 minutes
	4	Presenting one’s culture	60 minutes
	5	Mediation	60 minutes
	6	Awareness	60 minutes

(Author’s own elaboration, 2022)

3.5.2.1. Session 3 “Self-Introduction”

Objective of the activity: To make students identify similarities and differences between themselves and their partner about their perception as individuals.

Development of the activity

To begin the first session, the teacher asks students to think about a time when they first met someone and write their ideas on an online brainstorming tool (Mentimeter) through their iPads. Students can post a word or emoji if they prefer.

The teacher presents the first questionnaire that will guide students throughout the first interaction with their Tandem partner. Here students will have to present themselves, their interests, what is important for them and how they see themselves as individuals.

Soon after, students will ask their Tandem partner to do the same. Here students may need to write some notes about their partner's participation and ask for clarification or repetition if necessary. After the teacher presents the questionnaire and clarifies any doubt students may have, students will open the app Tandem on their iPads, login into their accounts and connect with their exchange partner through videoconferencing. It is important to mention that the teacher here plays the role of facilitator since students are the protagonists of the encounters; through interaction students will play an active role during the sessions and most of all, will develop important skills to become more autonomous learners.

Once their partner has finished the intervention, students will ask further questions if necessary and end the session. Here pupils will complete a questionnaire based on the Autobiography of Intercultural Encounters about their Tandem exchange experience.

Finally, the teacher will ask students to prepare some notes in which they explain what they think are the most important aspects about their culture as a homework. Students should include mainly aspects that are usually invisible or not obvious to other cultures (small culture) such as social practices, social interaction processes, etiquette, values, beliefs, auto stereotypes, stereotypes other cultures have towards pupils' own culture, among others.

Table 5. *Self-Introduction Session Summary*

Learning outcomes	Students will present themselves to their Tandem partner. Students will identify similarities and differences with their partner as individuals.	
Length	Activities	Resources
5'	Brainstorm about presenting oneself on Mentimeter.	Mentimeter
5'	Present the self-introduction questionnaire to students.	Self-introduction questionnaire
15'	Present themselves using the questionnaire as a guide.	Tandem app
15'	Ask their partner to present him/herself. Take notes.	IPad
20'	Complete the questionnaire about their findings and experience.	

(Author's own elaboration, 2022)

3.5.2.2. Session 4 “Presenting one’s Culture”

Objective of the activity: To have students present hidden aspects of their small c cultural heritage.

Development of the activity

In this session students will present the hidden aspects of their culture to their Tandem partner through the notes they prepared as homework. During their intervention, students should describe important practices and beliefs within their own social group such as the way Ecuadorians greet each other, the way they greet people from other countries, how Ecuadorians behave during individual and group interactions, etiquette, auto stereotypes and hetero-stereotypes, values, beliefs, among others.

To start, the teacher asks pupils to organize their notes and develops a short brainstorming activity as a whole class in order to check that everyone brought notes about small c cultural aspects of Ecuador. Once students have shared ideas as a whole class, the teacher asks pupils to take their iPads and sign into their Tandem account to start the second Tandem session.

While students present the internal elements of their own culture, the teacher monitors students exchange with their partner and provides assistance if needed. It is essential to consider that in certain occasions, the teacher will hear students using L1 during the sessions. Even though language learning theories do not approve this practice, the teacher needs to remember that the purpose of the sessions is not explicitly focused on developing linguistic abilities. On the contrary, the activities are aimed to increase intercultural competence in students. Also, Tandem is based on reciprocal and equal exchange, characteristic that will inevitably encourage tandem foreign partners to practice their target language during the sessions and as a consequence require the teacher to be flexible and allowing students to use their L1.

Likewise, learner’s Tandem partners will also present their own small c culture features to pupils to develop cultural knowledge as Byram’s model advocates. Here students will take notes on important elements of their partner’s delivery to later use them in another intercultural learning activity. Lastly, after students end the session, the teacher gets students in groups of four people and explains the activity they will have to do in groups at home as autonomous work. The teacher tells them to look for a particular dish in Ecuador which could

stress or even disgust their Tandem partners (culture shock). Together, students will have to write some notes about the dish and the reasons why people in Ecuador are very fond of these peculiar foods. This flipped-classroom activity will help students to take advantage of the next Tandem session time in order to apply mediation strategies such as solving problems of understanding.

Table 6. *Presenting one's Culture Summary*

Learning outcome	Students will be able to present the small c culture aspects of their culture. Students will be able to identify the small c culture elements of their partner's culture.	
Length	Activities	Resources
10'	Brainstorm about small c cultural aspects of Ecuadorians.	Interactive whiteboard Tandem app IPad
25'	Present their own small c cultural elements to their partner.	
25'	Take notes on their partner's small c cultural characteristics.	

(Author's own elaboration, 2022)

3.5.2.3. Session 5 "Mediation"

Objective of the activity: To help students practice how to deal with cultural shock.

Development of the activity

Firstly, the teacher writes the word "Culture Shock" on the interactive whiteboard. Students have to come to the front of the class and by taking turns, they write any words that come to their mind.

Then the teacher explains students that in this Tandem session, they will join the groups previously established, login into their Tandem accounts and choose 1 delegate of the group who will create a live stream or "Party" on Tandem in order to talk about an Ecuadorian dish that could cause disgust or anxiety in other foreign Tandem users (culture shock). The teacher will explain pupils that the objective of the "Party" group session is to clarify, explain or solve any doubts that foreigners may have about the food the group presented using the FL and L1 only if necessary. This will help their Tandem partners to overcome their cultural shock.

Afterwards, the delegate of the group will create the live stream and take the role of host with the rest of the group. Simultaneously, everyone has to invite their Tandem partners to join the live stream as speakers (active role) or listeners (passive role).

As soon all the partners from all the groups join the “Party”, the teacher will start monitoring that students are effectively presenting their dish while explaining the reasons for such eating habits to their Tandem partners, but also clarifying any doubts their foreigner friends may have. Students may use various resources to get the message across; pictures, mimics, L1 sporadically, songs or any other technological tool they may consider relevant for the purpose of the activity.

Table 7. Mediation Summary

Learning outcome	Students will use mediation strategy to explain a particular Ecuadorian food habit that foreigners may not understand or find disturbing.	
Length	Activities	Resources
10'	Activate previous knowledge by asking students to think of the word “culture shock” and brainstorm ideas of the concept.	Interactive whiteboard Tandem IPads
5'	Presentation and explanation of the “Party section” activity using Tandem.	
5'	Create the live stream and invite tandem partners.	
40'	Present the exotic dish to Tandem partners and clarifies doubts or questions that may arise.	

(Author’s own elaboration, 2022)

3.5.2.4. Session 6 “Awareness”

Objective of the activity: To make students critically reflect on their experiences comparing their learning process and their partner’s.

Development of the activity

During this session, students are going to compare their own learning experience to those from their partners by identifying similarities and differences. To begin, the teacher will make

students reflect on the things they learned about their Tandem partner and the target culture, but also analyze and describe what emotions they felt throughout the exchange project.

Following, the teacher will ask students to access their Tandem account and contact their language exchange partner. Students will ask the same question and take notes on their partner's conclusions and feelings. Once students have ended the session on Tandem, they will have to write a diary entry about the similarities and differences among the learning process and the affective value of the project from both sides.

Table 8. *Awareness Summary*

Learning outcome	Students will write about the learning process and the feelings from both sides regarding the exchange project.	
Length	Activities	Resources
15'	Reflect on one's learning achievements and emotional value.	Interactive whiteboard IPads Tandem Diary guide questions
15'	Interact with Tandem partner to note down any sense of achievement and feelings.	
30'	Develop a diary entry to develop critical thinking or a questioning attitude.	

(Author's own elaboration, 2022)

3.6. Assessment

The assessment in the section that follows focuses on both the intervention proposal and the skills that students gain from its application.

3.6.1. Learning assessment

In the educational process, learning assessment is essential because it shows whether the learning goals established for each session are being met. Assessment looks at the outcome as well as the feedback frequency and quality. Additionally, bearing in mind the goals of this intervention plan, evaluation is a crucial component of learning because it helps students learning process. When students can see how they are doing in class, they may evaluate

whether or not they understand the topic. Assessments might inspire students. Students who are aware of their bad performance could start to push harder.

A checklist tool will be used in this intervention proposal to implement assessment as a learning resource. By using this checklist, one can assess how well the proposal objectives, which are based on the investigation objectives, were designed. Because of the following factors, this kind of assessment was chosen. First, in order to promote language learning as a continuous process, non-linguistic elements such as motivation and student autonomy are becoming more crucial in language classes. This is something that can be done in a classroom.

Second, given that the majority of the students are teenagers, some of them lack confidence in their abilities. Applying this assessment will therefore enable them to boost their sense of learning confidence. Thirdly, the checklist is easy to use and fairly effective at assuring students follow all the instructions considering assessment is meant to be a learning tool.

Fourth, since learners become conscious of their learning experiences, metacognition is viewed as a crucial skill for school success. In other words, students can reflect on who they are, how much they understand, what they'd like to comprehend, and how they will get there using metacognition. In order to maximize their efforts to acquire the desired competencies in this proposal, it is crucial to have students auto-evaluate their learning process using the checklist. In order to have students reflect on what they have learned, a checklist will be used at the conclusion of the first two sessions.

Table 9 *Self- assessment checklist*

Instructions	
My dear students, you did a fantastic job. Now is the time to think. Read each item and mark it according to how you currently see yourself. Keep in mind that this exercise will not be evaluated. You will benefit by thinking and being honest with yourself because it will improve your learning. Put a checkmark or an X.	
I can remember the concept of culture.	
I can define the meaning of multiculturalism, pluriculturalism and interculturalism.	
I know different concepts related to interculturalism.	
I feel comfortable when learning about culture.	

I can use the mobile app Tandem in order to communicate with foreigners.	
I can use all the sections in Tandem; community, chat and parties.	
I feel comfortable speaking to native speakers and teaching them my native language.	
When I speak English with my Tandem partner, I feel less anxiety.	
What I liked the most about the activities in the first two sessions was	

(Author's own elaboration, 2022)

Both the teacher's assessment and the student's assessment are crucial. For this reason, formative assessment is used in the second phase of the project, specifically in the last four sessions. On one hand, during the last four sessions, the teacher will apply formative evaluation techniques like answering questions, providing constructive positive feedback, and observation. Nevertheless, a summative evaluation is used after the six sessions as students have to write and present a product. During the diary entry activity, the teacher will use the following rubric.

Table 10. *Rubric Diary Entry (Reflection)*

	1	2	3	4
Conventions	Does not follow format, there are no personal thoughts or opinions.	Includes format, presents insufficient thoughts or opinions.	Uses format and includes a fair number of thoughts and opinions.	Includes format, personal thoughts and opinions.
Capitalization and punctuation	Writer makes more than 4 mistakes.	Writer makes 3 - 4 mistakes.	Writer makes 1 - 2 mistakes.	Writer makes no mistakes.
Reflection and thoughts	Writer demonstrates no understanding of the topic.	Writer demonstrates minimal understanding of the topic.	Writer demonstrates some understanding of the topic.	Writer demonstrates deep understanding of interculturalism.

Effective written communication	Writer does not communicate clearly nor is organized.	Somewhat understandable, but not organized.	Communicates thoughts in an understandable manner, but organization needs improvement.	Communicates thoughts in a clear and organized manner.
Content	Answer none of the guide questions within the diary entry.	Answer minimal number of the guide questions within the diary entry.	Answer some of the guide questions within the diary entry.	Answers all guide questions within the diary entry.

(Author's own elaboration, 2022)

3.6.2. Assessment of the proposal

The evaluation of the intervention proposal becomes crucial in order to identify its strengths and weaknesses and continue to improve for future implementation. This is because the learning assessment that was implemented by both the teacher and the students during the six sessions gave a clear picture of the students' knowledge and improvement of how the implementation of the app Tandem impact their intercultural communicative skills. It also proved to be a great tool for teachers because self-evaluation is important for the learning process, for growing, and for having a positive influence on the educational community. Following that, a self-assessment checklist created by the proposal's author is provided as a tool for the instructor to evaluate the intervention proposal itself through the following criteria.

Table 11. *Proposal Evaluation*

Indicators	No	Yes
It includes different Tandem sessions during the project.		
It applies a variety of activities to teach interculturalism explicitly.		
It has interaction-based activities.		
It allows students to work in groups to mediate cultural issues.		
The progress of students is according to the learning outcomes.		
The number of the sessions are appropriate.		

The time to develop the activities are suitable.		
It implements activities to challenge students' attitudes towards cultures.		
Comments		

(Author's own elaboration, 2022)

In conclusion, the teacher who has implemented the didactic sessions can use this proposal assessment tool at the conclusion of the implementation. Later, the proposal can be changed to accommodate future applications with a different group of students or samples in order to enhance the quality of the intervention plan for those indicators that did not earn a very satisfactory score and those that were commented on. Additionally, this tool enables a second teacher to evaluate while co-teaching in order to give a second perspective in support of enhancing academic standards. Future applications based on the current idea will be strengthened by these suggestions and evaluations, as well as the student evaluations.

In this chapter we described the implementation of the intervention proposal and its various elements. First, aims were specified in order to guide the proposal. Secondly, educational context, target group, timing and methodology were reported. Third, we formulated and detailed the different stages of the proposal and their sessions or activities to be carried out. The next chapter of this research work concerns the discussion of the investigation.

4. Discussion

This chapter of the intervention proposal will analyze and interpret the findings of the research work.

In order to overcome any linguistic or cultural difficulties when interacting with individuals from various cultures, language learners must develop both their linguistic and intercultural communication skills. This is especially important in today's multicultural environment. Given the importance of intercultural communicative competence in intercultural communication, this paper has critically analyzed the learning theories behind the use of dedicated language learning apps in the classroom such as Tandem and proposed activities based on intercultural learning approaches in order to develop intercultural communicative competence.

Noticeably, this intervention proposal has combined important aspects of the language such as, the use of Tandem app through different intercultural approach activities such as self-introduction, culture presentation, mediation, among others in order to help students interact with native speakers to develop their intercultural communicative competence while learning English as a Foreign Language. According to studies from other authors, interaction is a key component to develop the above-mentioned skills.

Mainly this intervention proposal presents the idea to have Ecuadorian students from secondary levels to use dedicated language learning apps such as Tandem as a means of interaction and collaborative learning in order to improve intercultural communicative skills. According to previous studies, videoconferencing is one of learners' favorite means for developing language abilities as shown in Figure 3. This can result in increasing other language learning affective elements such as motivation.

This intervention proposal is based on explicit teaching of the concept of interculturalism and integrating different methodologies such as the flipped classroom, mobile assisted language learning, gamification and intercultural learning approach to aid students develop both linguistic and intercultural skills.

The application of the app Tandem has been developed through all the interaction sessions implementing the use of different kinds of intercultural learning activities such as the self-introduction through the use of an adapted form of the autobiography of intercultural encounters (see annex 1), culture presentation, mediation and reflection through the use of diaries (see annex 2). Thus, making the learning process meaningful and interactive. This

proposal has been planned to make progress in getting learners competent in intercultural encounters.

Despite the fact that this project 's objectives have all been fulfilled, it's crucial to remember that this is only the preliminary stage of implementation. It should be noted that this suggested intervention has not been put into practice in a real classroom nor has it provided quantitative tangible findings. As a result, the proposal's author is unable to present concrete evidence of the sessions' application's success. However, it is hoped that by implementing this proposal, learners would develop their intercultural communicative competence through the use of Tandem.

To sum up, the culturally developed components involve students in cognitive, behavioral, and affective aspects of culture learning through a variety of interactive tasks and activities. These tasks and activities help students develop the cultural knowledge, skills, and attitudes necessary for successful communication and interaction with people from other cultures. The proposed cultural elements are anticipated to benefit learners greatly as they can support their development of language and intercultural competence. The development of teachers' professional skills for a long-term plan for language teaching will therefore be aided by a change from a traditional to an intercultural posture in EFL classrooms. Their understanding of the intrinsic relationship between culture and language and how to teach culture as a key element of language instruction is improved. Additionally, it aids in the development of teachers' intercultural viewpoints, which could affect the way they approach language instruction and how they create their lesson plans. To achieve the objectives of foreign language instruction in our contemporary world, EFL teachers and students must endure this change.

In this segment of the present investigation, we presented a critical interpretation of the findings and literature review. The next chapter will present the concrete findings from the analyzed articles.

5. Conclusions

This section will reveal the conclusions of this intervention proposal. We will examine how the development of this master's dissertation has contributed to meeting the proposal's initial aims, taking into account the proposal's initial objectives. As a result, it is important to keep in mind that the dissertation's general objective was to design an intervention proposal to develop intercultural communicative competence through the use of language exchange mobile app Tandem in secondary EFL levels.

Regarding to the first specific objective, in this study we reviewed the most relevant literature and articles referring to the two main variables of this proposal, Tandem app and intercultural communicative competence in learning English as a Foreign language. These studies allowed to build theoretical basis to conduct the proposal's development in the right way. First, we have analyzed the advantages and the methodological theory behind the dedicated language learning app Tandem where the two most important theories that support the use of this app were the Tandem method and collaborative learning. Importantly, most reviewed authors coincide with the idea that implementing technology, especially the ones that involve interaction with other individuals increase both the linguistic abilities and other elements of language learning such as motivation and autonomy. We can therefore confirm that the use of the mobile app Tandem in the classroom allowed students to effectively develop their intercultural communicative competence by reciprocally exchange not only their language, but also the small c cultural elements of their country. However, it is the instructor's job to successfully monitor the interaction sessions between students and their partners since the use of Tandem may inevitably promote demotivation (a certain degree of the target language knowledge is essential to interact) or students could start boarding out of context topics.

Secondly, from the searching, we have described the importance of intercultural communicative competence. According to several authors, the fact that globalization has enabled different cultures to interact with one another may result in several communicative issues. While language may not be the biggest barrier (thanks to the use of a lingua franca), cultural aspects can definitely cause misunderstandings even when both sides speak the same language. What is more, according to previous findings, cultural misunderstandings may also appear within members of the same territory and the same cultural context. With this in mind,

we can conclude that the teaching and learning of intercultural communicative competence should be addressed in the classroom to diminish the issues previously mentioned. Nevertheless, because cultural competence is studied in a rather superficial way in the classroom (only based on fixed cultural knowledge), its successful implementation can be difficult to achieve. Thus, it is important for teachers to carefully design culturally oriented activities in the classroom based on intercultural learning theories. The objective of the activities should be to promote interculturalism and not linguistic abilities alone.

Finally, we have met the last objective that was to determine the relationship between Tandem and the development of intercultural communicative competence in students from secondary levels through the development of the different sessions of the intervention proposal. By integrating different Tandem sessions in the classroom and the use of diverse activities based on intercultural learning approaches from previous investigations we can reassure that the use of the mobile app Tandem during the teaching – learning process of English as a Foreign language helps learners develop essential intercultural communicative skills thanks to its ability to connect people from different cultural backgrounds who reciprocally exchange both linguistic and cultural knowledge.

6. Limitations and further research

In this final part of our research, we will examine and consider the limitations of our findings, as well as make suggestions for additional research. This is intended to demonstrate how the intervention proposal might be enhanced.

The fact that this proposal hasn't been implemented in a school yet makes it impossible to assess its success in a practical setting, which is one of its limitations. In fact, we were unable to put the concept into action because of a lack of time. Another limitation could be that the parents might not allow their children to interact via videoconferencing tools since teachers have to ask for their permission if they want students to appear in front of a camera. However, this has been anticipated and thanks to Tandem various built-in tools, students who are not allowed to interact through video calls, might be able to do it via chat or audio messages.

Tandem requires a stable internet connection, therefore a further limitation could be having a poor internet connection and a high number of students per class using Tandem simultaneously.

Regarding further research and implementation, the current intervention proposal should persuade language teachers to implement a mobile-assisted language learning approach in their classrooms because numerous theoretical foundations have demonstrated positive effects on motivation and learning. Additionally, it should promote greater research into the phenomena to get a deeper understanding and raise awareness of the benefits of Tandem for teaching and learning. There aren't many teachers, though, who would be open to altering their curricula in order to test the efficacy of novel educational ideas.

The effectiveness of the instructional strategies utilized in earlier and current studies needs to be investigated deeper. Future studies could also examine the relationship between Tandem learning and the early linguistic abilities of EFL learners. Due to the fact that Tandem has been associated with enhancing speaking and listening abilities, researchers may want to investigate how using Tandem on mobile devices affects other oral production skills. This current concept should be modified and evaluated for additional samples at various educational levels for further research lines.

This proposal could be brought to use in an experimental study to determine if it is indeed useful and beneficial to use Tandem, a mobile app, to improve intercultural communication skills. To determine whether hosting exchange sessions using diverse activities and

approaches, such as those utilized in this proposal, can enhance students' intercultural awareness and communication ability, more research should be conducted on this topic. To maximize educational quality, this intervention suggestion should be carried out in collaboration with a co-teacher. Another potential area of study in the future would be the extension of the proposal's implementation, lengthening the duration and number of sessions and therefore including some extension and reinforcement activities.

References

- Agca, R. K., & Özdemir, S. (2013). Foreign Language Vocabulary Learning with Mobile Technologies. *Procedia - Social and Behavioral Sciences*, 83, 781-785. <https://doi.org/10.1016/j.sbspro.2013.06.147>
- Almousawi, S. A. (2021). Examining English Language Learning Apps from A Second Language Acquisition Perspective. *International Journal of Higher Education*, 10(5), 166. <https://doi.org/10.5430/ijhe.v10n5p166>
- Arashnia, M., & Shahrokhi, M. (2016). *Mobile Assisted Language Learning: English Pronunciation among Iranian Pre-intermediate EFL Learners*. 14.
- Barrett, M. (2013). *Interculturalism and multiculturalism: Similarities and differences* (2013.^a ed., Vol. 23). Council of Europe. https://books.google.com.ec/books?id=_MxSAwAAQBAJ&lpg=PT54&dq=Interculturalism%20and%20Multiculturalism%3A%20Similarities%20and%20Differences&lr&pg=PT54#v=onepage&q=Interculturalism%20and%20Multiculturalism%3A%20Similarities%20and%20Differences&f=false
- Biswas, A., Sen, A., Roy, D., & Bernaje, S. (2018). Advancements of English language in the field of technical education and current job scenario. *2018*, 1(1), 10.
- Bryam, M., Holmes, P., & Savvides, N. (2013). Intercultural communicative competence in foreign language education: Questions of theory, practice and research. *2013*, 41(12). <https://doi.org/10.1080/09571736.2013.836343>
- Bryan, A. (2004). Going Nomadic: Mobile Learning in Higher Education. *2004*, 39(5), 28-35.
- Charpentier Jiménez, W. (2020). Adult Students' Perceptions of Mobile assisted Language learning in Oral English Courses. *Revista de Lenguas Modernas*, 31. <https://doi.org/10.15517/rlm.v0i31.40873>
- Chlopek, Z. (2008). The Intercultural Approach to EFL Teaching and Learning. *2008*, 46(4), 10.
- Cronquist, K., & Fiszbein, A. (2017). English Language Learning in Latin America. *2017*, 12(82), 82.

- Dağdeler, K. O., & Demiröz, H. (2022). EFL Instructors' Perceptions of Utilizing Mobile-Assisted Language Learning in Higher Education. *Acta Educationis Generalis*, 12(2), 22-40. <https://doi.org/10.2478/atd-2022-0012>
- Deardorff, D. K. (Ed.). (2009). *The Sage handbook of intercultural competence* (2009.^a ed.). Sage Publications.
- Ellis, R. (2015). *Understanding Second Language Acquisition 2nd Edition—Oxford Applied* (2015.^a ed., Vol. 22). eBook.
- Europarat (Ed.). (2020). *Common European framework of reference for languages: Learning, teaching, assessment ; companion volume*. Council of Europe Publishing.
- Gyum, Y., Graves, B., Wesche, M., & Barfuth, M. (2005). Computer-Mediated Communication in Korean-English Chat Rooms: Tandem Learning in an International Languages Program. *2005*, 62(1), 49-86.
- Ho, S. T. K. (2009). Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance. *2009*, 5, 14.
- KimHeyoung, L., & Yan, H. (2012). Exploring Smartphone Applications for Effective Mobile-Assisted Language Learning. *Multimedia-Assisted Language Learning*, 15(1), 31-57. <https://doi.org/10.15702/MALL.2012.15.1.31>
- Kirsten, M. H. (2014). *Introducing second language acquisition* (2014.^a ed., Vol. 12).
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289. <https://doi.org/10.1017/S0958344008000335>
- Kwangsawad, T. (2019). University Students' Perceptions of MALL in EFL Classes. *Studies in English Language Teaching*, 7(1), 75. <https://doi.org/10.22158/selt.v7n1p75>
- Miangah, T. M. (2012). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems*, 3(1), 309-319. <https://doi.org/10.5121/ijdpds.2012.3126>
- Moeller, A. (2014). Building intercultural competence in the language classroom. *2014*, 2(2), 14.

- Moosavi, Z., DeWitt, D., University of Malaya, Malaysia, Naimie, Z., & University of Malaya, Malaysia. (2019). *Efl Undergraduate Learners' Readiness towards Mobile Learning*. 121-128. <https://doi.org/10.17501/24246700.2018.4215>
- Novara, C., Moscato, G., Gomez, L., Hombrados, I., & Varveri, L. (2021). Life Satisfaction and Psychological Distress of African Immigrants in Italy and Spain: The Protective Role of Social Support and Sense of Community. *2021, 1(1)*, 1-18.
- Nushi, M., & Jenabzabed, H. (2016). Busuu–The Mobile App. *2016, 1(1)*, 265.
- Nushi, M., & Khazaei, V. (2020). Tandem Language Exchange: An App to Improve Speaking Skill April 2020. *2020, 5*, 356.
- Odo, M. (2020). Connecting Informal and Formal Language Learning. *2020, 1(1)*. <https://doi.org/10.1002/9781119472384.ch28>
- O'Malley, C., Vavoula, G., Glew, J., Taylor, J., Sharples, M., Lefrere, P., Lonsdale, P., Naismith, L., & Waycott, J. (2005). Guidelines for learning/teaching/tutoring in a mobile environment. *2005*, 84.
- Özdemir, E. (2017). Promoting EFL learners' intercultural communication effectiveness: A focus on Facebook. *2017, 1(1)*, 5-10.
- Patsy, L., & Spada, N. (2021). *How Languages Are Learned 5th Edition* (2021.^a ed., Vol. 2).
- Richards, J., & Theodore, R. (2014). *Approaches and Methods in Language Teaching* (2014.^a ed., Vol. 12). Cambridge University Press. <https://books.google.com.ec/books?id=HrhkAwAAQBAJ&lpg=PR1&dq=Approaches%20and%20methods%20in%20language%20teaching.%20Cambridge%20university%20press.&lr&pg=PR1#v=onepage&q=Approaches%20and%20methods%20in%20language%20teaching.%20Cambridge%20university%20press.&f=false>
- Scollon, R., Suzanne, W., & Rodney, J. (2012). *Intercultural Communication: A Discourse Approach* (2012.^a ed., Vol. 12). Blackwell. <https://books.google.com.ec/books?id=HyAbmSqOPsoC&lpg=PR1&dq=Intercultural%20Communication.%20A%20Discourse%20Approach.&lr&pg=PR1#v=onepage&q=Intercultural%20Communication.%20A%20Discourse%20Approach.&f=false>

- Sevilla-Pavón, A. (2019). L1 versus L2 online intercultural exchanges for the development of 21st century competences: The students' perspective: The students' perspective. *British Journal of Educational Technology*, 50(2), 779-805. <https://doi.org/10.1111/bjet.12602>
- Shadiev, R., & Sintawati, W. (2020). A review of research on intercultural learning supported by technology. *Educational Research Review*, 31, 100338. <https://doi.org/10.1016/j.edurev.2020.100338>
- Vygotsky, L. S. (1967). Play and Its Role in the Mental Development of the Child. *Soviet Psychology*, 5(3), 6-18. <https://doi.org/10.2753/RPO1061-040505036>
- Yudhiantara, R., & Nasir, I. A. (2017). Toward Mobile-Assisted Language Learning (MALL): Reaping Mobile Phone Benefits in Classroom Activities. *Register Journal*, 10(1), 12. <https://doi.org/10.18326/rgt.v10i1.12-28>
- Zhingri, A. (2021). *Effects of Formulaic Language on EFL Learners' Speaking Performance*. Universidad de Cuenca.

Annexes

1. "Self-Introduction" Questionnaire

Autobiography of Intercultural Encounters

Name: _____ Date: _____ Encounter number: _____

Who am I?

How would you define yourself?

Think about things that are especially important to you, your interests, who you are, and how others see you. *

Then ask your Tandem partner to do the same and write about the differences and similarities that you both have in the space below.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

*Here are some elements that you may think define your identity: your name, age, gender, nationality, ethnic group, country, region or community where you live or come from, religion, languages, etc. Or you could include being a son/daughter, brother/sister, school student, member of a sports team, member of any other type of club, etc.

2. “Diary entry” Guide questions

- What are some things you already knew?
- What new things did you learn?
- Were you aware of interculturalism?
- Are you aware now of what interculturalism is?
- What were your first thoughts?
- Are there concepts or knowledge you would like to deepen?
- Did you like the experience? Why or why not?
- How do you feel about the experience?
- Describe the experience using one word.
- Which are some things you approved and some you disapproved?
- Did the experience change something in you?
- If so, how did it make you change?
- What is different now?
- Are you going to change something as a result of this experience? What?